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Preface

Apia, March 2003

In the Pacific Islands region over the past twenty years, the media has grown significantly. There are more newspapers, radio stations, and television services. Video is now common in many communities. It is possible to access video games and the Internet, especially in towns and cities.

The media is part of all areas of life. As an industry, the media employs people, makes a profit, and affects economic development. As a democratic institution, the media provides information on political processes and events, allows for political debate, and communicates public opinion to the government. The media also provides a place for cultural expression and gives us ideas and images that shape our world.

The media is an educator as well. Some people even speak about it as “the first curriculum” – the first source of information for young people about the world. In one day, young people now receive more media messages than their grandparents received in a week, month, or even year. They spend more and more time watching television or videos, listening to music on the radio, tapes, and CDs, playing video games, and surfing the Internet. With the growth of new information and communication technologies, this change will become even more important.

Educators in many countries have started to work with their students to help them to understand the media better. Media Education in the Pacific: A Guide for Secondary School Teachers has been developed to help teachers in the Pacific introduce media education into their classrooms. The student activities in the guide aim to empower students to take part in the media and understand its diversity.

The guide is not a complete media curriculum. It is a starting point for introducing media education through various school subjects and for continuing the discussion about media education in the Pacific context. At the very back of the book, there is a questionnaire. Teachers can use this to give their feedback on the content of the guide.

This book is a joint effort of the UNESCO Office for the Pacific States and their network of Associated Schools in the Pacific (ASP). The Directors of Education have also given it their support.

Edna Tait
Director
UNESCO Office for the Pacific States

Tarja Virtanen
Adviser for Communication and Information

1. Media education is teaching and learning about the media. This is not the same as teaching through the media (e.g. using a radio to teach a foreign language or a video to teach science). Also, the aim of media education is not to educate media teachers. Universities and the media industry do this. However, an early understanding of the media through media education can be helpful for future media teachers or practitioners.
Introduction

This book is for secondary school teachers. It gives you, the teacher:
• information on the media and media education
• activities to help your students understand, use, and benefit from the media.

You can adapt the activities for students with different learning levels.

Is Media Education Important?

A lot of what we know about people, places, and events is not from direct experience. It comes from the media. The media can bring the world into our homes.

Everything we see, read, hear, or experience can influence us. Because the media is a big part of our lives, it may influence us a lot.

For example, the media influences us every time we:
• buy something that we saw on television
• choose to wear clothes that are “in fashion”
• enjoy a sports game – without being there
• choose to vote for someone we have never met.

When we are young, media messages can have an especially strong influence on us. Many influences are positive. For example, the media can help us to learn about the world and to understand other people. Other influences can be less positive. For example, the media might influence us to buy something that we normally wouldn’t buy.

As we become aware of how the media works, we become media literate people. We can choose which influences we want and which we don’t want.

events – happenings
influence – to affect our ideas, feelings, and/or actions
aware – conscious
What Is Media Education?

<table>
<thead>
<tr>
<th>Media education is about ...</th>
<th>Some things we need to become aware of are ...</th>
</tr>
</thead>
</table>
| what the media is | • What are the types of media?  
 • What messages does the media send? |
| why we have the media | • What are the purposes of the media?  
 • How has the media developed? |
| who is in the media | • Who owns the media?  
 • Who is sending media messages and why?  
 • Who is receiving the messages and why?  
 • Who is left out of the messages and why? |
| how the media works in relation to us | • What makes a media message effective?  
 • In what ways can the media influence me and others?  
 • In what ways can we read, understand, and react to media messages?  
 • How can we use and benefit from the media? |

How Can the Media Work for Us?

The media is neither good nor bad. It is just the channel through which people send messages. Anyone can use the media, including us.

For example, we can use the media to:
• tell our own stories  
• make our own meaning  
• inform and inspire others.

This book aims to help you and your students to use the media in positive ways.

effective – successful, useful  
channel – way, path  
inspire – make excited, motivate
Overview of the Book

The four teaching sections in this book are:
1. Getting Started – an introduction to the media
2. Media History and Ownership – the development of the media and who owns it
3. The Four Main Types of Media – a closer look at and comparison between:
   A. print
   B. radio
   C. television, movies, video
   D. multimedia
4. The Media and Us:
   A. how the media can influence us
   B. how we can influence the media
   C. how the media can regulate itself.

All teaching sections have:
• teacher information
• student activities.

Note: The questions in What You LOOK FOR can be helpful for assessment. You can use them as a starting point to assess your students’ understanding and performance. For other comments on assessment, see page 91.

On page 82, there is an overview of all the activities in this book. The overview will help you to choose the activities that are best for your students and classroom situation.

regulate – control, make rules for
Order of the Student Activities

The activities are designed to help your students make their own discoveries about the media. In each section, the first activity introduces the topic to the students. It also lets you find out what your students already know. The next activities develop your students’ knowledge.

For this reason, we suggest that you follow the activities in the order they are written. However, you may want to leave out sections that are not useful for your students.

An activity for your students to make a class newspaper is placed at the end. This is so that the students can bring together what they have learned from other activities. If you have the resources, you may also want to make a radio programme, video, or multimedia item.

For help on how to do the activities, see the Guidelines for Activities on page 91. On page 94, there is a glossary. This gives the meanings of important or difficult words. Some meanings are also given on the bottom of the pages where the words are found.

Resources for the Student Activities

Some resources are supplied for the activities. You will need to get others before starting. Use your community to help get resources. For example:
• ask the local newspaper provider or a local store for extra newspapers
• invite local media people into the classroom.

For all the activities, look for current media events that might be good examples for learning.

current – now, at this time
SECTION 1: Getting Started

What Is the Media?

“The media” describes the ways we communicate. medium = way, channel media = ways, channels

“The mass media” describes the ways we communicate to large groups of people – to the “masses”. (In this book, the word “media” is often used to mean “mass media”.)

The Main Types of Media

The main types of media are shown in the table below.

<table>
<thead>
<tr>
<th>Media type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>print</td>
<td>e.g. newspapers, books, magazines, billboards, newsletters, posters, stickers.</td>
</tr>
<tr>
<td>radio</td>
<td>e.g. Radio Hapi Isles (Solomon Islands), NBC (Papua New Guinea), V7AB (Marshall Islands).</td>
</tr>
<tr>
<td>television</td>
<td>e.g. CITV (Cook Islands), Fiji Television, Tuvalu TV, Televise Samoa, Sky, CNN.</td>
</tr>
<tr>
<td>multimedia</td>
<td>e.g. websites, video games, live performances.</td>
</tr>
</tbody>
</table>

communicate – make things known to others
billboards – large advertising signs, usually placed outdoors
Activity 1: What Is the Media?

LEARNING OBJECTIVES
Students will:
• develop an understanding of the term "the media"
• identify their own experiences of the media.

What You NEED
You need:
• the list of Starter Questions (provided below)
• something to write on (e.g. blackboard, paper).
HINT: Keep the students' answers to use in Activity 2.

What You DO
Ask the students:
• What do you think the word “media” means?
• What are the types of media you notice around you? Write down their answers. Use the Starter Questions below to help your students brainstorm about the media.

Starter Questions
• Do you notice any signs or billboards on the way to school? If so, why do you notice them? What do they tell you?
• Do you know about your national sports teams or teams overseas? Do you know if they won their last games? How do you know?
• Do you know who the leader of your country is? How?
• Have you been to a show, the movies, or a sports event recently? How did you know that the event was on?
• Do you have a favourite pop song? Where did you first hear it?
• Do you like a particular sport, fashion, or music? How do you get information about it?
• Do you know what is happening in other Pacific countries? If you have family overseas, do you know what is happening where they live? How do you know?
• Does your local media (e.g. newspaper or TV) have a children's page or children's programme?

• Write down:
  – the students' answers (and keep a copy of them for Activity 2)
  – the words that the students use when talking about the media. Make a “word bank” of these words (e.g. write them in a book or on a large piece of paper).
HINT: Keep adding words as you do other activities in this book.
• Help the students to organise their answers into the types of media in your country (e.g. print, radio, television, movies, videos, and multimedia). See page 9 for examples.

What You LOOK FOR
• What types of media do your students know about?
• What words do they use when talking about the media?
• Are the students able to organise the media into the main types in your country?

brainstorm – discuss ideas together in an open way
What Does the Media Do?

Some Purposes of the Media

- to tell us what is happening in our society (e.g. a community radio message about a local event)
- to tell stories (e.g. a film)
- to keep a record of life events (e.g. a news report on a political event)
- to teach us about things (e.g. a nature programme on TV)
- to give ideas and information that we can think and talk about (e.g. a feature article in a newspaper)
- to entertain us (e.g. a music video)
- to sell things or ideas to us (e.g. an advertisement for clothes)
- to celebrate our culture (e.g. a programme on a cultural event)
- to act as a “watchdog” on the government and other elected organisations – that is, to inform us about their activities (e.g. a news report on a new law)

**elected** – chosen by the public
Activity 2: What Does the Media Do?

LEARNING OBJECTIVES
Students will recognise some purposes of the media (what it does).

What You NEED
You need:
• the diagram called Some Purposes of the Media on page 11
• the students’ answers from Activity 1
• copies of a local newspaper or newsletter (e.g. a school or church newsletter).

HINT: Try contacting your local newspaper, church, or other organisation for extra copies of media items.

What You DO
• Ask your students: What do you think the media is for? What does the media do?
• Get them to look at their answers from Activity 1 (the types of media that they notice around them). Ask them what each media example is doing. (For example, it may be giving information about a sports match, entertaining them with music, or selling them a product.) Let them come up with their own ideas. If they need help, show them the diagram called Some Purposes of the Media (page 11).
• Put the class into groups. Give each group a copy of the local newspaper or newsletter. Ask each group to find examples of some “media purposes” on their pages. They might find items that tell a story, that sell, that entertain, etc.
• Get each group to share what they have found with the rest of the class.

What You LOOK FOR
• Do your students know some of the purposes of the media?
• Can they recognise the purposes of specific media items?
**Sender, Message, Receiver**

When people communicate through the media, they make a message and send it to someone else. This communication involves:

- the sender (someone who sends a message)
- the message itself
- the receiver (someone who receives the message).

To begin to understand how the media works, we need to know these things:

- Who is the sender of the message?
- What is the message and why is it being sent?
- Who is the receiver of the message?
**Who Is the Sender?**

Anyone can send a media message, although not everyone does.

Professional **journalists** are common senders of media messages. They look for, choose, process, and present information for us, the public. Their job is to do this in a balanced way, without supporting one view more than another.

But journalists don’t always decide what the media shows. Some people have a stronger position in the media than other people do (e.g. the owners of the media – see page 23). This can mean that we might read, hear, and see the views of only a few people. Other people and their views might be left out.

To be sure that we get a diverse picture, we need to follow different media channels. Independent journalism is very important in making sure that we have access to different views.

Advertisers are other common senders of media messages. Advertisers don’t have to present balanced information like journalists do. Their reasons for sending messages are usually different from those of journalists. For example, they might tell us only the positive things about a product so that we buy it (see below). Therefore, advertisements are very different from items written by journalists.

**What Is the Message and Why Is it Being Sent?**

Media messages (from news reports to advertisements to films) always show the world through someone’s eyes. The sender selects and constructs the message.

**No message is just a message. All messages come from the world of their senders.**

For example, we might think of a film as pure entertainment, but it might also send us messages about the **beliefs**, **attitudes**, and **values** of the film-maker. The film might show violence as a normal part of life. On the other hand, it might show us a way that we can live together peacefully. It might show relationships that are different from those we know, or it might show ones that are like our own.

Some examples of senders who are not journalists are given below, along with their possible reasons for sending a message.

<table>
<thead>
<tr>
<th>Sender</th>
<th>Possible reason for sending a message</th>
</tr>
</thead>
<tbody>
<tr>
<td>sports organiser</td>
<td>to inform people about a sports event</td>
</tr>
<tr>
<td>trading company</td>
<td>to sell a product (e.g. food, fashion/clothing, furniture, cigarettes, computers)</td>
</tr>
<tr>
<td>entertainment company (e.g. movie producer, recording company)</td>
<td>to motivate people to attend an event and/or to buy products</td>
</tr>
<tr>
<td>government</td>
<td>to inform people about political situations or decisions, to promote (“sell”) their way of governing</td>
</tr>
</tbody>
</table>

Media items can have many different messages and meanings, some more hidden than others. We need to learn to “read” media messages closely to uncover these possible meanings.

---

**journalsists** – people employed to write, edit, or report for media companies  
**diverse** – varied, mixed  
**selects** – chooses  
**constructs** – builds  
**beliefs** – what a person thinks is true  
**attitudes** – ways of thinking and feeling  
**values** – principles or standards, what a person thinks is important in life
Who Is the Receiver?

We are the receivers, and we are all different. We each have our own way of “seeing” the world. Our way is affected by our background and life experiences. So the way we each receive a media message will be different from the way another person does. For example, a message that says “New product!” can be exciting to a person who has the money to buy it, but it can be annoying to someone who doesn’t. Also see the picture example below.

The message may be the same, but each receiver is different.
Activity 3: Sender, Message, Receiver

LEARNING OBJECTIVES
Students will:
• recognise the three parts of media communication – sender, message, receiver
• become aware that different people understand the same message differently.

What You NEED
You need:
• the Sender, Message, Receiver diagram (see page 13)
• (for the extension activity) copies of a local newspaper (e.g. from Activity 2).

What You DO
• Put the students in pairs. Ask them to give each other a simple message (e.g. I like warm weather). The message can be written, spoken, or done by gestures. Help them to identify who the sender is, who the receiver is, and what the message is. Then show the students the Sender, Message, Receiver diagram on page 13.
• Put the students into groups and give them a simple message like: A famous pop star (or politician) is visiting our town tomorrow. Get them to role-play different people who receive that message. For example, they can pretend to be:
  – a person who likes the pop star (or politician)
  – a person who dislikes the pop star
  – a person who LOVES the pop star but will miss the visit
  – a person who organises transport, food, and a place to stay for the pop star
  – a person who will interview the pop star.
• Get each group to share with the class what they found out while doing the activity. Ask:
  – Did the people you pretended to be have the same reaction to the message? If not, why not?
  – What does that tell you about messages and receivers?
  (The message might not change, but people understand it differently. Messages are different for different people.)
  – Is it useful to know anything about the receiver when you send a message? Why or why not?
  (If you know how the receiver is likely to react, you can more easily get the reaction you want.)

Extension Activity: Newspaper Senders and Receivers
• Get the students to look again at items (especially advertisements) in the local newspaper or newsletter that they used in Activity 2. They should ask themselves these things:
  – Who is sending the message?
  (There may be more than one person.)
  – What are the messages?
  – Who is the receiver?
  (The students are!)
• See if the students can tell the difference between advertisements and other newspaper items. What do they think is different about the messages and why? Who is sending the messages, and why are they sending them?

What You LOOK FOR
• Do your students understand that all communication involves a sender, a message, and a receiver?
• Do they realise that they are the receivers of media messages?
• Can they identify different ways of interpreting a message?
• Do they realise that different receivers can understand the same message differently?
• Can they identify some of the senders of media messages (e.g. advertisers, journalists)?
• Can the students tell the difference between advertisements and other newspaper items?

gestures – body movements
role-play – act out, pretend to be
interpreting – understanding
Building an Effective Message

The media uses three main elements to communicate messages:

• words
• images
• sound.

The ways that the media uses these elements can affect the way we receive messages. For example, the choice of words, images, and sound can all affect the meaning and tone of an item. (It’s hard to imagine a TV newsreader smiling while describing a disaster!) We might feel a certain way in response to that tone.

Some examples of the ways that elements can be used are given below.

The Main Elements of the Media

Words
The choice of words can greatly affect the message. For example:

Headlines
A headline usually tells us what a news item is about. It also gets our attention. It can make us read the item in a certain way. For example, it can make an event sound exciting.

Descriptions
Certain words and phrases can have strong effects on us. For example, journalists often use labels to describe people, places, and events in the media. They might describe someone as a “hero” to show the dramatic side of an event.

Direct Speech and Indirect Speech
Direct speech is when a person speaks for himself or herself. An example is:
• “I woke up at 6 a.m., and the room was full of smoke,” said Mr Enari.

