

**Australia - Secondary School Lesson Plan**

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| ***Classes 9 & 10 - Media*** |
| **Overview:**  The media provides one perspective of an event such as Nepal’s earthquakes. It provides a public view which often sensationalises private experiences in order to achieve a goal. |
| **Objectives:**   * To explore the other side of the media lens * To consider the cultural assumptions in media reporting and how that impacts our experience of an event |
| **Australian Curriculum links**  EN5-7D – Understanding and evaluating the diverse ways texts can represent personal and public worlds.  EN5-8D – Questioning, challenging and evaluating the cultural assumptions in texts and their effects on meaning |
| **Prerequisites:**   * A basic understanding of types of media and bias in media |
| **Hook:**  Show the students the different media reports which highlight the statistics of houses and lives lost in Nepal’s 2015 earthquakes. Ask the students why the think the numbers vary between reports. |
| **Activities:**  *Small group discussion*  Give each group one Nepali media article and one international media article from the Heartquake website. Ask them to compare the articles and address the following questions to report back to the class:   1. Do the articles differ between the international media and the Nepali media? If so, what are the differences? What are the similarities? 2. Which article is “true”, do you think? Explain your reasons. 3. From whose perspective is the article written? How do you know? 4. What do the articles reveal about Nepali culture? How is this shown in the articles?   *Class discussion*  Why are the articles different? What role do the statistics play in the reporting? What role do the case studies play in the articles?  *Reading between the lines*  Journalists only include a small amount of information in their articles. As a reader, we need to read between the lines of what is written – what information is missing? What information is highlighted and why has the journalist focused on this?  Imagine you are a journalist for The Australian newspaper. You are preparing to interview a class 12 student who lost her home in Nepal’s earthquakes in April 2015. She still lives in a tin shelter provided by a relief organisation after the earthquakes. Prepare a list of questions you would ask her in your interview. Your list should include a combination of objective (eg what happened, what time was it, what did she do) and subjective (eg how did she feel, what does she think happened) questions.  Discuss your list of questions with a partner. Why have you included them and what information do you need for your article. How do you consider the cultural issues in your questions?  *[Teachers – if you would like to take this activity to the next stage and have some members of your class use their questions to interview students in Nepal, please contact Bec (*[*bec@mitrataa.org*](mailto:bec@mitrataa.org)*) and this can be arranged.]* |
| **Resources:**  Heartquake website |
| **Assessment/home work:**  **Reflection** – How did you experience the earthquake’s impact through the media? Why is there a difference between Nepali media and foreign media reporting on the event? How would the international media report on an event in Australia, do you think? |

**Teacher Notes**

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| **Duration of the Lesson:**  2 x 60 minute lessons | | |
| **Topic:**  Heartquake | **Lesson Heading:**  Reading between the media lines | |
| **Background of the importance of the topic:**  The media plays a very important role in society in making us aware of what is happening around the world and it provides a lens through which we experience events as well as providing information. However, the “truth” is subjective and we need to be aware of this to be aware consumers of media. | | |
| **Things to think about when preparing your lesson:**  Students need to be aware of the subjective and selective nature of the media and how it reports events. Keep in mind the different interpretations of the ‘truth’ when discussing with the students.  We’ve only covered print media in this lesson, but you can mention how this issue arises in other forms of media also. | | |
| **Challenges which may be faced and coping strategies:** | | |
| Potential Challenges:  Trying to think of questions to ask for their interviews may be challenging for some students.  They may also ask questions about the girl as some students need to know all details before they can complete a task – eg they may ask if she speaks English. | | Coping Strategies:  Encourage them to imagine if they met the girl face to face after reading about the earthquake. What would they be curious to know?  You can fill in the blanks as appropriate for your class. |