



**Project Website** <https://pros4democracy.internprize.eu/>

**Activity Video Summary** [https://www.youtube.com/watch?v=qJoXAIIn\\_y8w](https://www.youtube.com/watch?v=qJoXAIIn_y8w)

Lesson Category

## Media and News Literacy

Title

### Investigative Journalism

Area(s)

#### Political argumentation in the media

Objectives

Students should be in a position to:

1. Understand the difference between news-reporting and investigative journalism
2. Understand the need for investigative journalism
3. Understand the importance of Ethics and Morals in journalism
4. Understand the role of media as a watchdog

Time needed

**8 - 10 teaching periods**

Materials needed

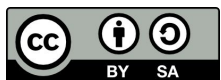
**Newspaper and online articles, videos, PCs, worksheets**

Age level(s)

**14-18**

Number of participants per group

**4 - 6**



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2021-2-MT01-KA220-YOU-000047897

Originally designed by **G C School of Careers** as a part of the EuroVoters project  
<https://eurovoters.eu>

**Investigative Journalism**

## Step-by-step description of activity

1. The teacher and students brainstorm about issues they hear being discussed in the media more often and make a list (e.g. economic crisis, corruption, migration). They then briefly discuss whether what they hear or read is mostly news-reporting or whether it goes any deeper than that. The terms news-reporting and investigative journalism are briefly introduced to them by their teacher.
1. The students are then divided into groups and the teacher distributes clippings of articles. They are asked to distinguish between articles which simply report on events and those which include some kind of further research and analysis.
2. The students then watch extracts of news programmes (e.g. local or international TV journals or extracts of documentaries) and are asked to discuss whether they have to do more with day-to-day reporting or with further research and investigation of the topic presented. (An example of news-reporting and investigative journalism on the same subject can be seen in **Appendix I**)
1. The students are then asked to make a table juxtaposing news-covering journalism with investigative journalism, based on the information they have so far (An example is seen in **Appendix II**) In order to form an even better idea of what investigative reporting is they could watch video clips of investigative journalists talking about their job. (**Appendix III**)
5. With the help of their teacher the students contact local reporters involved in investigative journalism and interview them in order to learn and understand more about the nature of their job.
5. Students are introduced by their teacher to the term “watchdog”. They are then divided again in groups and are asked to do some research and come up with examples of stories when investigative journalism acted as watchdog in defence of human or political rights and democracy and against corruption or abuse of power. The cases are then presented by each group in class. (Some examples can be seen in **Appendix IV**)
5. Bearing in mind all they have learnt, students are asked to come together and evaluate the level of investigative reporting in their country and identify what they consider as obstacles to investigative reporting. (In this context they should be asked to examine and consider the relation some Mass Media have with different political and economic interests and discuss how much this hinders the independence of investigative journalism or journalism in general)
5. Each group of students is asked to choose one of the most often discussed issues on the news, from the list they had originally prepared and prepare a list of 10 steps they should follow and dangers they should be aware of in order to carry out investigative reporting on the subject.

### Strategies of teaching and learning

Research-based learning; interview; critical analysis

### Evaluation

Students are asked to prepare a poster of “The Decalogue of Good Investigative Reporting”

### Notes to the educator

- The teacher’s role should be one of facilitator and moderator
- The activity may be implemented in Language, History, Politics or Psychology classes

### Notes to the students

- Students should be encouraged to do some research at home and find material, articles or videos

### Suggestions for follow-up activities:

Students prepare a powerpoint presentation or produce a short video on Investigative reporting and present it to their school

### Appendices

#### Appendix I

Ειδήσεις Βραδινό Δελτίο | Στη φυλακή η ηγετική ομάδα της Χρυσής Αυγής | 22/10/2020

<https://www.youtube.com/watch?v=qzX9bZeBqbs>

Χρυσή Αυγή: Προσωπική Υπόθεση

<https://www.youtube.com/watch?v=m9pDXSD8jIA>

#### Appendix II

Journalism	Investigative Journalism
<ul style="list-style-type: none"> <li>• <b>Type</b> (day-to-day coverage)</li> <li>• <b>Focus</b> (report what you see/ inform on what is happening)</li> <li>• <b>Analysis</b> (little analysis)</li> <li>• <b>Timing</b> (immediate)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Type</b> (systematic inquiry and follow-up)</li> <li>• <b>Focus</b> (behind the scenes, research, question, uncover information)</li> <li>• <b>Analysis</b> (in-depth analysis)</li> <li>• <b>Timing</b> (long-term)</li> </ul>

### Appendix III

*Suggested videos to watch*

#### **What is Investigative Journalism**

<https://www.youtube.com/watch?v=TCVU52T6Cbs>

#### **Why Investigative Journalism Matters**

<https://www.youtube.com/watch?v=F2gGHYuNn1Y>

#### **The murder of investigative journalist Daphne Caruana Galizia – BBC Newsnight**

<https://www.youtube.com/watch?v=i9N29zj7d4k>

### Appendix IV

#### **The Cyprus Papers Undercover | Al Jazeera Investigations**

[https://www.youtube.com/watch?v=Oj18cya\\_gvw](https://www.youtube.com/watch?v=Oj18cya_gvw)

#### **INSIDE THE DUBAI ROYAL FAMILY: Where are the missing Princesses? | 60 Minutes Australia**

<https://www.youtube.com/watch?v=syGpm7DM-4g>

#### **The murder of Jamal Khashoggi | DW Documentary**

<https://www.youtube.com/watch?v=4DVah3bZIV8>

#### **Once Upon a Time in Iraq**

<https://www.youtube.com/watch?v=lmFNkT9Km6c>