Indirect speech is when a journalist reports what that person said. An example is:
• Mr Enari said that the room was full of smoke when he woke up at 6 a.m.

Direct speech can sometimes seem more personal or real than indirect speech and get our attention more, but the media uses both forms in different situations.

Images (Pictures)
Different types of image can affect us in different ways. For example:

• we usually notice a big photograph more than a small one
• in television, a “close-up shot” usually places more importance on someone or something than a “long shot” does

• a picture of a famous person might get our attention more than a picture of someone we don’t know.

Also, the captions can affect us in the same way that headlines can.

tone – feeling, atmosphere, mood, e.g. serious, angry, funny, excited
shot – picture
captions – descriptions underneath pictures
Sound
Music and sound can be used for effect. For example:
- scary noises might make us feel tense
- loud, fast music might make us feel excited or bright.

Other Decisions
Other decisions that could affect the way we receive messages include the following. (They might involve choices of words, images, or sound.)

What’s Included and What’s Left Out
In a media item (e.g. a news report), details may be included or left out to focus on a certain side of an event. It can be hard to know who or what is left out of a message. We usually only find out by comparing the message with messages from other senders. (For this reason, access to different media messages is important.)

Placement
Where a media message is placed can affect how important we think it is. For example, we expect the most important news items to be on the front page of a newspaper. An item near the back seems less important.

The table below gives some possible messages in different media and some ideas for how they might be made effective.

<table>
<thead>
<tr>
<th>Media</th>
<th>Sender</th>
<th>Possible message</th>
<th>Elements that make the message effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>newspaper</td>
<td>advertiser</td>
<td>Buy these shoes!</td>
<td>lots of colour, large print, big photograph of the shoes, good-looking person wearing them</td>
</tr>
<tr>
<td>radio</td>
<td>local sports</td>
<td>The big game is on Saturday!</td>
<td>bright pop music, message said with energy and excitement, background sound of crowds cheering</td>
</tr>
<tr>
<td></td>
<td>organiser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>television</td>
<td>journalist</td>
<td>Disaster at sea!</td>
<td>newsreader has serious voice, shots of the sinking ship, sound of rescue helicopters, voices of actual survivors telling what happened</td>
</tr>
</tbody>
</table>

_to focus on_ – to highlight, to bring our attention to
_shots_ – pictures
Activity 4: Building an Effective Message

LEARNING OBJECTIVE
Students will develop an understanding of the ways that messages are built up and how they can be made effective.

What You NEED
You need:
• the list of Starter Questions (provided below)
• copies of magazines or newspapers
• something to write on (e.g. blackboard, paper).

HINT: Keep the students’ answers for later activities.

What You DO
• Write a simple message like “A storm is coming” or get the students to think of their own simple message. Get the students to share ideas on how to make this message as effective as possible. If they find it hard to think of ideas, use the Starter Questions below.

Starter Questions
• If you said the message, how might you say it?
  (You might say it in a loud voice, repeat it over and over again, speak very clearly.)
• If you wrote the message, how might you write it?
  (You might write it in big letters or use colour.)
• What could you add to your message to make it more effective?
  (If speaking, you could make gestures or add sounds: loud music, storm sounds, people shouting. You could get an important person to say it for you. If writing, you might use coloured paper, add a picture of a storm, put a coloured border around the message, add a picture of a good-looking or important person to make people take notice.)

• Write the students’ ideas down and make them into a list. Choose some ideas and let the students do them.
• Get the students to look at the magazines or newspapers. Ask them to find messages that they think are effective. (Notice what types of messages they choose – e.g. advertisements.) Get them to:
  – write down what the message is (or messages are)
  – say why they think it is effective
  – list some things that the sender has done to make the message effective (e.g. used colour, large letters, an interesting layout).
Remember to keep a copy of what the students write down for later activities.

What You LOOK FOR
• Can your students identify some ways that messages can be made effective?
• Can they use these ways to make their own messages effective?
SECTION 2: Media History and Ownership

Where Does the Media Come From?

Since time began, people have always communicated with each other – talking, telling stories, singing, etc.

To communicate, people can:
  • be face-to-face with another person
  • send a message through a medium* (e.g. writing, drawings, or another person/thing that can speak their words).

*This is where we get the word “media”. It is the plural of “medium”.

The history of the media began when people first learned ways to send messages through a medium.

Media Timeline

Ask your students: Can you imagine how the development of the media below changed people's lives?

77 000 years ago People draw pictures on cave walls.

5000 years ago 3500–3000 BC
People in Sumer (now Iraq) write by using pictures. They use a type of plant to make paper.

2500 years ago 500 BC
A pen is made from the feather of a bird.

1100 years ago 870
In China, people make a printed book by pressing carved wooden blocks onto paper.

600 years ago 1400
Gutenberg invents the printing press in Germany. Books can now be printed quickly and cheaply.

200 years ago 1800
Semaphore is invented.
People use a punch-card loom for weaving. Later, the punch-card idea will be part of computer development.
160 years ago 1840
The first camera goes on sale in Paris.
Morse code is invented.
The idea of computer programming is formed.

130 years ago 1870
The first modern typewriters go on sale.
The first telephones go on display.
The phonograph is invented.

100 years ago 1900
Marconi (Italy) and Popov (Russia) send the first radio signals.

90 years ago 1910
Movie studios start up.

70 years ago 1930
Television is shown for the first time.

50 years ago 1950
The computer microchip is invented.

30 years ago 1970
The Internet and electronic mail (email) are invented.

10 years ago 1990
The World Wide Web has millions of pages. One and a half million more are added each day.

Note that the dates given above are rounded to the nearest decade.

semaphore – the use of coloured flags to send messages
punch-card loom – a type of machine
Morse code – the use of radio signals or light flashes to send messages
phonograph – a machine that plays recordings
microchip – the “brain” of the computer, the part that tells the computer what to do
Internet – an international computer network
electronic mail (email) – sending messages instantly to others by computer
World Wide Web – an information system on the Internet allowing for links to be made between documents
Activity 5: Where Does Our Media Come From?

LEARNING OBJECTIVES
Students will:
• identify types of communication in their community
• develop an understanding of how their local mass media has developed.

What You NEED
You need:
• the table called Ways We Communicate (below)
• a big piece of paper to make a wall display
• (if possible) a person or people who can talk to the class about local communications.

What You DO
• Tell your students that we can communicate with each other in many ways. They will already know of some ways (e.g. talking, writing, drawing). Show them the table below. Ask them if they can think of other ways to communicate. Some examples might include storytelling, dance, tattoo, and tapa – as well as radio, television, computers, etc.

Ways We Communicate

<table>
<thead>
<tr>
<th>We communicate by</th>
<th>Example</th>
<th>Possible message</th>
</tr>
</thead>
</table>
| how we move (our gestures) | • shaking a fist  
• opening our arms wide | • I’m angry!  
• Welcome! |
| what we show with our faces (our expressions) | • smile  
• frown | • I’m happy.  
• I’m angry. I’m confused. |
| the clothes we wear | • church clothes | • I’m going to church. |
| the ways we decorate our homes | • tapa cloth, photos, colours of walls, garden decorations (e.g. painted rocks) | • These things show my personality. These things show my connection with my family/community. |

• Focus on the difference between face-to-face, personal communication and mass communication (communication to lots of people at once using the mass media). Get the students to identify the main types of mass media in their community.
• Choose three main types (e.g. print, radio, television/video, multimedia). With the students, make a list of questions to find out how each type of mass media developed (using words like who, what, why, when, how).
• Get your students to search for answers to these questions.
  – They could ask parents, other community members, and local media people for information.
  – You could invite someone from your local newspaper or radio station to talk to the class.
  – The class could visit a local newspaper or radio station.
• Use the answers to make a timeline (or other type of wall display if more appropriate) for each type of media.
• Ask your students:
  – Has the growth of communications changed our community?
  – If so, in what ways has our community changed?

What You LOOK FOR
• Do your students know some of the different ways we communicate?
• Can they identify the main types of mass media in their community?
• Can they show how these types of media developed?
• Can they identify some of the effects on their community?
**Who Owns Our Media?**

Media can be owned by:
- private companies (national or foreign)
- the government
- a public corporation (called public service broadcasting)
- the community.

Media owners can affect the messages that we receive through their media. They can decide what to tell us and what to leave out.

### Differences between Types of Media Ownership

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Some characteristics of the type of ownership</th>
</tr>
</thead>
</table>
| private/commercial            | • works for the private owner  
  • raises its own money (often from advertisers, who want to promote their products)  
  • can give different opinions from government-owned media  
  • aims to make as many people as possible as happy as possible (and thinks that if people read, listen to, or watch media items, then they are happy with what they are receiving)  
  • aims to be independent and to include different ideas but must also think about what sells  
  • often targets audiences (e.g. to promote the owner’s or an advertiser’s product or ideas) |
| government                    | • works for the government  
  • uses public money so has to show the government how that money is spent*  
  • gives priority to government views  
  • can be used by some governments for their own purposes (e.g. to stay in government or to influence people about certain things or ideas) |
| public corporation (public service broadcasting) | • works for everyone – people of all ages, cultures, and ideas  
  • operates with money from the government or fees that the public pays*  
  • is accountable to the public through a board of people who come from different social groups  
  • has an educational and cultural purpose (e.g. to inform, educate, and entertain)  
  • aims to be fair, diverse, and as free as possible from commercial and government influences  
  • often has to survive on little funding |
| community                     | • works for the community and is run by the community  
  • operates with money raised by the community (e.g. through fundraising events, donations, sponsorship, membership fees) |

*Note: Some government and public service media must raise part of their funding through advertising.

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**characteristics** – typical qualities  
**raises** – finds, gets  
**targets** – aims at  
**gives priority to** – puts first  
**accountable** – responsible  
**board** – committee  
**funding** – money  
**donations** – money that is given as a gift  
**sponsorship** – money that is given in return for advertising
Activity 6: Who Owns Our Media?

LEARNING OBJECTIVE
Students will develop an understanding of media ownership in their community.

What You NEED
You need:
• a big piece of paper to make a wall display
• (if possible) a person or people in the media to talk to
• (for the extension activity) the table called Differences between Types of Media Ownership (page 23).

What You DO
• Ask your students if they know who owns the media in their community. Get them to research this topic, working alone or in groups. You could:
  – invite a person from the media or the government to talk about who owns the media
  – help your students to write letters to their local newspaper or to phone local radio stations (e.g. talkback radio)
  – with your class, visit local media companies and interview the people who work there.
• Get the students to share their results with the class and then show them on a wall display. You can use the table below to help. Put the display beside the one from Activity 5.

<table>
<thead>
<tr>
<th>Name of media in our community</th>
<th>Type of media (print, radio, TV, multimedia)</th>
<th>Ownership type (private, government, public corporation, community) and name of owner</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. a newspaper, an Internet service provider</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extension Activity: Different Types of Ownership – Class Discussion
• List the four types of media ownership: private, government, public corporation, and community. Ask your students to brainstorm what the differences between the ownership types may be – e.g. How do you think a privately owned newspaper might be different from a government-owned newspaper?
• Put the students into groups. Get them to look at the table on page 23 called Differences between Types of Media Ownership. Let them discuss which characteristics they think are positive and which they think are negative. The students can then share their ideas with the class.

What You LOOK FOR
• Are the students aware that all types of media are owned by someone?
• Can they identify some of the media owners in their community?
• Are they aware of the differences between different types of media ownership? (These differences may be hard to find.)
**SECTION 3: The Four Main Types of Media**

This section looks at:
- print (Part A)
- radio (Part B)
- television, movies, video (Part C)
- multimedia (Part D).

**Part A: Print**

This part looks at the characteristics of print and its role in our lives.

**Historical Notes about Print**

- Print is the oldest type of media (after talking, storytelling, singing, etc). It began as drawings in sand and on rock. Some cave drawings have survived till today.
- Print developed from alphabets through to illustrated books, movable type, and mass production. (See the timeline on pages 20 and 21.)
- The most common form of print today is the newspaper.

**In the Pacific**

- Historically, many newspapers in the Pacific have been foreign-owned and printed in English or French.
- More and more locally owned publications are starting up. Some publish in local languages.
- Examples of locally owned newspapers are the Daily Post (Fiji), the Samoa Observer (www.samoaobserver.ws), and the Solomon Star (Solomon Islands).

For a print message to be successfully sent and received:
- the receiver must be able to see* and read the message (words and images)
- the sender and the receiver must share an understanding of what the words and images can mean. (See The Main Elements of the Media on page 17.)

*An exception is when the message is sent in Braille and the receiver can “read” Braille with their fingertips.

**Characteristics** — typical qualities
**Role** — function, the part it plays
**Braille** — a form of media for the blind
Activity 7: Print in Our Community

LEARNING OBJECTIVES
Students will:
• recognise examples of print in their community
• develop an understanding of print messages.

What You NEED
You need:
• something to write on (e.g. blackboard, paper)
• (if possible) a person involved in print who can talk to the class.

What You DO
• Get your students to brainstorm:
  – examples of print in their community (e.g. newspapers, magazines, books, billboards, posters, and brochures)
  – what print uses to send messages (e.g. words and pictures – including photos, graphics, sketches, diagrams, maps, logos, graphs, and cartoons)
  – what they need to receive a print message – that is, sight and the ability to read. (The exception is Braille.)

The students could list all the newspapers and magazines (if any) in your country.
• Add any new words to the word bank that you started in Activity 1.
• Ask the students to make a list of things that they want to find out about print. Help them to find the answers to their questions. You could:
  – invite a person involved in print to talk to the class
  – take the students to visit a print producer
  – help the students to write a class letter to someone who produces a newspaper, magazine, or newsletter.
• Get the students to write a report on what they found out about print.

What You LOOK FOR
• Can your students give examples of print in their community?
• Are they aware of what print uses to send messages (e.g. words and pictures)?
• What words do they use to talk about print?
• Are they able to find out and present information about print?
Activity 8: What Do We Find in Print?

LEARNING OBJECTIVES
Students will:
• recognise different items in print
• develop an understanding of how print shows which items it thinks are important
• develop an understanding of how print uses pictures.

What You NEED
You need:
• the worksheet called What Do We Find in Print? (see page 28)
• one or more examples of print with pictures as well as text (e.g. a newspaper or magazine)
• (for the extension activity) pens and paper for the students to use.

What You DO
The Items
• Give your students an example of print. Then show them the worksheet called What Do We Find in Print? Ask them to look for the items listed on the worksheet.
• Get the students to look at some of the differences between the items. For example, they could compare a news report with an editorial or an advertisement.
• Get them to focus on what headlines do (e.g. they make you look, they sum up the item).

What Makes an Item Important?
• Ask your students which items are most important. What are some clues about the importance of items (e.g. placement, size, headline, photo)?
• Then ask them which items they like the most. Why do they like them (e.g. cool picture, interesting writing, relates to them or their community)?

Pictures
• Ask the students to find examples of pictures in their print example (e.g. photographs, drawings, diagrams, cartoons, graphs). Get them to brainstorm about the purposes and effects of these pictures. To help them, you might ask:
  – Why do you think this picture is included? Does it add anything to the item? If so, in what ways? Would you react differently to the item if it didn’t have the picture?
  – Can you find any pictures that “tell a story” on their own, with few or no words?

Extension Activity: Draw a Story
• Choose newspaper articles that don’t have pictures. Ask students to illustrate them. The pictures should “tell what happened”. Other students can look at the pictures and guess what stories they illustrate.
• As a class, talk about what makes a good news picture (e.g. one that is linked to the article and is informative, interesting, and clear). Discuss the saying “A picture is worth a thousand words.”

What You LOOK FOR
• Can the students identify items used in print?
• Do they understand how different items are given different importance in print?
• Can they identify some purposes and effects of pictures in print?
• Can they tell a story with their own picture?
**WORKSHEET: What Do We Find in Print? (Activity 8)**

Note: Not all of these items will necessarily be in the publication that you are looking at.

