

Learning path 4 | Mastering the media

In this learning path learners are challenged to consider which media they and their fellow learners use and how this might influence them. Use active reading and listening skills to challenge learners' preconceptions about groups of people represented in adverts and identify which techniques are used in propaganda.

Topics

Media, disinformation, propaganda, stereotypes, adverts, credibility

Target group

Learning path 5 has been developed for learners aged 13 and older. The online toolbox contains open questions that learners can explore at their own level. The lessons are divided into:

● simple → ● ● in-depth → ● ● ● complex.

What do I need?

Learner:

Laptop/tablet/smartphone

Headphone

Internet access

Paper

Pen

(free) Student account or

Teacher:

Beamer & sound

Internet access

Structure

This learning path consists of three lessons. Each lesson is structured in steps. With some of the steps, you can use the tips & in-depth questions to expand the lesson. Tips can be found in the educators' guide for each lesson under 'Structure'.

Lesson

Topic	Time	Summary
Media usage, bubbles, credibility	50-60 mins	Learners will look first at their own media 'bubble' and analyse their media usage. Then they will share and compare the media consumption of other learners.
Stereotypes, adverts, influence	50-60 mins	Learners explore how stereotypes are used in the media and how those stereotypes influence how they themselves think about the world around them.
Disinformation, propaganda techniques	50-60 mins	Using historical and contemporary examples, learners explore mechanisms used in propaganda and consider how they might themselves be influenced.

Lesson 4.1 | Media and me

In this lesson learners look at the diverse and complex world of media. Learners will look first at their own media 'bubble' and analyse their media usage. Then they will share and compare the media consumption of other learners.

Learning goals

- Learners consider which media they and their fellow learners use
- Learners research what media might influence them and how

Level

Structure (50-60 minutes)

Time	Steps	Format	Tips & in-depth questions
5 mins	Introduction Media and me	Class discussion	Ask one of your learners to read the introductory text aloud. This way you ensure everyone starts on the same page.
15 mins	Step 1 What do I see	Individual/ Pair/ Class discussion	<p>This quick-fire exercise shows the learners that different people see different things even when looking at the same picture. The discussion in pairs is a short warm-up that should not take more than a couple of minutes. The question about the function of images in societies is more philosophical. Decide how much time you want to spend on this, depending how likely your learners are to be interested. It is only the start of the track, so keep the exchanges brief. The question should make learners consider the many ways images are used.</p> <p>is talking about the influence of media on women's self-image. We suggest you let your learners discuss their answers in small groups, giving everyone more chance to talk and hopefully making them feel safe enough to share personal examples. You should be aware of the sensitive nature of the topic being discussed.</p>
5 mins	Step 2 Types of media	Individual	<p>Learners reflect on their own media usage. There are no right or wrong answers. If learners come up with very different words, consider grouping the answers to help the learners realise that 'the media' is a complex term used in many ways.</p> <p>There is room for five examples for each category, but you may prefer to ask for just one or two examples.</p>
10 mins	Step 3 Discuss the three tag clouds	Class discussion	<p>Make sure learners wait until the whole class has submitted answers, then either discuss each tag cloud in turn or choose one to discuss in more detail. Ask the learners to consider what surprises or interests them in the tag cloud.</p> <p>In step 4 they will look in more detail at the media they themselves use, so avoid talking in detail about specific examples.</p>

Time	Steps	Format	Tips & in-depth questions
10 mins	Step 4 Your bubble	Individual/ pairs	<p>If learners are not familiar with the concept of a 'bubble' let them discuss briefly what they think it might mean and then explain that the bubble represents both the comfort of what is known and a limitation of world view for the person inside the bubble (who cannot see beyond it).</p> <p>In this step learners look more closely at their media consumption. The different interests and backgrounds of the learners will be reflected in the media they use. If the examples they give are diverse or conversely not diverse, it will be interesting to discuss how the media influence the learners' world view.</p>
10 mins	Step 5 Credibility	Pairs/ Class discussion	<p>Working in pairs, learners are asked to discuss why they consider some media more credible or trustworthy than others. You might consider letting this lead into a class exchange about what would happen if you spent a week in someone else's media bubble.</p>

Lesson 4.2 | Analysing the adverts

Learners explore how stereotypes are used in the media and how those stereotypes influence how they think about the world around them. Learners will be shown different adverts and choose one to learn more about. The adverts all use stereotypes.

Learning goals

- Learners explore the concept of stereotypes and consider the relationship between stereotypes and prejudices.
- Explore the concept of stereotypes in relation to advertising.

