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
**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=qzX9hZeBqbs

Χρυσή Αυγή: Προσωπική Υπόθεση
https://www.youtube.com/watch?v=m9pDXSD8jIA

Appendix II

<table>
<thead>
<tr>
<th>Journalism</th>
<th>Investigative Journalism</th>
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<tbody>
<tr>
<td>● Type (day-to-day coverage)</td>
<td>● Type (systematic inquiry and follow-up)</td>
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<tr>
<td>● Focus (report what you see/ inform on what is happening)</td>
<td>● Focus (behind the scenes, research, question, uncover information)</td>
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<tr>
<td>● Analysis (little analysis)</td>
<td>● Analysis (in-depth analysis)</td>
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<tr>
<td>● Timing (immediate)</td>
<td>● Timing (long-term)</td>
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Investigative Journalism
Originally designed by G C School of Careers as a part of the EuroVoters project
https://eurovoters.eu
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=F2eGHYuNnIY

The murder of investigative journalist Daphne Caruana Galizia – BBC Newsnight
https://www.youtube.com/watch?v=i9N29zi7d4k

Appendix IV

The Cyprus Papers Undercover | Al Jazeera Investigations
https://www.youtube.com/watch?v=Oj18cyavgw

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=lmFNNkT9Km6c