<table>
<thead>
<tr>
<th>Item</th>
<th>What it is</th>
<th>Notes (tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>issue or volume</td>
<td>the date of the publication or the number given to it (e.g. Monday 14 October, volume 1, issue 3, summer 2002, number 15, etc.)</td>
<td></td>
</tr>
<tr>
<td>publisher or editor</td>
<td>the name of the company or person responsible for the publication</td>
<td></td>
</tr>
<tr>
<td>contents or index</td>
<td>a list of what is in the publication</td>
<td></td>
</tr>
<tr>
<td>sections</td>
<td>the main parts of the publication (e.g. news, sport, entertainment)</td>
<td></td>
</tr>
<tr>
<td>article or story</td>
<td>a piece of writing on a particular topic</td>
<td></td>
</tr>
<tr>
<td>lead story or main story</td>
<td>the first or most important article (in a newspaper, it usually has the biggest headline and text size and is on the top half of the front page)</td>
<td></td>
</tr>
<tr>
<td>news report</td>
<td>an article about a recent event of general interest</td>
<td></td>
</tr>
<tr>
<td>feature</td>
<td>an in-depth article, usually about an issue and often longer than other articles</td>
<td></td>
</tr>
<tr>
<td>opinion</td>
<td>an article giving the writer’s view on something</td>
<td></td>
</tr>
<tr>
<td>editorial</td>
<td>an article from the editor of the publication, often giving his or her opinion on something</td>
<td></td>
</tr>
<tr>
<td>column</td>
<td>a regular (e.g. weekly) section on a particular topic or by a particular writer, often personal in style and/or opinion-based</td>
<td></td>
</tr>
<tr>
<td>advertisement</td>
<td>information (often with pictures) aimed at selling a product or idea</td>
<td></td>
</tr>
<tr>
<td>letters to the editor</td>
<td>a section of letters from readers of the publication</td>
<td></td>
</tr>
<tr>
<td>headline</td>
<td>a short phrase to sum up the article that follows and get people's attention</td>
<td></td>
</tr>
<tr>
<td>byline</td>
<td>a line giving the name of the writer of an article</td>
<td></td>
</tr>
<tr>
<td>picture</td>
<td>a photograph or illustration (e.g. a diagram, a cartoon, or other artwork)</td>
<td></td>
</tr>
<tr>
<td>credit</td>
<td>the name of the photographer or illustrator (printed underneath a picture)</td>
<td></td>
</tr>
<tr>
<td>caption</td>
<td>a short explanation of a picture (printed underneath it or beside it)</td>
<td></td>
</tr>
<tr>
<td>margin</td>
<td>the white space around the edges of a page</td>
<td></td>
</tr>
</tbody>
</table>

**in-depth** – detailed, comprehensive  
**issue** – question, problem
Activity 9: Front Page — Design and Layout

LEARNING OBJECTIVE
Students will recognise and understand the main parts of a front page.

What You NEED
You need:
• the worksheet called Front Page (see page 30)
• copies of front pages of newspapers or newsletters
• (for the extension activity) scissors, glue or tape, and a large piece of paper.

What You DO
• Put your students into groups. Give each group a front page of a newspaper or newsletter. Get the students to identify what is on the page (using what they learned in Activity 8).
• Then give each group a copy of the worksheet called Front Page. Ask them to match the items on their front page with the items shown on the worksheet. (Note: Their newspaper or newsletter may not have all the items shown.)

Extension Activity: Make a Front Page
• Students could suggest other ways that their front page might be organised. They could cut out the items on the front page and then reorder them. They could even experiment by mixing items from different front pages to make a new one.
• Students could also write new stories for front page headlines (or new headlines for stories). They could make up new captions for photos too. (Try some funny ones instead of realistic ones!)

What You LOOK FOR
• Do your students show an understanding of how and why front page items are placed the way they are?
A banner runs across the top of the paper.

This is the name or masthead of the paper.

The folio line shows the name, date, and other details of the paper.

The lead story has the biggest headline.

The main picture is often on the top half of the page.

Smaller headlines are often further down the page.

Contact information is usually given.

Teasers/promo strips introduce other stories in the paper.

The byline shows the name of the person who wrote the story.

The text of the story is called copy.

A head-and-shoulders photograph is called a mug shot.

A jump:pointer tells the reader where the story continues on another page.

The caption explains what the photo shows.

The front page above is used with the kind permission of the Samoa Observer.
Activity 10: News Reporting

LEARNING OBJECTIVES
Students will:
• recognise what makes an effective news report
• write their own news report.

What You NEED
You need:
• the worksheet called News Report (see page 32)
• the worksheet called News Report Framework (see page 33)
• copies of a news report from a newspaper or newsletter.

What You DO
• Put the students into groups. Get them to look at the worksheet called News Report. Ask them what the main characteristics of a news report might be. Help them by asking:
  – What does the headline do?
  – Are the sentences mostly long or short?
  – Where is the most important information – at the beginning or near the end?
  – What is the style of writing (e.g. factual, serious, funny, descriptive)?
  – What do you notice about the language (e.g. use of simple words and sentences, third person, quotes – direct and indirect)?
• Show the students the News Report Framework. Ask them to brainstorm news reports that they could write about (e.g. a sports event, a political event, a cultural celebration). Get them to write their own reports, using the News Report Framework as a guide.
• Get them to share their work with the class. They might read their reports out loud or put them on the wall.

What You LOOK FOR
• Can your students identify the main characteristics of a news report?
• Do they use these characteristics when writing their own reports?
Six killed by cyclone

Six people were killed and more than 100 left homeless when Cyclone Victor hit the Solomon Islands yesterday.

Three men drowned when their car was blown off the road into a river in the national capital, Honiara.

Two women and a man were killed by flying debris, and a further 18 people are being treated in hospital for minor injuries.

“I’ve never experienced anything like it,” said new Honiara resident Peter Williams. “It was terrifying.”

The names of the dead and injured are not being released until relatives have been informed.

More than 20 homes were destroyed, and a number of other buildings were badly damaged.

The later paragraphs may develop the information given before or provide details that are less important or interesting.

The end of the story has the least important details (e.g. where the cyclone went and what people are doing now).

Communications between Honiara and other areas have been disrupted by the cyclone.

Cyclone Victor was first detected at 2 a.m. yesterday by staff at the Nadi Weather Centre.

They plotted it travelling south-west across the Pacific towards the Solomon Islands. Chief of the centre Benjamin Kari said that they quickly became concerned about its progress.

An hour later, they contacted the Solomon Islands government to warn them of the cyclone’s approach.

Government officials put emergency plans into operation. They radioed ships in the area and broadcast warnings to Solomon Islanders over the radio.

Police officers were sent out to warn people.

By 10 a.m., winds in the capital, Honiara, were blowing at more than 140 kilometres per hour.

Two hours later, the centre of Cyclone Victor passed over Honiara before tracking into the Coral Sea, where it blew itself out.

Mopping-up operations have now started in Honiara.

The report above is adapted from page 56 of P. Hemshall and D. Ingram (1991). The News Manual. A Training Book for Journalists – Volume 1, Basic Techniques. Sydney and Manchester: Poroman Press. The fourth paragraph and the indirect quote in the tenth paragraph have been added to the report. The report is used with the kind permission of David Ingram.

The concept for this worksheet is adapted from page 15 of Blake Education (2000). Targeting Media – Newspapers and Magazines. Glebe: Blake Education. It is used with the kind permission of Blake Education.
WORKSHEET: News Report Framework (Activity 10)

Headline
This should be informative and get people’s attention.

Picture
(e.g. photograph, graphic, map)

Byline
Give the writer’s name.

Introduction
Give the most important news in about 25 words: what, who, when, where.

Caption
Explain what’s in the picture.

Other paragraphs (about 30 words each)
Give more information in order of importance (answer how and why). Remember to use details, quotes, dramatic verbs, third-person voice, etc.
SECTION 3: The Four Main Types of Media

Part B: Radio

This part looks at the characteristics of radio and its role in our lives.

Historical Notes about Radio

- The development of radio began about a hundred years ago. It grew from two other inventions – the telegraph and the telephone.
- In the mid-1890s, the inventors Marconi (Italy) and Popov (Russia) sent and received the first radio signals. In 1901, Marconi first sent a message across the Atlantic Ocean.
- Governments used radio during wartime to follow events. With radio, they could send instructions to move soldiers and supplies.

In the Pacific

- In the early 1900s, the Marconi Company (USA) set up a network of wireless stations in Hawaii. Other radio stations started operating in the 1930s and 1940s (e.g. ZJV in Fiji, 2AP in Samoa).
- Of all the mass media in the Pacific, radio has the widest reach.
- Some stations are run by the government, but there are also public service and commercial stations.

For a radio message to be successfully sent and received:
- the receiver must be able to hear the message
- the sender and the receiver must share an understanding of what the sounds can mean. (See The Main Elements of the Media on page 17.)

characteristics – typical qualities
role – function, the part it plays
Activity 11: Radio in Our Community

LEARNING OBJECTIVES
Students will:
• recognise examples of radio in their community
• develop an understanding of radio messages.

What You NEED
You need:
• something to write on (e.g. blackboard, paper)
• (if possible) a person involved in radio who can talk to the class.

What You DO
• Get your students to brainstorm:
  – examples of radio in their community
  – what radio uses to send messages (e.g. spoken words, sound effects, music)
  – what they need to receive a radio message – that is, hearing. (They also need the ability to make images from the sounds, like when listening to a radio play or to a sports event.)
• Add any new words to the word bank you started in Activity 1.
• Ask the students to make a list of things that they want to find out about radio. Help them to find the answers to their questions. You could:
  – invite a person involved in radio to talk to the class
  – take the students to visit a radio station
  – choose one or two students to call up a radio talkback programme and ask their questions.
  **HINT:** You may want to leave this part of the activity until after doing all the radio activities.
• Get the students to write a report on what they found out about radio.

What You LOOK FOR
• Can your students give examples of radio in their community?
• What words do they use to talk about radio?
• Are they aware that radio uses sound to send messages?
• Are they able to find out and present information about radio?
Activity 12: Differences between Radio and Print

LEARNING OBJECTIVES
Students will:
• recognise how they use radio and print in different ways
• identify some differences between radio and print.

What You NEED
You need something to write on (e.g. blackboard, paper).

What You DO
• Put the students into groups and ask them to write lists of:
  – the types of radio items they like to listen to
  – the types of newspaper or magazine items they like to read.
• Help the students to make a list of the disadvantages (negatives) and advantages (positives) of each media. To help them, you could ask:
  – Are there some things you like the radio for and others you like print for? Why?
  – When might the radio be better than print?
  The students’ lists might look something like this:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It has pictures.</td>
<td>• I can listen to music.</td>
</tr>
<tr>
<td>• I can read it when I want to.</td>
<td>• I can do other things when listening.</td>
</tr>
<tr>
<td>• I can choose what I want to read in it.</td>
<td>• I can understand what I hear better than what I read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can’t listen to music.</td>
<td>• If I miss an item, I can’t get it again.</td>
</tr>
<tr>
<td>• I can’t do other things when I’m reading it.</td>
<td>• You need to have electricity or batteries to hear it.</td>
</tr>
<tr>
<td>• I have to buy it.</td>
<td>• The radio reception/signal isn’t good in some places.</td>
</tr>
</tbody>
</table>

• Get your students to brainstorm the differences between radio and print. To help them, you could ask:
  – You can’t listen to a radio report more than once. Do you think this affects the language that is used? (The language needs to be very simple so that people can understand it straight away.)
  – There are no pictures in radio. How do you think this affects reports? For example, how would a radio report of a cricket game and a print report of a cricket game differ? (A radio report of a cricket game might need to be more detailed. It might use sound for effect or to add information.)
  – Radio reports can be updated during the day. Newspaper reports can’t. Do you think this makes a difference? (Some radio reports might be shorter because the information can be given at different times. Newspaper reports might be more complete.)
  – Can you think of any items that you might find more on radio than in newspapers? (e.g. possibly long documentaries, in-depth interviews)
  To illustrate some differences, the class could (if possible) listen to a radio report and then read a newspaper report of the same event.

What You LOOK FOR
• Are the students aware of the different ways that they use print and radio?
• Can they identify some differences between radio and print?
Activity 13: Making a Radio Message

LEARNING OBJECTIVES
Students will:
• recognise what makes an effective radio message
• make their own radio message.

What You NEED
You need:
• the worksheet called Radio Messages on page 38
• (if possible) a person involved in radio to help the students
• (optional) a screen or curtain.

What You DO
• Get the students to brainstorm what makes an effective radio message. Their list should include things like: something to get people’s attention, interesting sound effects, simple language.
• Put the students into groups. Give each group a different example from the worksheet. Tell them to use whatever they can find to make it an effective and clear radio message (e.g. their voices, musical instruments, other sounds). You can look back at Activity 4 to remind the students how to build a message.
• Ask each group to present their message to the class. They can either:
  – record their message onto tape and play it to the class, or
  – act it out behind a screen or curtain so that only the sounds are heard.
Ask the students to explain how they made their message effective.

Extension Activity: Radio Play
• Get the students to put on a radio play (short drama or skit). They can use as much sound as possible (e.g. music, effects).

Extension Activity: Be on the Radio
• Check with your local radio station to see if it is possible for the students to be on the radio (e.g. on talkback radio or community notices). If it is, get the students to brainstorm what they would like to do/say/sing on the radio. Then help them to do it.

What You LOOK FOR
• Are your students aware of what makes an effective radio message?
• Can they bring together their understanding of radio with what they learned in Activity 4 to make their own radio message?
WORKSHEET: Radio Messages (Activity 13)

Make one of the examples below into an effective radio message (up to 30 seconds long). The examples only give you the details of the message. You decide how you want to present them.

Hints
• Decide which order you want to say things.
• Begin with something that will get people’s attention.
• Use simple language to “talk” to the listener.
• Use musical instruments or other sounds to make the message effective.
• Give names to the places and people mentioned.

1. The final of a cricket series
   • The game is on Saturday at the main sports field.
   • It starts at 11 a.m.
   • Entry is free.
   • The teams are both playing well (so the game will be exciting).
   • There will be live entertainment by a band before the game.
   • Food will be available.

2. A fund-raising fair at a local school (or church)
   • The fair is on Saturday, from 10 a.m. to 3 p.m.
   • There will be games and other activities for people of all ages.
   • Food and other items made by the children will be on sale.
   • The school choir will perform.
   • The school is beside the local swimming hole (so people can go for a swim as well).
   • Money raised will be used to buy new equipment for the school.

3. The visit of a traditional voyaging canoe to the port
   • There will be a traditional welcome at 2 p.m. on Sunday.
   • The canoe has travelled from another part of the Pacific, using only traditional methods.
   • One of the navigators will speak about his experiences in voyaging the Pacific.
   • Food cooked in an earth oven will be available.
   • Children involved in the local navigation school will perform.

4. The opening of a new health centre in town
   • The centre is beside the clock tower.
   • The equipment is modern.
   • There are female doctors and services especially for women and girls.
   • On Thursday afternoons, nurses give free advice.
   • There is an area where children can play while parents see the doctor.
   • It is open from 8 a.m. to 4:30 p.m.

5. A birthday sale at the local department store (ADVERTISING)
   • The sale is this Friday.
   • It is for one day only.
   • Prices are down by 20 to 50 percent.
   • There are free balloons for the kids.
   • You can go into a draw to win a trip to one of the other islands.
Activity 14: Radio Interview

LEARNING OBJECTIVES
Students will:
• develop an awareness of radio interview techniques
• carry out a radio-style interview.

What You NEED
You need:
• the worksheet called Interview Techniques (page 40)
• a live or pre-recorded radio interview
• (if possible) someone involved in radio to help the students
• (optional) a screen or curtain.

What You DO
• Get the students to brainstorm what an interview is and why people do interviews.
• Listen to the radio interview. Ask the students to think about these questions as they listen:
  – Who is the interviewer and who is being interviewed?
  – What is the interview about?
  – How do the people in the interview speak? For example, do their voices sound calm, angry, sad, excited? Do they speak clearly?
  – How do you feel about the interview? What in the interview makes you feel this?
• Ask the students to think of some “golden rules” (important things) for interviews. Write down what they say. Then discuss the Interview Techniques worksheet. (You could get the students to listen to the interview again, noting how the techniques are used.)
• Ask the students to try writing open-ended questions and to test them on other students. Talk about how easy or hard this is. (Some open-ended questions still get short responses! Talk about how to help people to say more.)
• Put the students into groups. Get each group to:
  – choose one person to be an interviewer and one person to be interviewed
  – choose a topic for the interview
  – work on a structure and the questions for a 3- to 5-minute interview
  – do the interview.
Each group could record their interview on tape or present it from behind a curtain or a screen.
• Get the groups to explain to the class:
  – what worked well
  – anything that didn’t work well
  – how they might change the interview if they did it again.