Level

Structure (50-60 minutes)

Time	Steps	Format	Tips & in-depth questions
5 mins	Introduction Analysing the adverts	Class discussion	Ask one of your learners to read the introductory text aloud. This way you ensure everyone starts on the same page.
5 mins	Step 1 The Natural type	Pairs	examples are a good starting point for thinking about how stereotypes are used in adverts.
5 mins	Step 2 The date	Class discussion/ Individual	<p>Watch individually. together and let learners answer the question</p> <p>If your learners are not familiar with the belief that the Dutch are frugal or over-careful with money, explore what they come up with. Several English expressions are linked to this idea: going Dutch, a Dutch treat or a Dutch date all indicate that everyone will pay for themselves. Similarly, at a Dutch party everyone is expected to bring their own drink. This light introduction shows how commercials 'play' with national stereotypes.</p>
10 mins	Step 3 The advertisers	Class discussion/ Pairs	<p>Watch method. together and hear how the advertisers explain their</p> <p>Keep the classroom discussion for the end of this step. The point made by the second clip is that stereotypes touch on sensitive topics and that the circumstances in which they are used, and by whom, make a difference.</p>
5 mins		Individual/ Class discussion	<p>Before the discussion, ask each learner to think of an example. At this point it is useful to limit the examples to nationalities/countries rather than minority groups.</p> <p>The learning path focuses on stereotypes. Experts have trouble defining exactly what differentiates a stereotype from a prejudice. Use the glossary to explore the terms. The main point to make is that stereotypes are often considered offensive, but that opinions differ greatly on what is or is not offensive.</p>

Time	Steps	Format	Tips & in-depth questions
15 mins	Step 4 Accept, or not?	Individual/ Group discussion	<p>Learners first chose an advert individually and answer questions.</p> <p>The adverts use sexist, antisemitic, racist, anti-Roma and anti-LGBTQI+ images. Some images are more offensive than others. It is important to acknowledge that some of these images can be hurtful, but also that opinions on this may differ. The questions that follow help the learner consider the images carefully.</p> <p>Next, they form small groups with people who looked at different examples. They should use the questions to compare the adverts.</p>
5 mins	Step 5 Reflection	Individual/ Class discussion	<p>After learners have answered the question individually, the tag cloud allows for a closing discussion with the whole group.</p>

Lesson 4.3 | Media and manipulation

Using historical and contemporary examples, learners explore mechanisms used in propaganda and consider how they might themselves be influenced.

Learning goals

- Learners learn which techniques are used in propaganda.
- Learners think about different forms of disinformation.

Level

Structure (50-60 minuten)

Time	Steps	Format	Tips & in-depth questions
5 mins	Introduction Media and manipulation	Class discussion	Ask one of your learners to read the introductory text aloud. This way you ensure everyone starts on the same page.
10 mins	Step 1 What do you think of disinformation?	Individual/ Class discussion	After learners have answered the question individually, the tag cloud allows for a brief class exchange. The question will be revisited at the end of the track, allowing the learners to consider the new information and insights they have gained.
5 mins	Step 2 Different forms of disinformation	Individual	Learners select a picture they find interesting. The examples deal with antisemitism, racism and antigypsyism.
10 mins	Step 3 See - Think - Wonder	Individual	<p>This visual thinking routine helps learners to look carefully and to think about the image they see. After answering the questions they are given background information about the picture.</p> <p>Help learners by making them aware of the difference between what they see (objective observation) and what they think (interpretations, associations). You can find more about visible thinking</p>
15 mins.	Step 4 Propaganda techniques	Individual/ Class discussion	<p>Learners individually read a text about propaganda techniques and then apply the information to the picture they chose.</p> <p>Discuss with the class when something might be considered to be propaganda. After each pair has looked in detail at their chosen example, collect ideas on the nature of propaganda. Link this with the techniques described.</p>
10 mins	Step 5 Disinformation today	Individual/ Class discussion	<p>Learners are asked to think up an example of disinformation and then argue why they think it is disinformation.</p> <p>Discuss with the whole group the tips given to recognise disinformation.</p>

Time	Steps	Format	Tips & in-depth questions
			Add suggestions if necessary and discuss in depth how information from the media can be critically accessed.
5 mins	Step 6 Looking back	Individual/ Class discussion	<p>The introductory question is asked again: what do the learners know now about disinformation?</p> <p>After they have answered individually, the tag cloud allows for a closing discussion with the whole class.</p>