



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

**Activity Video Summary** <https://www.youtube.com/watch?v=-7w1RLzqSbs>

Lesson Category

## Media and News Literacy

Title

### Trustworthiness of Mass Media and Reporters

Area(s)

**Political argumentation in Mass media;  
evaluation of sources and information**

Objectives

**Students will:**

- 1. Explore the world of Mass media.**
- 2. Discover what might be behind of Mass Media and Politics.**
- 3. Make their own assumptions, whether Mass Media and reporters are really a trustworthy source.**

Time needed

**8 teaching periods**

Materials needed

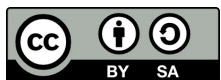
**computers, paper A3**

Age level(s)

**14-18**

Number of participants per group

**4**



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**Trustworthiness of Mass Media and Reporters**  
Originally designed by **University of Nicosia** as a part of the EuroVoters project

<https://eurovoters.eu>

## **Step-by-step description of activity**

1. The teacher displays a word document on the computer, which has the word “Mass Media” in a circle (See Appendix). He/she asks the students to think of words related to Mass media and writes them on the board.
1. The teacher then displays another document, with the word “Politics” (See appendix). He/she asks the students to think of words related to Politics and writes them on the board.
1. After the teacher writes all the words they find for both documents, the teacher starts a series of questions regarding Mass Media, Reporters, and Politics. Some of the questions might be the following:
  - a. How are Mass media, reporters, and politics connected?
  - b. Why do you think this connection exists?
  - c. Do the media profit from this connection?
  - d. Who decides what each media medium will show and project in relation to Politics?
  - e. Who controls what we see in our smartphones, tablets, laptops, PC's, etc.? (This question has substantial importance, because we want the students to conclude that both algorithms and the human factor are responsible for the things we see in media in relation to Politics)
1. If the students find it hard to conclude the above, the teacher must give them hints and examples to help them.
5. Later, the teacher separates the students into 4 groups and he/she gives them the following task: to discuss the meaning of algorithms and why and how they are related to politics. All of their answers must be written in a Paper A3. The paper must be divided into three parts (i. meaning of algorithms, ii. How do algorithms influence politics, and iii. Why do you think media and politics are related).
5. The teacher asks the students to examine in their groups the ways “The Cambridge Analytica Scandal” seemed to have influenced Politics. Firstly, the students collect online information from articles, YouTube videos, and broadcasts. Secondly, the students in their groups use the critical-incident analysis method (as it is described in the EUROVOTERS methodological tool) to analyse the collected material in order to address the question ‘How did Cambridge Analytica turn online clicks into votes?’.
5. When all teams complete their work, they start one by one to present their findings.
5. When all teams present their work, the teacher has a dialogue with them, to conclude that the Media and reporters sometimes show only the one side of a story, or take the site of only one party or faction or politician.



9. Again, the students in their groups discuss how they feel about what they discussed in Step 8. The students share their emotions and feelings with the whole class.
9. The teacher addresses a few more questions to students before completing the lesson. The questions are about the interconnection between critical thinking and voting choices made by each person and how this dynamic relationship changes when Mass Media and reporters (human factor) interfere.
9. Teacher and students discuss enough to understand how and why the Mass Media influences their critical thinking and voting choices.

### **Strategies of teaching and learning**

Problem-based learning; Critical-incidents analysis.

### **Evaluation**

The teacher separates the class into two groups and informs them that they will have a debate. One team will support that the media and reporters show what they want and they do not have an objective point of view. The other team will support the opposite argument.

### **Notes to the educator**

- The teacher helps the students when it is necessary and provides them with information only to help them reach the above objectives and conclusions.
- The activity may be implemented in Language and Citizenship Education classes.

### **Notes to the students**

- Students can use computers before the evaluation to find some arguments regarding the debate.

### **Suggestions for follow-up activities**

The teacher shows the video (<https://tinyurl.com/y4wlgr4g>) to the students. The video speaks about the Impact of media evolution on politics. After watching the video, the students in their groups must prepare a presentation to show what they have just watched and presented it to their class and to the whole school, if it's possible.

### **Appendices**

See next page.

**Appendix 1**