HINT: Remind your students that it takes years to develop good interview skills. They can’t expect too much the first time!

Extension Activity: Record Local Events
• If your school has sound recording equipment, get the students to record local events and interview the people involved.

What You LOOK FOR
• Do your students know what an interview is?
• Can they use interview techniques to do their own interviews?
• Can they explain what they are doing when they interview, why they are doing it, and how effective it is?
**WORKSHEET: Interview Techniques (Activity 14)**

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>KNOW who, why, what, where, when, and how:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>who</strong> you are interviewing</td>
<td></td>
</tr>
<tr>
<td>• <strong>why</strong> you are interviewing them</td>
<td></td>
</tr>
<tr>
<td>• <strong>what</strong> you already know, what you want to find out, and what you will do with the information you get</td>
<td></td>
</tr>
<tr>
<td>• <strong>where</strong> you will interview them (somewhere quiet and comfortable)</td>
<td></td>
</tr>
<tr>
<td>• <strong>when</strong> you will interview them</td>
<td></td>
</tr>
<tr>
<td>• <strong>how</strong> you will interview them (e.g. face-to-face, by phone, by letter, by email).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREPARE some questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Think about questions that your audience will want to know the answers to.</td>
</tr>
<tr>
<td>• Use open-ended questions (e.g. What? When? Where? How? Can you give me an example of?).</td>
</tr>
<tr>
<td>• Try not to use closed questions that invite “yes” or “no” answers (e.g. “Do you? Have you?”).</td>
</tr>
<tr>
<td>• Put the easy questions first.</td>
</tr>
<tr>
<td>• Think about showing your questions to the person before the interview. (This will give them time to think.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHECK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• your equipment (e.g. pens, paper, recorder, batteries)</td>
</tr>
<tr>
<td>• the time and date of the interview.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DURING</th>
<th>ASK the questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be honest, open, and polite. (People will then feel more relaxed about talking.)</td>
<td></td>
</tr>
<tr>
<td>• Ask one question at a time.</td>
<td></td>
</tr>
<tr>
<td>• Give the person time to think and answer. (Sometimes, staying silent will help them to say more.)</td>
<td></td>
</tr>
<tr>
<td>• Really listen to the answers and build on them. (You don’t always have to stick to your questions.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AFTER</th>
<th>REMEMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Say “thank you”.</td>
<td></td>
</tr>
<tr>
<td>• Ask if you can contact the person if you need to check anything.</td>
<td></td>
</tr>
<tr>
<td>• Be ready to record later comments. (People sometimes relax and talk more after the formal interview ends.)</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 3: The Four Main Types of Media

Part C: Television, Movies, Video

This part looks at the characteristics of media that uses moving pictures (television, movies, and video) and its role in our lives.

Historical Notes about Television, Movies, and Video

• The television developed from efforts in the mid-1800s to send images down a telegraph wire.
• The television camera was invented in the 1920s. It changed images into electrical signals.
• The invention of the cathode ray tube (the picture tube used in television sets) brought the development of modern television.
• Modern movie-making began when the motion picture camera was invented in the late 1890s.
• Early recordings of moving images were on film. Later, videos used magnetic tape, which was already being used for sound.

In the Pacific

• Historically, television in the Pacific has been made up mostly of foreign programmes (e.g. from places like the USA, France, Australia, and New Zealand). Cable TV is particularly common in Micronesia.
• In some countries, the production of local content is now increasing.

For a television, movie, or video message to be successfully sent and received:

• the receiver must be able to see and hear* the message
• the sender and the receiver must share an understanding of what the images and sounds can mean. (See The Main Elements of the Media on page 17.)

*An exception is when the message is subtitled (has words underneath it) or when it is given in sign language for people who do not hear well.

characteristics – typical qualities
role – function, the part it plays
Activity 15: Radio with Pictures

LEARNING OBJECTIVES
Students will:
• make their own picture-and-sound messages
• develop an understanding of the effects of mixing pictures with sounds.

What You NEED
You need:
• a screen or curtain
• (optional) the messages that your students worked with in Activity 13.

What You DO
• Choose a few students (the actors) to make a radio message. They could use the message they made in Activity 13 or do another. Get them to present this message for the rest of the class (the audience):
  – first from behind a screen or curtain (so the audience can only hear the message)
  – second without the screen or curtain (so the audience can hear and see the actors, like in television). Before the audience sees anything, tell them to think about the effect of the message that they are about to receive. Afterwards, get the audience to list the ways that seeing the actors changed the effect of the message.
• The second time, the actors could dress/act in a way that affects the message (e.g. wear funny clothes, shake their heads, smile, or frown). This will help to show the difference between “sound-only” (radio) messages and “sound-with-picture” (television) messages.
• Do the activity again using different actors and messages. Experiment with ways of presenting the messages. For example, the actors could dress/act in a way that purposefully doesn't match the message. (The effect of this may be interesting.)

What You LOOK FOR
• Do your students recognise that mixing sounds with pictures can change the effect of a message?
• Do they see the need for a “match” between sounds and pictures when they are mixed?
Activity 16: What Makes an Effective Picture-and-sound Message?

LEARNING OBJECTIVE
Students will explore the possible effects of the elements of television, movie, and video messages.

What You NEED
You need:
• the worksheet called The Elements of Television (see page 44)
• (optional) the information on the elements of the media on page 17
• (for the extension activity) a TV, video recorder, and taped TV advertisement.

What You DO
• Get the students to brainstorm what makes an effective television message (a message that uses both sounds and pictures). They will need to use:
  – what they learned from the activities on print and radio (e.g. how words, pictures, and sound can be used for effect)
  – their experiences in watching television, movies, and videos.
• Put the students into groups. Show each group the worksheet called The Elements of Television but cover up the third column. Get them to complete that column with ideas on what effects the uses of the elements might have. NOTE: Uses of the elements can have many meanings and effects, and the table only shows some. Your students might have lots of other good ideas.

Extension Activity: Analyse a TV Advertisement
• If you have a TV and video recorder, tape an advertisement. As a class, watch the advertisement once and decide who the audience is. Then get different groups of students to focus on the following things:
  – the images (camera shots, angles, movements)
  – the cutting of images (the length of shots, the ways images are placed together)
  – the sound (music, sound effects)
  – the people and actions (who appears and what they do).
• Discuss what the students notice and how effective they think the advertisement is.

What You LOOK FOR
• Can your students recognise some of the ways that television makes an effective picture-and-sound message?
• Are they aware that specific ways of using pictures, sounds, and words can have specific effects?
**WORKSHEET: The Elements of Television (Activity 16)**

Note: The ways that the elements below are used can have many different meanings and effects. Those listed are only a few examples.

<table>
<thead>
<tr>
<th>Element</th>
<th>Use</th>
<th>Possible meanings or effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>images</td>
<td>close-up shot</td>
<td>to show that something or someone is important; to make us notice detail</td>
</tr>
<tr>
<td></td>
<td>dark shot</td>
<td>to scare; to build suspense</td>
</tr>
<tr>
<td></td>
<td>blurry shot</td>
<td>to build suspense; to show someone's point of view or state of mind (e.g. confused)</td>
</tr>
<tr>
<td></td>
<td>low-angle shot (a shot showing someone or something from below)</td>
<td>to make something or someone seem important; to show someone's point of view (e.g. a child's)</td>
</tr>
<tr>
<td></td>
<td>slow-moving shot</td>
<td>to introduce us to a scene; to give us time to think about something</td>
</tr>
<tr>
<td></td>
<td>clothing and set/scenery</td>
<td>to tell us about a character (e.g. their personality, their job, their social position); to locate a programme in a certain place (e.g. country) or era</td>
</tr>
<tr>
<td></td>
<td>fast cuts between images e.g. in a music video</td>
<td>to make us look (e.g. movement gets our attention); to build excitement</td>
</tr>
<tr>
<td>sounds</td>
<td>sudden loud sound</td>
<td>to scare; to get our attention; to show that something is important</td>
</tr>
<tr>
<td></td>
<td>fast or dramatic music e.g. symphony</td>
<td>to make us feel involved; to build suspense</td>
</tr>
<tr>
<td>words</td>
<td>words on the screen</td>
<td>to give us information (e.g. title, credits, subtitles); to communicate an idea (e.g. words in a music video)</td>
</tr>
<tr>
<td></td>
<td>dialogue</td>
<td>to communicate a story; to develop character</td>
</tr>
</tbody>
</table>

**suspen**se – excitement, doubt, uncertainty
blurry – unclear
**era** – period of time, e.g. 1970s
dialogue – people speaking to each other
Activity 17: Our TV Programmes

LEARNING OBJECTIVE
Students will identify where some of the programmes on their local TV come from.

What You NEED
You need a person involved in television who can talk to the students about where and how local programmes are made.

What You DO
• Get your students to brainstorm how to find out where programmes on television come from (e.g. look up programme listings, watch the credits of a programme, contact the local TV station). Help them to use one or more of these ways to get the information.
• Together, make a graph that answers the following questions:
  – How many programmes on TV are local?
  – How many programmes are from other countries?
  – Which countries are they from?
• Invite a person from television to talk to your school about local programmes (where, why, and how they are made). If possible, you could also arrange for your students to visit a local TV station.
• Get the students to write on what they find out about local programmes.

Extension Activity: Class Debate
• Get the students to debate the topic “We need more local programmes on our TV.”

What You LOOK FOR
• Can your students identify which country a TV programme comes from?
• Are they aware of local programmes on TV?
• Can they effectively communicate their opinion about whether they or their community should be shown on local TV?
Activity 18: Making the TV News

LEARNING OBJECTIVES
Students will:
• recognise items in a TV news programme
• make their own programme.

What You NEED
You need the worksheet called TV News Items (see page 47).

What You DO
• Get the students to brainstorm what items are in a TV news programme. To help them, suggest some of the items from the worksheet (but don’t show this to them yet).
• Show the students only the third column of the worksheet. (Cover up the first two.) Get them to decide what type of item each example is. Discuss how some examples could be in more than one place.
• Put the students into groups. Give each group a copy of the worksheet. Tell them which part of the news programme their group will be doing (one for each group). Ask them to:
  – research their part of the news programme (if necessary)
  – decide who will present it, what it will be about, and how it will be presented
  – get or make anything they need for the presentation (e.g. the weather person might need a weather map).
• Give the role of producer to one group. Get them to decide:
  – what order the parts will go in
  – how long each part will be
  – what words, pictures, or music should be at the beginning or end of the news programme.
• Get the students to practise and then perform the news programme. If your school has sound or video equipment, get another group of students to record the news programme. Otherwise, show it like a play.

What You LOOK FOR
• Do your students know what items make up a news programme?
• Can they organise news items into categories?
• Can they use what they know to make their own news programme?

categories – types
The **producer** of a television programme decides **which** items will be in the programme, **what** each item will be about, **who** will present each item, **how long** each item will be, and **where and when** each item will appear in the programme.

<table>
<thead>
<tr>
<th>Items in a TV news programme</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
</table>
| local or community news     | news about events in your local area | • a fund-raising fair at a local school  
• the results of the choir competition held during the cultural festival |
| national news               | news about your country | • Prime Minister sworn in  
• storms hit an outer island |
| international news          | news from around the world | • the conflict between Israel and Palestine  
• an earthquake in Asia |
| business                    | news to do with money, business, trade, and so on | • share market information  
• large company to open more restaurants in the Pacific |
| sport                       | news about sports or sports people | • winner of the Rugby Sevens title  
• more people now playing softball |
| entertainment               | news about celebrities or entertainment events (e.g. in film, TV, music) | • *Velvet Dreams* wins movie award  
• pop star gets married |
| culture                     | news about cultural events | • arts festival opens in capital  
• musicians get together for final concert |
| weather                     | forecasts of what the weather will be like and why | • an anticyclone over the Pacific, bringing fine weather  
• expected high today 32°C (90°F) |
| politics                    | news about people and events related to the governments of countries | • elections in Bougainville  
• United Nations gets involved in Iraq |
| health                      | news about health issues | • new discovery in prevention of heart disease  
• hospital gets new equipment |
| human interest              | stories about people’s experiences (often told in a personal or informal way) | • family dog rescued by firemen  
• survivors of a shipwreck tell how they survived |

Note: Some examples above could be placed in different categories (e.g. “*Velvet Dreams* wins movie award” could be entertainment or culture).
SECTION 3: The Four Main Types of Media

Part D: Multimedia

This part looks at the characteristics of multimedia and its role in our lives. It highlights interactivity as the main difference between multimedia and other types of media.

After looking at multimedia in a wider sense (including live performance), this part focuses on computer-based multimedia, especially websites on the Internet.

Some Definitions

Multimedia: the mix of several types of media. For example:
• the mix of words, sounds, and moving pictures in websites and CD-ROMs
• a live performance that mixes people dancing or speaking with music, words and/or pictures on a screen, and so on.

When we talk about multimedia, we often mean computer-based multimedia (also called new media), especially websites and CD-ROMs. The audience can sometimes interact with these multimedia items. (In a website, they might be able to react to what is on their computer screen – similar to how they could become part of a live performance.) This type of multimedia is usually called interactive multimedia.

Internet (“the Net”): a computer network that uses the telephone system to connect computers around the world so that they can share information. (An Internet Service Provider [ISP] is a company that can connect your computer to the Internet, usually only if you pay them.)

World Wide Web (www) (“the Web”): a part of the Internet that can present words, sounds, still pictures, and moving pictures (animation). Before the Web, information on the Internet was only text (words).

Website: One or more “pages” of information that are joined together on the World Wide Web. Websites usually have hypertext, which links to other websites.

CD-ROM (Compact Disk Read-Only Memory): a disk that can store words, sounds, still pictures, and moving pictures (animation) in digital format. A CD-ROM is played through a computer’s CD-ROM drive.

Email (electronic mail): a message sent through the Internet.

Modem: a piece of equipment that changes computer data into telephone signals so that it can be sent down a telephone line. (At the receiving end, the modem changes the telephone signal back to computer data.)

DID YOU KNOW?
Anyone can make a website and “publish” material on it!

DID YOU KNOW?
The World Wide Web began as a way for scientists in different countries to share information.

characteristics – typical qualities
role – function, the part it plays
interactivity – the ability to become involved with, join in
interact with – become involved with, join in
hypertext – highlighted and/or underlined words
data – information
To use websites on the Internet and other computer-based multimedia (e.g. CD-ROMs), we need:
• electricity
• electronic equipment and connections (e.g. a computer and computer screen, a CD-ROM player, a telephone connection, a modem, access to the Internet through an ISP).

For a computer-based multimedia message to be successfully sent and received:
• the receiver must be able to see, read, and sometimes hear the message
• the sender and the receiver must share an understanding of what the words, images, and sounds can mean. (See The Main Elements of the Media on page 17.)

Sometimes, the receiver also has to be able to interact with what they see, read, and/or hear (e.g. to answer questions, to send and receive email).

NOTE: For most of the activities in this part, you will not need computers or an Internet connection.
Activity 19: Multimedia in Our Community

NOTE: After looking at multimedia in general, this activity focuses on computer-based multimedia, especially websites on the Internet.

LEARNING OBJECTIVES
Students will:
- recognise some examples of multimedia and/or computer-based multimedia
- develop an understanding of what these types of media use to make messages.

What You NEED
You need something to write on (e.g. blackboard, paper).

What You DO
- Ask your students:
  - What do you think of when you hear the word “multimedia”? Do you know what “multi” means? (It means “many”, so “multimedia” means “many media”. Multimedia can be a mix of written or spoken words, sound, still pictures, moving pictures, etc.)
  - Can you think of an example of multimedia in your community? (This might be a performance or celebration that uses words, music, dance, and lighting effects – e.g. a church service!)
  - What do you think of when you hear the words “computer-based multimedia”?

Write down their answers. Add any new words to the word bank that you started in Activity 1.
- Focus on websites on the Internet as an example of computer-based multimedia. Ask your students what they know about the Internet. Do they use it or know anyone who does?
- Get the students to brainstorm the ways that websites are the same as other media (for example TV, movies) and the ways that they are different. Ask:
  - Which types of media use written words? Which use sound? Which use pictures?
  - How much or how often do the different types of media use words, sound, and pictures? (Websites usually use written words much more than films do.)
  - Do any types of media let you “join in” (are they interactive)?
  (Computer-based multimedia items sometimes let the audience “join in”. This doesn’t usually happen with print, radio, or TV.)

Students may know that computer-based multimedia is usually much faster than other media.
- Make a table with their answers (example below).

<table>
<thead>
<tr>
<th></th>
<th>Can use written words</th>
<th>Can use sound</th>
<th>Can use still pictures</th>
<th>Can use moving pictures</th>
<th>Can be interactive (receiver can “join in”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV, movies, video</td>
<td>✔ (not as much as computer-based multimedia)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Computer-based multimedia (e.g. websites, CD-ROMs)</td>
<td>✔ (a lot)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

What You LOOK FOR
- Are your students aware of what multimedia is? Can they name some examples?
- Are they aware of computer-based multimedia? Can they name some examples?
- What words do they use when talking about these types of media?
- Can they compare the different types of media – print, radio, television, and computer-based multimedia?
Activity 20: Interactivity

LEARNING OBJECTIVES
Students will:
• recognise and role-play examples of interactivity
• develop an understanding of effective interaction.

What You NEED
You need something to write on (e.g. blackboard, paper).

What You DO
• Get your students to brainstorm what “interactive” means to them. Tell them that “inter” means “between”, so “interactive” means “action between” (“being able to join in”).
• Put the students into groups. Ask each group to choose one person to be “the performer” (e.g. one of the more confident students). The rest are “the audience”. Ask each performer to perform something for their audience (e.g. tell a story, sing a song, do a dance). The audience should keep still and watch and listen.
• Ask the performer to repeat what they were doing – but this time, tell the audience to join in (e.g. ask the performer questions, add to or change the story, get up and perform too).
• Get each group to tell the rest of the class what they did and how it went. Ask:
  – How was it when the audience just listened and watched (for the performer and for the audience)?
  – How was it when the audience interacted with the performer?
  – Would you change anything about the way the audience interacted?
  – Are most performances in our community interactive or not?
• With the class, you could make some rules for interacting. Use the table below as a guide:

Rules for Interacting

<table>
<thead>
<tr>
<th>DO …</th>
<th>DON’T …</th>
</tr>
</thead>
<tbody>
<tr>
<td>take turns</td>
<td>push the performer</td>
</tr>
<tr>
<td>speak clearly</td>
<td>shout</td>
</tr>
<tr>
<td>think about how the performer feels</td>
<td>be too hard on the performer</td>
</tr>
<tr>
<td>try to improve the performance</td>
<td>try to ruin the performance</td>
</tr>
</tbody>
</table>

• Get the students to think about the different ways that people interact with other people in life (e.g. by speaking, moving, writing). Get them to write about an interactive event in their lives (e.g. in the home, with their friends, at the shop). How would that event be if they couldn’t interact (e.g. if they weren’t able or allowed to speak or move)?
• Talk about what difference interactivity makes. Focus on the possibility of affecting decisions and changing things as an important result of interactivity.

What You LOOK FOR
• Do your students understand what “interactive” means?
• Do they know how to interact in a positive way?
• Can they find some examples of interactivity in their everyday lives?
• Do they show an understanding of what difference interactivity makes?
Activity 21: Websites

LEARNING OBJECTIVES
Students will:
• develop an understanding of what a website is and does
• identify some differences between websites and printed books.

What You NEED
You need:
• the worksheet called Web Page (see page 53)
• a computer with Internet access
• (for the extension activity) lots of paper for students to work on.

What You DO
• Choose a website that has more than one page. Get the students to find:
  – the name of the site
  – the main sections of the site and how you get from one to the other
  – the main purpose(s) of the site
  – any key features of the site.
  To help them do this, use the Web Page worksheet.
• Ask your students:
  – Are the purposes of websites the same as the purposes of other media? (Yes!)
  – What are some of the advantages of using a website instead of other media to send your message?
    (It’s fast, you can reach people around the world, people can interact with/respond to your message.)
• Get the students to think about how websites are different from books. Focus on the way that they organise information.
  (You might want your students to compare different sites.) Ask them:
  – Does a website have a beginning and an end? Is there only one “path” through the information? Is it easy to read the text on the screen?
    (Unlike books, websites often have more than one path. Users are free to choose what to look at and when.)
  – Is it always easy to know where you are in a website? In a book?
    (If a website isn’t designed well, users can sometimes get “lost” in it. They might not know how to get back to the beginning or whether they’ve seen everything or not.)
  – What do you think this means for people who build websites? Do they have to organise the information carefully?
  – Do you like the way that websites work? What do you like most or least about them?

Extension Activity: Design a Website
• Get the students to design a website on paper (e.g. with words and drawings). They can do this in groups or as a class.
  They will need to think about these things:
  – Who is your website for (e.g. you, your school, your sports group, your friends)?
  – What is its purpose?
  – What do you want people to know?
  – What do you want people to see first (e.g. what goes on the home page)?
  – How many pages will your website have? What will those pages be about? How will people get between them?
  – How can you make it easy to navigate and use?
• The students can produce their website if you have the resources for this. Make sure that the students know that anyone can publish on the World Wide Web.

What You LOOK FOR
• Can your students identify the parts and purposes of a website?
• Are they aware of some differences between websites and books?
• Can they use their understanding to design their own website?
Website example – UNESCO: www.unesco.org

- Many websites have a section that gives information about the organisation or the website itself.
- You can view this website in different languages.
- The purpose(s) of the website can be shown by the topics on the page or be said directly.
- These are other pages on the website.
- You can search this website with key words.
- Many websites have a site map that shows the content of the website.
SECTION 4: The Media and Us

This section looks at three areas:
- how the media can influence us (Part A)
- how we can influence the media (Part B)
- how the media can regulate itself (Part C).

Part A: How the Media Can Influence Us

Everything influences us.
- Sometimes we are aware of that influence.
  (For example, we might purposefully choose to follow the example of an elder, a teacher, or a leader.)
- Sometimes we are not fully aware of the influence.
  (For example, we might say that a sports team is going to win their next game because we heard that message in the media. We may know nothing about the sports team or the game, but our beliefs are influenced by the media.)

Media Influences

All media messages come from the world of the sender.
All media messages are influenced by the beliefs, attitudes, and values of the sender.

The media can be a strong influence on us because it uses powerful words, images, and sounds to get our attention. This can be a positive thing. For example, the media can provide us with important information, teach us about things, and celebrate our cultures. It can also promote peace and understanding as well as good governance and democracy.

However, some influences can be more problematic. They include:
- bias in the media
- violence in the media
- advertising
- media stereotypes.

If we are aware of media influences, we can choose which influences we want and which we don’t want.
Promoting Peace and Understanding

The media gives people a way to communicate. Without good communication, sometimes conflicts can develop. With good communication, people have the chance to understand each other better.

People will always have different opinions about things. For example, political parties will always disagree about certain political issues. These differences of opinion aren’t necessarily negative. The media can help us to understand issues and situations by giving people with different opinions a chance to speak.

Examples of media items that might promote peace and understanding include:

• reports by journalists in places of conflict about the problems there and how they might be solved
• reports on people who suffer from conflicts (e.g. children, women, students)
• reports on “peace talks” that try to end conflict
• media events that raise money for good causes (e.g. telethons, Band Aid, Live Aid)
• in-depth programmes that help people to understand other cultures and lifestyles …

… and other accurate and balanced reports that don’t sensationalise violence.

PINA Report

18 May 2000

PINA’s President, William Parkinson … said … “PINA recognises the key role that the media plays in resolving conflicts … When violence breaks out, there is always the temptation to restrict the flow of information. It is almost as if those in power feel that by not allowing people to hear the facts through the proper channels that they will prevent violent reaction.

“Unfortunately, the opposite is often the result as the general public turn to rumour or the ‘coconut wireless’ in a desperate attempt to find out what is going on. This usually inflames the situation with wildly inaccurate information.

“At the same time, periods of conflict place a huge burden on the media. These are times when it is vital to get the story right the first time. Inaccurate or sensationalist reporting can have disastrous results.”

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conflicts – e.g. fights, wars
sensationalise – make something seem exciting
Activity 22: Promoting Peace and Understanding

LEARNING OBJECTIVES
Students will:
• identify how communication can help to solve conflicts
• become aware of how the media can promote peace and understanding.

What You NEED
You need the PINA report (see page 55).

What You DO
• Get your students to brainstorm the ways they use communication to avoid or solve conflict. Ask:
  – How can you tell if someone is angry with you? How do they communicate this to you?
  – What could you do to stop someone being angry with you? What sort of communication could you use?
  – What would happen if you couldn’t communicate how you felt?
• Put the students into groups. Get them to role-play a conflict and how this might be solved through communication. Conflicts could be personal or social. They could include:
  – a discussion about whether something is true
  – an argument about who did something (e.g. broke or took something)
  – a debate about whether a tourist resort should be built on a beach
  – a disagreement between people of different cultures or religions
  – a land claim.
Ways that communication could help to solve the conflict include giving both sides a chance to speak, really listening to each other, trying to keep to the facts, making a compromise, involving a mediator, etc.
• Get the students to read the PINA report and discuss ways that the media can promote peace and understanding. Try to come up with local examples. (Make it clear to your students that having different opinions is not bad in itself. The point is that the media can help us to understand these differences by giving people a chance to speak.)

What You LOOK FOR
• Are your students aware that they use communication to avoid or solve conflict (including words, gestures, and sounds)?
• What words do they use when talking about peace and conflict?
• Can they find examples of how the media has helped to promote peace?

compromise – when both sides give something up
mediator – someone outside the situation who can help both sides to understand each other
**Bias in the Media**

All media items are influenced by the world of the sender. This can lead to bias. In other words, the message can be “one-sided” or unbalanced.

Bias can be deliberate (on purpose) or accidental (sometimes called “unconscious” bias).

**Deliberate** bias happens when the sender tries to make us (the receivers) do what they want us to do (e.g. buy a product, vote for a person). They:

- tell us only what they want us to hear
- make the message very strong so that we will take notice of it.

**Accidental** bias happens when the sender is not aware that their world is influencing the message.

Bias can be seen in the way that the elements of media messages are used – that is, in the choices of words, images, and sounds. (Some uses of elements are outlined on page 17 of Section 1 and on page 44 of Section 3, Part C.)

The worksheet on page 59 gives an example of a straightforward report (Report 1) and of a report showing possible bias (Report 2). The table on page 60 summarises the differences between the reports and areas of possible bias.
Activity 23: Bias in the Media

LEARNING OBJECTIVE
Students will recognise and discuss examples of possible media bias.

What You NEED
You need:
• the worksheet called Bias in the Media – Part A and Part B (see pages 59 and 60)
• Something to write on (e.g. blackboard, paper).

What You DO
• Show your students Report 1 on the worksheet. Ask them to read it and brainstorm answers to the following questions:
  – What are the main messages of the report?
  – What has the sender used to make the report effective? (Look at the choice of words and images.)
  – Do you think that all the important views are covered in the story? Have any views been left out? If so, whose?
  – What do you think or feel about this report? Do you care about it or not?
• Show the students Report 2 and ask them to brainstorm the questions again.
• Discuss the differences between the reports. Use the table in Part B of the worksheet to help the students identify some examples of possible bias. Ask the students who the sender of Report 2 might be. (Could it be someone linked to the drug company?)

What You LOOK FOR
• Do your students know what to look for to find possible media bias?
• Can they identify some examples of possible bias in a report?
Drug approved for human trials

Researchers at Upstate University have received approval to test a new treatment for Harking’s Disease.

Professor Jacob Polak announced the treatment, which uses a stronger form of the existing drug alpheran beta. The latest findings, which come after more than 10 year’s work, were published in the Medical Science journal.

“Of course, it’s not a cure, but I think it’s a significant advance,” Professor Polak told reporters yesterday.

The drug has had promising results in animal trials, and the Upstate Food and Drug Administration has now approved a human trial on 12 people with severe Harking’s Disease. These trials are expected to start within months.

Pacific Islands sufferers may also be involved in trials. Professor Polak said he would apply to health authorities in the Pacific region next year to test the treatment’s safety and effectiveness.

About one in 1500 people around the world suffers from Harking’s Disease, a disorder that affects the muscles and leads to long-term disability.

New drug for Harking’s Disease

Researchers at Upstate University have announced a major advance in the treatment of sufferers of the debilitating Harking’s Disease.

The ground-breaking new treatment has already proved successful in animal trials. News of this success was first reported in the prestigious Medical Science journal.

A local medical spokesman has described the treatment as a miracle. “Harking’s is a terrible disease. Victims and their loved ones experience years of suffering as the disease gradually robs the sufferer of strength,” he said. “This drug will bring new hope to everyone. It will change lives.”

Harking’s sufferers are overjoyed by the news. “My mother was diagnosed with Harking’s two years ago,” said Api Islander Aina Bula. “She takes the medicine they give her, but every day she is weaker. Every night we pray for a cure. Now God has answered our prayers!”

The drug is expected to be available in the Pacific region next year.
This table summarises some differences between the reports and areas of possible bias.

<table>
<thead>
<tr>
<th>Example</th>
<th>Report 1</th>
<th>Report 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td>The report includes a direct quote from the researcher saying that the drug is not a cure (selection).</td>
<td>The report doesn’t say that the drug is not a cure (omission). It only includes quotes from people who think that the drug will cure the disease (selection).</td>
</tr>
<tr>
<td>Possible influence on us</td>
<td>We know that the drug will not cure people with the disease.</td>
<td>We think that the drug might cure people with the disease.</td>
</tr>
<tr>
<td>How we can decide where the bias is</td>
<td>We can compare the report with reports on the same topic from other senders.</td>
<td></td>
</tr>
<tr>
<td>Example 2</td>
<td>The headline is: Drug approved for human trials</td>
<td>The headline is: New drug for Harking’s Disease</td>
</tr>
<tr>
<td>Possible influence on us</td>
<td>We feel that the drug development is in progress.</td>
<td>We feel that the drug has arrived and is ready for use on people.</td>
</tr>
<tr>
<td>How we can decide where the bias is</td>
<td>We can read the rest of the report and compare it with reports from other senders.</td>
<td></td>
</tr>
<tr>
<td>Example 3</td>
<td>The report describes the drug quite simply – as a “newer form of the existing drug” with “promising results in animal trials”.</td>
<td>The report describes the drug with emotional words like a “ground-breaking new treatment”, “a miracle”, and “successful” in animal trials.</td>
</tr>
<tr>
<td>Possible influence on us</td>
<td>We get the idea that the drug is a step forward from earlier drugs.</td>
<td>We think the drug is something new that already works.</td>
</tr>
<tr>
<td>How we can decide where the bias is</td>
<td>We can remember that some words play on our emotions and may show the opinion of the person sending the message more than the facts (e.g. major, debilitating, ground-breaking, prestigious, successful, miracle, terrible, victim, hope, overjoyed, prayers).</td>
<td></td>
</tr>
<tr>
<td>Example 4</td>
<td>The report includes a plain “mug shot” (head-and-shoulders shot) of the drug researcher. A caption identifies the person (“Professor J. Polak”).</td>
<td>The report includes a photo of sufferers. A caption uses emotional words to describe the scene (“New drug brings hope to suffering family”).</td>
</tr>
<tr>
<td>Possible influence on us</td>
<td>We are likely to feel neutral about the photograph.</td>
<td>Our emotions are affected. We feel sorry for the people in the photograph.</td>
</tr>
<tr>
<td>How we can decide where the bias is</td>
<td>We can remember that the choice of images and captions can affect the way we react to a message.</td>
<td></td>
</tr>
<tr>
<td>Example 5</td>
<td>The report quotes information from a named source: “… Professor Polak told reporters.”</td>
<td>The report quotes from an unknown source: “A local medical spokesman …”</td>
</tr>
<tr>
<td>Possible influence on us</td>
<td>We know who is making the statement and are more likely to believe it.</td>
<td>We don’t know who is making the statement or how important their opinion is.</td>
</tr>
<tr>
<td>How we can decide where the bias is</td>
<td>We can look at who is being quoted and decide what value we give to that person’s opinion.</td>
<td></td>
</tr>
</tbody>
</table>
Violence in the Media

What Is Violence?
Violence is when a person hurts someone, either emotionally or physically.
• Emotional violence includes yelling, name-calling, threatening, or any action that makes another person feel scared or sad.
• Physical violence includes pushing, hitting, kicking, punching, or attacking with a weapon (e.g. a gun or a knife).

How Does the Media Show Violence?
News reports often show violence (e.g. in wars, sports). Also, violence is often part of an exciting story. We may have strong feelings when we read about, hear, or see this violence (e.g. fear or excitement). These feelings can be stronger if the message is made more powerful (e.g. by adding music, close-up photographs, colour, emotional words).

Is Violence in the Media a Problem?
People have different opinions about whether violence in the media is a problem. Some ideas that people often debate include the following:
• If we receive lots of powerful messages that show violence, we might think that this violence is a normal part of life or that our world is a scary place. But this isn’t necessarily true.
• When violence happens quickly and in an exciting way (e.g. in TV dramas, cartoons, and action movies), we might not have time to think about what we are seeing. We might also find an excuse for the violence (e.g. “He was bad, so it’s good he got killed”).
• There is a risk that people who see or hear lots of violence can become violent too. They might think that violence is the way to solve problems.

What Are We Doing about Violence in the Media?
Some countries have laws about what kind of violence can and can’t be shown on TV or in video games. They might also have laws about the age you have to be to see something or about what time of day items can be shown (e.g. late at night when children are likely to be sleeping).

Some media companies make their own rules or decisions about violence, often based on their professional ethics. (For more on ethics, see Part C of this section on page 74.) Also, if a TV company gets lots of complaints about violence in a programme, they might stop showing that programme or show it at a different time. (This is a good example of how people can influence the media.)

ethics – principles that control or influence behaviour
Activity 24: Violence in the Media

LEARNING OBJECTIVES
Students will:
• identify examples of violence in the media, both real and pretend
• develop an understanding of the results of experiencing a lot of violence.

What You NEED
You need something to write on (e.g. blackboard, paper).

What You DO
• Ask your students:
  – What are some examples of violent acts?
  – How do you feel when someone yells at you, calls you names, or threatens you?
    (Tell your students that this is called emotional violence. It can be as serious as physical violence.)
  – What do you know about the “cycle of violence”?
    (This is when violent acts cause violent responses, on and on.)
• Ask: What media items might show violence? Write the students’ answers down.
  (Examples include cartoons, war stories, news reports, TV “reality” shows, TV dramas, movies, computer games.)
• Get the students to organise their answers into “real”, “pretend”, and “not sure” lists by asking:
  – Which of these items show real violence in the world?
    (e.g. news reports, TV reality shows)
  – Which show “pretend” violence?
    (e.g. comics, dramas, cartoons, computer games)
• Ask your students why they think the news tells us about violence.
  – Is it to inform us of events and social problems that might affect us so that we can act to change things? (If so, do we act?)
  – Is it because violence “sells” (we buy it)?
• Get the students to discuss how violence in the media affects them and others. Ask:
  – When you see or hear about violence in the media, do you ever think about:
    – whether the violence is shown in a realistic way?
    – how the people involved in the violence feel?
    – how the violence affects other people?
  – Do you think about these things when violence happens to you or people around you?
  – Do you think people get used to violence if they see or hear it a lot? If so, what effect might this have?
  – Do you think that you are affected by the violence that you see or hear in the media? If so, in what way? If not, why doesn’t it affect you?

Extension Activity: Class Debate
Get your students to debate this topic: “Violence in the media doesn’t hurt anyone.”

What You LOOK FOR
• Are your students aware of the cycle of violence?
• Can they tell the difference between real violence in the media (things that actually happen in the world) and pretend violence in the media?
• Can they communicate their opinions about violence in the media?
Advertising

Advertising is part of most media. This is because advertising makes money for the media.

An advertising message is openly biased. The sender (the advertiser) wants to influence the receivers (us). The sender makes a message that will be as powerful as possible.

Advertisements work best when:
• the sender knows a lot about the target audience (the receivers) so that they can make a message that will appeal directly to them
• the message is powerful (see Advertising Strategies below).

All advertising messages carry information. If we know how to recognise the bias, we can use the information to help us make choices. For example, we can look at food labels to choose the food that is best for us.

Advertising Strategies

Advertisers can make their messages powerful by using the following strategies and related elements of media messages. (See pages 17 and 44 for more information about these elements and strategies.)

<table>
<thead>
<tr>
<th>Media element (see pages 17 and 44)</th>
<th>Possible advertising strategies</th>
<th>What the advertiser wants us to think</th>
</tr>
</thead>
<tbody>
<tr>
<td>images</td>
<td>showing “perfect” (attractive, healthy, happy) people to advertise products, e.g: • models • celebrities</td>
<td>Using this product could make us perfect (attractive, healthy, and happy) too.</td>
</tr>
<tr>
<td>words, images, sound</td>
<td>using emotion such as love or happiness, e.g: • a family having fun together to advertise a bank • people doing exciting things together to advertise a place • nice sounds to advertise a food</td>
<td>If I buy what is being sold, I’ll feel the same emotion I felt when I saw the advertisement. I’ll be more like those people.</td>
</tr>
<tr>
<td>images</td>
<td>showing perfect settings, e.g: • a car being driven on a beautiful mountain road in Italy</td>
<td>By driving this car, maybe I’ll feel like an exciting, interesting person.</td>
</tr>
<tr>
<td>images</td>
<td>showing amazing sights, e.g: • a small spot of glue holding up an elephant to advertise the glue</td>
<td>“This glue is so strong it can hold up an elephant!” (BUT will I be using it for that?)</td>
</tr>
<tr>
<td>words, images</td>
<td>giving only the good news, e.g: • emphasising the good things about an insurance scheme and putting the less positive things in very small print at the end</td>
<td>This product is all good. I want it.</td>
</tr>
</tbody>
</table>

strategies – plans, ways, techniques
celebrities – famous people
Activity 25: Advertising

Note: This activity focuses on advertisements in print. Students need to be aware that all types of media can have advertisements.

Learning Objectives
Students will:
• recognise some strategies used in advertising
• give examples of how advertising can influence them
• make their own advertisement.

What You Need
You need:
• the table of Advertising Strategies from page 63
• some print examples (e.g. magazines, comics, newspapers, posters) from different places and with advertisements that can be cut out
• scissors and paste
• sheets of paper to make advertisements.

What You Do
• Ask your students:
  – What advertisements can you think of? What media are they in?
  – Why do people advertise?
  – Do advertisements influence you? Why or why not? How do you decide what to buy?
• Put the students into groups. Give them a print item. Ask them to look for advertisements. How can they tell what is an advertisement and what is not?
• Introduce the students to the advertising strategies in the table on page 63. Get them to identify examples of strategies in the advertisements they have found.
• Ask the students to:
  – cut out a picture of something they want to advertise and paste it onto a piece of paper
  – make a new advertisement for it, using what they have learned so far.
• Ask the students to show their advertisements to the class, explaining their choices. Then display the advertisements on the wall.

Extension Activity: What Do Advertisements Say about Us?
Ask the students to collect some of the advertisements used in the activity above. Get them to role-play being aliens from another planet. The advertisements are their only clues about life on earth. Get them to make a list of what they think earth people are like (e.g. their interests, values, and lifestyles).

What You Look For
• Are your students aware of advertisements in all the media they use? Can they give examples?
• What words do they use when talking about advertisements?
• Can they identify some strategies used in advertisements?
• Can they use what they have learned to make a new advertisement?
Media Stereotypes

What Is a Stereotype?
A “stereotype” is a “set idea” of people or things, usually simplified or incorrect. When we use a stereotype to talk about a person, we don’t find out about them as an individual. We talk about them as if they were the same as other members of a group.

Statements that show stereotypes include:
- Big dogs are mean.
  (Some are, some aren’t.)
- Lawyers are rich.
  (Some are, some aren’t.)
- Pacific Islanders are happy people.
  (Some are, some aren’t.)

Why Do We Have Stereotypes?
People who know little about other groups of people (e.g. other cultures or religions) often use one thing they do know to sum up all people of that group.

Stereotypes are quick ways to label people and things. Most media messages are quite short, so media writers might use stereotypes to build characters and stories quickly.

Are Stereotypes a Problem?
Stereotypes can give us images that are:
- not complete
- misleading
- not real
- prejudged
  NOTE: This is where the word “prejudice” comes from.

If stereotypes are repeated often, people might think they are true.

What Stereotypes Are in the Media?
Some common stereotypes are given below.

<table>
<thead>
<tr>
<th>Kind of stereotype</th>
<th>Examples of stereotypes</th>
</tr>
</thead>
</table>
| ethnicity/culture  | • the innocent, happy “native”  
                      • the rich tourist |
| gender (male/female)| • the strong, handsome, intelligent man  
                      • the beautiful, smiling woman |
| class               | • the mean rich person |

Please note that the ideas above are meant to be stereotypical. They do not reflect the views of the authors.
Activity 26: Media Stereotypes

Learning Objective
Students will recognise some stereotypes and understand how and why they are used in the media.

What You Need
You need:
• the table of stereotypes on page 65
• a big piece of paper to make a wall display.

What You Do
• Put your students into groups. Show each group the table of stereotypes. Explain what a stereotype is and give some examples. (See page 65.)
• Get the students to make a list of the stereotypes they know.
• Ask each student to keep a diary for a week. Tell them to write down anything they see, hear, or read that is stereotyped. They can also write down ideas about why the stereotype is being used (e.g. it may be a quick way to talk about a person or thing).
• At the end of the week, get the students to make a wall display of stereotypes.
• Hold a class debate on this topic: "Everyone is a stereotype."

What You Look For
• Are your students aware of what a stereotype is?
• Can they find examples of stereotypes in their own community or in the media?
• Can they give reasons why some stereotypes might be used/useful?
SECTION 4: The Media and Us

Part B: How We Can Influence the Media

Two ways that we influence the media are:
• by having laws for the media
• by letting the media know what we think and want.

Another important way that we can influence the media is by setting up our own media organisation, e.g. community media. However, this section focuses on the two ways above.

Media Laws

Like all individuals and organisations, the media normally has to follow laws. Most laws are made by governments. In many countries, by choosing the government, we influence the decisions that affect the media.

Freedom of Expression

In many countries, laws guarantee freedom of expression. Freedom of expression means that people have a right to say what they think in public. This right is considered to be a basic human right. For the media, it is called media freedom or freedom of the press.

In countries that have media freedom, the media is able to send all sorts of messages. Some messages might agree with what the government is doing. Other messages might disagree.

But most countries also have some laws to control the sorts of messages that can be sent.

Laws

Media laws are usually to do with what is in the message. Some countries have laws against media messages that:
• could damage another person’s reputation without reason (e.g. messages that are not true)
• encourage illegal acts (e.g. messages about how to make illegal drugs or bombs)
• break other laws (e.g. messages that include prohibited words or pictures)
• tell intrusive private details about people against their will. (Note that the privacy of democratically elected politicians is considered differently from the privacy of regular people. Because the public chooses politicians, the public has a right to know about any “misbehaviour”.)

Laws can also control who receives the message. These laws might:
• set the time that a programme can be presented (e.g. late at night, when children are probably asleep)
• make it necessary to tell people that a media item might upset them
• limit the age of people who can see a media item (e.g. adult movies).

Laws to protect children

Many countries have special laws to:
• stop people from sending messages that could hurt children
• stop people from using children in the media in ways that might hurt them or other children.

reputation – how a person is thought of by others
against their will – when they don’t want that to happen
illegal – against the law
prohibited – not allowed
A *censorship law* allows a government to check what is in some media items (e.g. movies and videos) and decide who can see them. Usually, the items are given a *rating*. For example, an R18 rating for a movie means that only people over 18 can see it.

Sometimes, governments set up independent organisations that people can complain to about media items they think are unfair or dangerous. These organisations look at the items in relation to laws. They make recommendations or decisions about any action that needs to be taken. (See Letting the Media Know What We Think on page 72.)

**Laws Versus Freedom**

One of the problems with media laws is *who decides what is dangerous*. For example, in a country that is not democratic, the government might make laws to prevent media freedom (e.g. to stop the media from sending messages that criticise the government). They might talk about these messages as being dangerous.

In countries that don’t have media freedom, the government decides what messages the media can send. If the people in the media don’t do what they are told, they might be put in prison or harmed in some way … sometimes even killed.

*In 1997, 26 newspaper journalists died because of their work. 185 were put in prison for what they wrote. More than 1000 journalists were threatened or beaten, mostly by their own governments.*

Examples of loss of media freedom include:
- a government preventing a newspaper from publishing an item that showed corruption in the government
- a government imprisoning an editor who questioned the behaviour of a politician.

**Internal Rules**

An important way to avoid problems with laws (like those listed on page 67) is for the media to regulate itself.

Sometimes, companies or communities that work in the media have their own rules. For example, some radio and TV stations have rules about what can be sent through their station. These rules are usually based on their professional *ethics*. (A whole section covers media ethics. See Part C: How the Media Can Regulate Itself on page 74.)

Media companies might also set up councils or complaints committees that the public can write to. (See Letting the Media Know What We Think on page 72.)

| **rating** | grade, level |
| **threatened** | warned in a frightening way |
| **beaten** | hit and injured |
| **ethics** | principles that control or influence behaviour |
Activity 27: Laws and Freedom

LEARNING OBJECTIVE
Students will develop an understanding of the issues around media laws and freedom.

What You NEED
You need a big piece of paper to make a wall display.

What You DO
• Get your students to brainstorm about freedom and laws in the media. Ask:
  – Do you think that people in the media should be allowed to write about, or show pictures of, anything they want to? How would you feel if you couldn’t read or hear about something that you felt was important?
  – Do you think people in the media should be prevented from writing about, or showing pictures of, some things? What types of things? Why? How would you feel if someone wrote something about you that was private or untrue? What if they wrote about something dangerous or illegal (e.g. how to steal things)?
  – Do you think you have a right to know private things about politicians? Why or why not? (Explain to the students that, because politicians are democratically elected, the media has the right to cover their private lives more than the private lives of regular people.)
  – Do you know of any books, magazines, television programmes, or movies that you (or other people) are not allowed to see?
  – Who do you think decides what can or can’t be covered by the media? How would that person (or those people) decide? How would you decide?
• Get the students to make a wall display showing the reasons for and against having media laws. As an alternative, they could debate this topic.

What You LOOK FOR
• Can your students give some reasons for and against having media laws?
• Do they understand that some laws may limit freedom and some may protect it?
Activity 28: Privacy Rights

Learning Objective
Students will develop an understanding of when and why privacy might need to be protected.

What You Need
You need:
- the worksheet called Personal Information (see page 71)
- something to write on (e.g. blackboard, paper)
- (if possible) a person who can visit the class and talk to the students about privacy issues.

What You Do

- Get your students to brainstorm what information other people or organisations might have about them. To help them, give each student a copy of the Personal Information worksheet. Ask:
  - How much of this information does the school have about you?
  - What other organisations (e.g. sports group, bank, doctor, government, marketing groups) have information about you? How much information do they have? How did they get it?
  - What information do you NOT want other people to have? Why not? How can you stop other people getting this information?
  - What information about other people do you want (e.g. friends’ addresses, birth dates, telephone numbers)? Why?
- Draw a table like this one. Help the students to think of reasons to put in the columns.

<table>
<thead>
<tr>
<th>Reasons FOR giving my personal information to other people</th>
<th>Reasons AGAINST giving my personal information to other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>They (e.g. friends) can contact me, visit me, etc.</td>
<td>Someone I don’t know could come to where I live.</td>
</tr>
<tr>
<td>They can tell me about things that relate to me (e.g. sports, things at school).</td>
<td>They could send me things in the mail that I don’t want (e.g. trying to sell me things).</td>
</tr>
<tr>
<td>They can identify me in an emergency.</td>
<td>They might make fun of me about some things.</td>
</tr>
<tr>
<td></td>
<td>They might tell other people about things that I don’t want them to know.</td>
</tr>
</tbody>
</table>

- Help the students to make up their own rules about who gets their personal information and how it is used. (If possible, compare these rules with the privacy laws of your community.)
- Get the students to make a list of questions about privacy that they would like to find out about. Help them to find the answers. You could invite a speaker to the class to talk to the students:
  - A journalist could talk about what journalists are/aren’t allowed to write about.
  - A TV producer could talk about people’s rights when filmed for TV (e.g. where they can be filmed, how the images can be used).

What You Look For

- Are students aware of what “personal information” is?
- Can they name some people or organisations that have personal information about them?
- Can they think of reasons for and against giving their personal information to other people?
- Do they show an understanding of when and why privacy rights need to be protected?
**WORKSHEET: Personal Information (Activity 28)**

<table>
<thead>
<tr>
<th><strong>Full name</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age and date of birth</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Gender (male or female)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ethnic group (e.g. Papuan, Tongan, i-Kiribati)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Height</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Email address (if any)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mother’s name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Father’s name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Brothers’ and sisters’ names (if any)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Boyfriend’s or girlfriend’s name (if any)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sports played and names of teams (if any)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interests/hobbies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Favourite foods</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Favourite music</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Favourite TV programme</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Favourite pop star</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Favourite school subject</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What do you want to be doing five years from now?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What do you want to be doing ten years from now?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What are you most afraid of?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What do you think is the best thing about being you?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Letting the Media Know What We Think

In part, we let the media know what we think and want by using that media.

• If a lot of people buy a magazine, the magazine owners “know” that people like to read it. (This might influence them or other magazines to write similar stories, print more copies, add more pages, etc.)
• If a lot of people stop listening to a radio station, the station owners might become worried. (This might influence them to change things so that people start listening again.)

However, it is hard to be sure what a person’s use of the media really means. We can let the media know what we think in more obvious ways. For example, we can:

• write a letter to the editor about something we have read in the newspaper
• speak on talkback radio about a radio programme
• send a message to a television station about a television programme
• email a website owner about what is on their website.

Some countries have organisations that people can write to with complaints about the media. These might be set up by the media industry itself or by the government as independent organisations. Some examples of self-regulatory organisations (those set up by the media industry) are given on page 74.

An example of a quite light-hearted letter to the editor is given below.

Cook Islands report

While I enjoyed reading the articles about our little slice of heaven in your August issue, I have to question the accuracy of your statistical data. We have fifteen islands, not fourteen! We may have lost a bit of our population to Australia and New Zealand, but to the best of my knowledge they didn’t take any of the fifteen islands with them.

Elliot Smith,
Rarotonga,
Cook Islands

Note:
• Letters to the editor must follow the same ethical principles as other content. (See page 74.)
• Most newspapers will not publish anonymous letters.
Activity 29: Letting the Media Know What We Think

LEARNING OBJECTIVE
Students will let the media know about something they feel strongly about.

What You NEED
You need:
• the example of the letter to the editor on the previous page
• something to write on (e.g. blackboard, paper).

What You DO
• Get your students to read the letter to the editor. Ask them:
  – What do you think of the letter?
  – Do you think the topic is important? Do you think the magazine should have been more accurate in the report?
  – What do you think of the fact that the magazine printed the letter? Do you think the letter made any difference?
• Get the students to make a list of anything to do with the media that they feel strongly about (e.g. a radio programme that they think is great or not so good, a newspaper report that they reacted positively or negatively to, a presenter that they think does or doesn’t do their job well). Make sure that they include reasons to support their opinions.
• Help them to brainstorm ways that they can let the media know what they think (e.g. by writing a letter to the editor, phoning the radio station).
• As a class, choose one or two of the students’ ideas. Work together to do the action. Use words from the word bank that you have built up during these activities.

HINT: You can remind your students that they are using their right to freedom of expression by doing this activity. (See Activity 27.)

What You LOOK FOR
• Do your students realise that they can influence the media just by using it?
• Can they choose an appropriate way to let the media know what they think?
• Can they communicate their opinions in an effective way?
SECTION 4: The Media and Us

Part C: How the Media Can Regulate Itself

The media can regulate and monitor itself in different ways. The ways that this part focuses on are:

• professional ethics
• self-regulatory organisations
• professional training.

Professional Ethics

Ethics are principles that control or influence how we behave. Ethics are based on our ideas of what is “right” and “wrong”.

Ethics are not the same as laws, which are statements of what is legal (allowed) and illegal (not allowed). Many laws, though, are based on our ethics – on what we, as individuals, agree is right and wrong. However, some laws can leave people free to do things that are unethical. Other laws might stop people from doing things that are ethical.

People in the media have to know the law (what is allowed and what is not allowed). Often, they also have to decide what is right and wrong.

For example, a news reporter might want to warn people about a factory that is polluting drinking water. This would be a “right” thing to do. But they might also have to decide whether they will illegally enter a factory to get the photos they need to tell the story.

Some important ethical principles for the professional news media include the following:

• Be as accurate and honest as possible. Check your facts – they must be correct.
• Be objective. Report the news facts, not your opinion of them.
• Give a balanced view of all sides of an argument. Don’t keep back important information about a news issue. (See Bias in the Media on page 57.)
• Keep your promises to your sources. For example, if you promise not to tell anyone who your source is, then keep that promise.
• Be aware of the beliefs, attitudes, and values in the community.

Self-regulatory Organisations

Self-regulatory organisations are set up by the media to monitor the activities of all or parts of the media. Some examples of self-regulatory organisations are:

• media councils
  e.g. the Fiji Media Council (www.fijimediaouncil.com) and the Media Council of Papua New Guinea (www.postcourier.com.pg/mediacouncil/media) – media organisations that promote quality journalism
• standards authorities
  e.g. the Advertising Standards Authority of New Zealand (www.asa.co.nz) – an independent organisation set up to keep an acceptable standard of advertising in all media

sources – the people who give you information
• media watch groups
e.g. Pacific Media Watch (www.pmw.c2o.org) – an independent, non-government organisation that supports media freedom and examines important media issues in the Pacific region – and the International Freedom of Expression Exchange (IFEX) (www.ifex.org) – a global community of media organisations that monitors media freedom worldwide.

**Professional Training**

Most media writers and producers do training courses to improve their media skills and develop an understanding of media issues.

Many universities offer media training courses. Examples of programmes in the Pacific are:

• University of the South Pacific (USP) Journalism Programme, Suva, Fiji
  (www.usp.ac.fj/journ/docs/about.html)
• Divine Word University Journalism Programme, Madang, Papua New Guinea
• University of Papua New Guinea Journalism Programme, Port Moresby, Papua New Guinea
• Samoa Polytechnic Journalism Programme, Apia, Samoa
• Pacific Islands News Association (PINA) Pacific Journalism Development Centre, Suva, Fiji.
Activity 30: Understanding Ethics

LEARNING OBJECTIVES
Students will:
• develop an understanding of ethics and how they affect behaviour
• become aware of how ethics differ from laws
• design some ethics for the media.

What You NEED
You need:
• the worksheet called Media Harassment (see page 78)
• something to write on (e.g. blackboard, paper)
• big pieces of paper for the students to make wall displays.

What You DO

• Explain to your students that “ethics” involve the understanding of right and wrong. Get your students to brainstorm how ethics might affect their behaviour. Ask:
  – What examples can you give of the “right” way to behave? For instance, is helping your neighbour right? Does that depend on what your neighbour is doing?
  – What might be some “wrong” ways of behaving? For instance, is lying wrong? Is being rude to elders wrong?
  – How do you decide what is a right way and what is a wrong way to behave? Do other people affect your idea of what is right and wrong (e.g. parents, grandparents, teachers)?
• Explain that some of our laws (but not all) are based on ethics. Then draw a table like the one below. Help the students to think of examples to fill in the columns. Note that some examples could be in both columns (e.g. not killing people).

<table>
<thead>
<tr>
<th>Ethics that affect behaviour</th>
<th>Laws that affect behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>being honest (e.g. not cheating, not telling lies)</td>
<td>telling the truth in court (because if you break this law, you commit “perjury”)</td>
</tr>
<tr>
<td>keeping your word (e.g. keeping promises you make to others)</td>
<td>keeping to a written contract that you have signed (because if you don’t, you commit a “breach of contract”)</td>
</tr>
<tr>
<td>not hurting people</td>
<td>not killing people</td>
</tr>
<tr>
<td>etc …</td>
<td></td>
</tr>
</tbody>
</table>

• Get the students to read the Media Harassment worksheet. Then ask:
  – Do you think that “roughing up” (abusing) a journalist is ethical (right)? Why or why not?
  – Do you think that a journalist doing their job in a public place is ethical? Is it ethical in a prohibited place? Does that depend on what the journalist is doing?
• Put the students into groups. Get them to draw a two-column table. They should complete this with examples of what they consider to be ethical and unethical behaviour in the media. The table could look something like the one on the next page. (None of the ethics are definite. They are just ideas. Your students could disagree or have their own ideas.)

continued on next page
Activity 30: Understanding Ethics (continued)

<table>
<thead>
<tr>
<th>Ethical behaviour</th>
<th>Unethical behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>being balanced when reporting the news</td>
<td>only telling one side of the story in a news report</td>
</tr>
<tr>
<td>being accurate and honest when reporting the news</td>
<td>telling a lie about someone or something in a report</td>
</tr>
</tbody>
</table>
| reporting information that people have a right to know (e.g. information on the misbehaviour of a politician or on a political crisis) | invading people’s privacy (like the paparazzi)  
Note: Your students might have different opinions about this. |
| being in a public place to collect information       | being in a prohibited place to collect information  
Note: Your students might have different opinions about this. |

- Get the groups to develop these ideas into their own ethical guidelines for the media. They can make wall displays called Our Ideas for Media Ethics.
- If possible, ask your local journalism association (if any) for a copy of their “code of ethics”. Discuss this with the class.

Extension Activity: Let’s Try That Again
- Look at the worksheet again. Get your students to think of ways that the prison wardens and television team could interact in an ethical way and still get what they want. Choose some students to role-play these ideas.

What You LOOK FOR
- Can your students identify some ethics that affect their own behaviour?
- Do they understand the difference between ethics and laws?
- Can they think of some ethical guidelines for the media?

paparazzi – journalists who follow celebrities to get photos of them
Fiji Media Council Condemns Harassment of Television News Team

Pacific Media Watch, Suva 19 July 2000

The Fiji Media Council has condemned the actions of prison wardens who roughed up a Fiji Television journalist outside the Colonial War Memorial Hospital in Suva while covering the two-month-old Fiji political crisis on 17 July 2000.

Council chairman Daryl Tarte said society would not condone such acts against journalists while doing their work in a public place, reported Fiji's Daily Post on July 19.

Fiji Television showed footage of prison wardens manhandling two of its news staff, reporter Imraz Iqbal and cameraman Ravinesh Prakash, and trying to force them to leave as they stood on a public road outside the hospital.

The clip, broadcast on July 17 and repeated on July 18, showed prison officers jostling, abusing, and seizing Iqbal and trying to force him into a car.

In his statement, reported by the Daily Post and the Fiji Times, Tarte said: “While I can understand the irrational behaviour of the thugs who smashed up Fiji TV, society cannot condone the outrageous harassment of a Fiji TV reporter on a public road outside the CWM hospital on Monday.

“As chairman of the Fiji Media Council, I have been carefully monitoring the Fiji Media reports of the events since May 19.

“It has been an extremely difficult and dangerous time. Many of the reporters would never have experienced the circumstances of a coup or hostages situation.

“Yet, in my opinion, they constantly provided the viewers, listeners, and readers of Fiji with balanced, accurate, and interesting reports,” said Tarte. He said the media in Fiji has emerged from the ordeal freer and stronger and had proved the value of an independent media in society.

“I hope that others like the prison authorities will better understand their role, give respect, and allow them to get on with their jobs,” Tarte said.
Activity 31: Accuracy in the Media

LEARNING OBJECTIVE
Students will develop an understanding of why accuracy and honesty are important media ethics.

What You NEED
Just yourself and your students!

What You DO
• Tell the students that they are going to role-play receiving a message on the local news. The message could be: “The airline that services your island is no longer operating.” Students could pretend to be (for example):
  – a shop owner that sells goods from other countries
  – a person about to go on holiday overseas
  – a person with family overseas.

  HINT: For more effect, you could give your students a more serious message (e.g. that there has been a disaster on one of the islands and that many people have been killed).

• Get the students (in their roles) to discuss how they feel about this message. What, if anything, will they do when they hear this? Ask:
  – Will you pass the message on? If so, who to?
  – Will you change anything about the way you behave?

• Now tell them that the message is a rumour. Ask:
  – Do you feel differently about the message now? Will you behave differently?
  – Do you want to find out if the message is true? How could you find out?
  – Do you think accuracy in the media is important? Why or why not?

What You LOOK FOR
• Do your students understand that people can receive a message in different ways depending on whether they think the message is true or untrue?
• Can they describe some possible effects on people of inaccurate or untrue media messages? Do they show an understanding of why accuracy in the media is important?

rumour – a message that could be either true or untrue
Final Activity: Make a Class Newspaper

LEARNING OBJECTIVE
Students bring together everything they have learned from the activities in this book to produce a class newspaper.

What You NEED
You need:
• the worksheet called Newspaper Team (see page 81)
• newsprint or big sheets of paper
• glue or tape.

Use any other equipment if it is available (e.g. camera, word processor, photocopier).

What You DO
• Tell the students that they will now produce a class newspaper. They need to:
  – make sure that everyone has a working role, using the worksheet as a guide
  – decide who is going to read the newspaper (the audience) and how they will get a copy
  – decide what is going to be in the newspaper
  – decide on its layout and design
  – prepare items for the newspaper
  – put the newspaper together.

Some items that the students wrote in earlier activities could be used in the newspaper.

Extension Activity
Get the students to find out how they could contribute items to the local media. For example, they could write news items about their school or community and send them to the children’s section of their local newspaper or radio station.

What You LOOK FOR
• Can the students organise themselves into a “newspaper team”?
• Can the students use what they learned in previous activities when they prepare the newspaper?
• Can they organise publication (putting the paper together), copies, and distribution (getting it to other people)?

contribute – give
**WORKSHEET: Newspaper Team (Final Activity)**

<table>
<thead>
<tr>
<th>Team members</th>
<th>Role (job)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Editor(s)</strong></td>
<td>• Write an editorial saying what the paper is and why it is being produced.</td>
</tr>
<tr>
<td></td>
<td>• Write the headlines for the articles and the captions for the pictures.</td>
</tr>
<tr>
<td></td>
<td>• Check that the reports are accurate.</td>
</tr>
<tr>
<td></td>
<td>• Collect any letters to the editor to be included.</td>
</tr>
<tr>
<td></td>
<td>• Design the layout of the page.</td>
</tr>
<tr>
<td><strong>Reporters</strong></td>
<td>Write reports on:</td>
</tr>
<tr>
<td></td>
<td>• the news (local or international)</td>
</tr>
<tr>
<td><strong>Photographers</strong></td>
<td>Take photographs to go with the reports.</td>
</tr>
<tr>
<td><strong>Graphic artists and illustrators</strong></td>
<td>Do any illustrations that are needed (e.g. graphs, diagrams, cartoons).</td>
</tr>
<tr>
<td><strong>Specialist writers and contributors</strong></td>
<td>Write or make other items like:</td>
</tr>
<tr>
<td></td>
<td>• a column giving an opinion on something</td>
</tr>
<tr>
<td></td>
<td>• book, film, or TV reviews</td>
</tr>
<tr>
<td></td>
<td>• crosswords or other puzzles.</td>
</tr>
<tr>
<td><strong>Advertisers</strong></td>
<td>Make advertisements to sell things or ideas.</td>
</tr>
<tr>
<td><strong>Composer/printer</strong></td>
<td>Set out the newspaper and print it.</td>
</tr>
<tr>
<td><strong>Distributors</strong></td>
<td>Decide how the paper will get to the readers and organise its delivery.</td>
</tr>
</tbody>
</table>

To revise the definitions of items in a newspaper, see the worksheet called What Do We Find in Print? on page 28.
Overview of Activities

These tables give summaries of the activities in each section. Go to the activities themselves for more details.

**OVERVIEW OF SECTION 1: Getting Started**

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the Media? (page 10)</td>
<td>• develop an understanding of the term “the media” • identify their own experiences of the media</td>
<td>• brainstorm about the media • organise their answers into the types of media in their region</td>
<td>• the list of Starter Questions on page 10</td>
<td>• something to write on (e.g. blackboard, paper)</td>
</tr>
<tr>
<td>2. What Does the Media Do? (page 12)</td>
<td>• recognise some purposes of the media (what it does)</td>
<td>• identify the purposes of the media items they listed in Activity 1 and of items in a local newspaper or newsletter</td>
<td>• the diagram called Some Purposes of the Media on page 11</td>
<td>• the students’ answers from Activity 1 • copies of a local newspaper or newsletter (e.g. a school or church newsletter)</td>
</tr>
<tr>
<td>3. Sender, Message, Receiver (page 16)</td>
<td>• recognise the three parts of media communication – sender, message, receiver • become aware that different people understand the same message differently</td>
<td>• in groups, role-play receiving a message from different people’s points of view • (extension) identify the sender, the message, and the receiver in newspaper items</td>
<td>• the Sender, Message, Receiver diagram on page 13</td>
<td>• (extension) copies of a local newspaper (e.g. from Activity 2)</td>
</tr>
<tr>
<td>4. Building an Effective Message (page 19)</td>
<td>• develop an understanding of the ways that messages are built up and how they can be made effective</td>
<td>• share ideas on how to make a message effective • find and discuss effective newspaper messages</td>
<td>• the list of Starter Questions on page 19</td>
<td>• copies of magazines or newspapers • something to write on (e.g. blackboard, paper)</td>
</tr>
</tbody>
</table>
## Overview of Section 2: Media History and Ownership

<table>
<thead>
<tr>
<th>Activity Name and Page</th>
<th>Learning Objectives</th>
<th>What Students Do</th>
<th>Resources Provided</th>
<th>Resources You Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Where Does Our Media Come From? (Page 22)</td>
<td>• identify types of mass communication in their community • develop an understanding of how their local mass media has developed</td>
<td>• brainstorm ways that people in their community communicate • research how the main types of mass media in their community developed • make a timeline showing the results</td>
<td>• the table called Ways We Communicate on page 22</td>
<td>• a big piece of paper to make a wall display • (if possible) a person or people who can talk to the class about local communications</td>
</tr>
<tr>
<td>6. Who Owns Our Media? (Page 24)</td>
<td>• develop an understanding of media ownership in their community</td>
<td>• research who owns the media in their community • share their results with the class and show their findings on a wall display • (extension) brainstorm the differences between ownership types</td>
<td>• (extension) the table called Differences between Types of Media Ownership on page 23</td>
<td>• a big piece of paper to make a wall display • (if possible) a person or people in the media to talk to</td>
</tr>
</tbody>
</table>
### OVERVIEW OF SECTION 3:
The Four Main Types of Media

#### Part A: Print

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| 7. Print in Our Community (page 26) | • recognise examples of print in their community  
• develop an understanding of print messages | • brainstorm about print and print messages  
• research questions they have about print and report on what they find | | • something to write on (e.g. blackboard, paper)  
• (if possible) a person involved in print who can talk to the class |
| 8. What Do We Find in Print? (page 27) | • recognise different items in print  
• develop an understanding of how print shows which items it thinks are important  
• develop an understanding of how print uses pictures | • using the worksheet, identify and compare different items in print  
• identify what shows that an item is important  
• brainstorm the purposes and effects of pictures | • the worksheet called What Do We Find in Print? on page 28 | | |
| 9. Front Page – Design and Layout (page 29) | • recognise and understand the main parts of a front page | • in groups, match items on a front page to those on the worksheet  
• (extension) make a front page | • the worksheet called Front Page on page 30 | • copies of front pages of newspapers or newsletters  
• (extension) scissors, glue or tape, and a large piece of paper |
| 10. News Reporting (page 31) | • recognise what makes an effective news report  
• write their own news report | • in groups, use the worksheet to identify characteristics of a news report  
• write a news report | • the worksheet called News Report Framework on page 33 | |
# Overview of Section 3: The Four Main Types of Media

## Part B: Radio

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| 11. Radio in Our Community (page 35) | • recognise examples of radio in their community  
• develop an understanding of radio messages | • brainstorm about radio and radio messages  
• research the answers to questions they have about radio and report on what they find | • something to write on (e.g. blackboard, paper)  
• (if possible) a person involved in radio who can talk to the class | |
| 12. Differences between Radio and Print (page 36) | • recognise how they use radio and print in different ways  
• identify some differences between radio and print | • in groups, list and compare radio and print items | • something to write on (e.g. blackboard, paper) | |
| 13. Making a Radio Message (page 37) | • recognise what makes an effective radio message  
• make their own radio message | • brainstorm what makes an effective radio message  
• in groups, make an effective radio message and present it to the class  
• (extension) put on a radio play | • the worksheet called Radio Messages (on page 38) | • (if possible) a person involved in radio to help the students  
• (optional) a screen or curtain |
| 14. Radio Interview (page 39) | • develop an awareness of radio interview techniques  
• carry out a radio-style interview | • brainstorm about interviews and listen to one  
• in groups, carry out an interview, using the worksheet as a guide  
• (extension) take part in local radio  
• (extension) make their own recording | • the worksheet called Interview Techniques on page 40 | • a live or pre-recorded radio interview  
• (if possible) someone involved in radio to help the students  
• (optional) a screen or curtain |
### OVERVIEW OF SECTION 3:
The Four Main Types of Media

#### Part C: Television, Movies, Video

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| 15. Radio with Pictures (page 42) | • make their own picture-and-sound messages  
• develop an understanding of the effects of mixing pictures with sounds (as in television) | • make a radio message and experiment with ways to present it to the class (sound-only and picture-and-sound)  
• respond to the different presentations |  | • a screen or curtain  
• (optional) the messages that your students worked with in Activity 13 |
| 16. What Makes an Effective Picture-and-sound Message? (page 43) | • explore the possible effects of the elements of television, movie, and video messages | • brainstorm what makes an effective television message  
• in groups, complete The Elements of Television worksheet | • the worksheet called The Elements of Television on page 44  
• (optional) information on the elements of the media on page 17 |  |
| 17. Our TV Programmes (page 45) | • identify where some of the programmes on their local TV come from | • research and make a graph about local TV programmes  
• hear about or visit local TV and write about their findings  
• (extension) debate: "We need more local programmes on our TV." |  | • a person involved in television who can talk to the students about where and how local programmes are made |
| 18. Making the TV News (page 46) | • recognise items in a TV news programme  
• make their own programme | • brainstorm what items are in a TV news programme  
• in groups, use the worksheet to take roles in and then make a TV news programme | • the worksheet called TV News Items on page 47 |  |
**OVERVIEW OF SECTION 3:**

The Four Main Types of Media

Part D: Multimedia

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| 19. Multimedia in Our Community (page 50) | • recognise some examples of multimedia and/or computer-based multimedia  
• develop an understanding of what these types of media use to make messages | • share their ideas about multimedia  
• brainstorm how websites are similar to and different from other media and make a table showing their ideas | | • something to write on (e.g. blackboard, paper) |
| 20. Interactivity (page 51) | • recognise and role-play examples of interactivity  
• develop an understanding of effective interaction | • brainstorm what “interactive” means  
• experiment with performing in non-interactive and interactive ways  
• make some rules for interacting  
• write about a form of interaction in their own lives | | • something to write on (e.g. blackboard, paper) |
| 21. Websites (page 52) | • develop an understanding of what a website is and does  
• identify some differences between websites and printed books | • look at a website and identify the parts of it and its purpose, using the worksheet as a guide  
• discuss the differences between websites and books  
• design a website on paper (or online if possible) | • the worksheet called Web Page on page 53 | • a computer with Internet access  
• (extension) lots of paper for students to work on |
**OVERVIEW OF SECTION 4: The Media and Us**

**Part A: How the Media Can Influence Us**

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Promoting Peace and Understanding (page 56)</td>
<td>• identify how communication can help to solve conflicts • become aware of how the media can promote peace and understanding</td>
<td>• in groups, role-play a conflict and ways it could be solved through communication • read the PINA report and discuss how the media can be used to promote peace and understanding</td>
<td>• the PINA report on page 55</td>
<td></td>
</tr>
<tr>
<td>23: Bias in the Media (page 58)</td>
<td>• recognise and discuss examples of possible media bias</td>
<td>• compare two reports on the same topic and discuss any bias in them</td>
<td>• the worksheet called Bias (Part A and Part B) on pages 59 and 60</td>
<td>• something to write on (e.g. blackboard, paper)</td>
</tr>
<tr>
<td>24. Violence in the Media (page 62)</td>
<td>• identify examples of violence in the media • develop an understanding of the results of experiencing a lot of violence</td>
<td>• share their ideas about violence • identify real and pretend violence in the media and discuss how it affects them and others • (extension) debate: &quot;Violence in the media doesn’t hurt anyone.”</td>
<td></td>
<td>• something to write on (e.g. blackboard, paper)</td>
</tr>
<tr>
<td>25. Advertising (page 64)</td>
<td>• recognise some strategies used in advertising • give examples of how advertising can influence them • make their own advertisement</td>
<td>• talk about advertising influences in their daily lives • find advertisements in print and identify strategies used in them • make and present their own powerful advertisement • (extension) role-play being aliens who decide what humans are like on the basis of advertisements</td>
<td>• the table of Advertising Strategies on page 63</td>
<td>• some print examples with advertisements that can be cut out • scissors and paste • sheets of paper to make advertisements</td>
</tr>
<tr>
<td>26. Media Stereotypes (page 66)</td>
<td>• recognise some stereotypes and understand how and why they are used in the media</td>
<td>• in groups, use the table to help make a list of stereotypes • keep a diary for a week, noting stereotypes • make a wall display of stereotypes • debate: “Everyone is a stereotype.”</td>
<td>• the table of stereotypes on page 65</td>
<td>• a big piece of paper to make a wall display</td>
</tr>
</tbody>
</table>
## OVERVIEW OF SECTION 4: The Media and Us

**Part B: How We Can Influence the Media**

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| 27. Laws and Freedom (page 69) | • develop an understanding of the issues around media laws and freedom | • brainstorm about freedom and laws in the media  
• make a wall display of reasons for and against having media laws – or debate this topic | • a big piece of paper to make a wall display | |
| 28: Privacy Rights (page 70) | • develop an understanding of when and why privacy might need to be protected | • brainstorm about information that others might have about them  
• make their own rules about who gets their personal information and how it is used  
• make questions about privacy issues and find the answers | • the worksheet called Personal Information on page 71 | • something to write on (e.g. blackboard, paper)  
• (if possible) a person who can visit the class and talk to the students about privacy issues |
| 29: Letting the Media Know What We Think (page 73) | • let the media know about something they feel strongly about | • read and discuss the letter to the editor  
• list things to do with the media that they feel strongly about and ways to act on these things  
• as a class, carry out one or two of the actions | • the example of a letter to the editor on page 72 | • something to write on (e.g. blackboard, paper) |
## OVERVIEW OF SECTION 4: The Media and Us

### Part C: How the Media Can Regulate Itself

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| 30: Understanding Ethics (page 76) | • develop an understanding of ethics and how they affect behaviour  
• become aware of how ethics differ from laws  
• design some ethics for the media | • brainstorm how ethics can affect their behaviour  
• identify and compare ethics that affect behaviour and laws that affect behaviour  
• talk about ethical and unethical behaviour in the worksheet example  
• make their own ethical guidelines for the media  
• (extension) role-play alternatives to the situation described in the worksheet | • the worksheet called Media Harassment on page 78 | • something to write on (e.g. blackboard, paper)  
• big pieces of paper for the students to make wall displays |
| 31. Accuracy in the Media (page 79) | • develop an understanding of why accuracy and honesty are important media ethics | • role-play receiving a media message that could be true or untrue and talk about the effects on them  
• discuss the importance of media accuracy | | |

**Final Activity: Make a Class Newspaper**

<table>
<thead>
<tr>
<th>Activity name and page</th>
<th>Learning objectives</th>
<th>What students do</th>
<th>Resources provided</th>
<th>Resources you need</th>
</tr>
</thead>
</table>
| Make a Class Newspaper (page 80) | • bring together everything they have learned from the activities in this book to produce a class newspaper | • form a newspaper team, using the worksheet as a guide  
• contribute to a class newspaper  
• (extension) find out how they can contribute items to the local media and do this | • the worksheet called Newspaper Team on page 81 | • newsprint or big sheets of paper  
• glue or tape |
Guidelines for Activities

These guidelines are designed to help you with the activities. They give ideas on three processes that many of the activities involve: sharing ideas, brainstorming, and role-playing. They also give ideas on assessing your students’ work.

Sharing Ideas
In some activities, your students will share their ideas or experiences with the rest of the class. Some students may find this easy to do. Others may feel shy. Sharing ideas works best if you can:

• give all the students a chance to speak (maybe limiting the time for each student, especially for those who speak a lot)
• show respect for (not judge) what the students say – and remind the students to respect what the other students say as well
• help the shy students to join in – but without making anyone feel uncomfortable.

Brainstorming
In some activities, your students will brainstorm ideas. This works best if you can:

• remind the students that they can think and speak freely and that they don’t need to worry about being “right” (there is no “right” in brainstorming – it’s just a flow of thoughts)
• show respect for the students’ ideas
• write their ideas down (or get the students to write them down as they think of them)
• limit the time allowed for brainstorming (e.g. to five minutes).

Role-playing
In some activities, the students will role-play. This means that they will act out or pretend to be someone else. Role-playing gives the students the chance to experience another person’s point of view.

After role-playing, remind the students that they are no longer the person they pretended to be but are again themselves. (This is called “de-briefing”. It helps the student to move out of the role and return to their own reality.

Assessment
It is useful to include different types of assessment in your teaching programme, for example:

• self-assessment (a student assesses their own work)
• peer assessment (the students assess each other’s work)
• teacher assessment (the teacher assesses the students’ work).

Try to make sure that:

• the assessment task you choose is closely connected to the activities before it
  Note: “Assessment” does not necessarily mean “test”. Very often, the assessment task may be the activity itself – e.g. you focus on how the students perform in doing the activity. (See the note on What You LOOK FOR on page 7.)
• the feedback that you give is practical, useful, and positive
• you focus on the students’ understanding of the subject matter and not just on what they remember (e.g. dates and names)
• you consider how the students carry out their work as much as what the end result of it is.

The best type of assessment is when teachers give regular feedback to students while they are working.

feedback – responses, comments, advice
Attachments

Below are United Nations documents related to the media.

The United Nations Convention on the Rights of the Child

Article 3
In all actions concerning children, whether undertaken by public or private social-welfare institutions, courts of law, administrative authorities, or legislative bodies, the best interests of the child shall be a primary consideration.

States parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

States parties shall ensure that the institutions, services, and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, the number and suitability of their staff, as well as competent supervision.

Article 13
The child shall have the right to freedom of expression; this right shall include freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art or through any other media of the child’s choice.

The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
- for respect of the rights or reputations of others or
- for the protection of national security or of public order (order public) or of public health or morals.

Article 17
States parties recognise the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual, and moral well-being and physical and mental health. To this end, states parties shall:
- encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29
- encourage international co-operation in the production, exchange, and dissemination of such information and material from a diversity of cultural, national, and international sources
- encourage the production and dissemination of children’s books
- encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous
- encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18 …

The United Nations Universal Declaration of Human Rights

Article 19
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.
Useful Websites

- Advertising Standards Authority of New Zealand (an independent organisation set up to keep an acceptable standard of advertising in all media): www.asa.co.nz
- Film and Media Education Resources: www.uq.net.au/~zzmdezua/index.html
- Media Awareness Network (a website that supports media education in Canadian schools, homes, and communities): www.media-awareness.ca
- Media Ed (the UK media education website): www.mediaed.org.uk
- Media Studies.com (a website that gives links to educational guidelines, global news organisations, and other resources for media education): www.mediastudies.com
- Pacific Islands Broadcasting Association (PIBA): www.pacnews.org
- Pacific Islands News Association (PINA): www.pinanius.org
- Pacific Media Watch (an independent, non-government organisation that supports media freedom and examines important media issues in the Pacific region): www.pmw.c2o.org
- UNESCO: www.unesco.org/webworld
- University of the South Pacific (USP) Journalism Programme, Suva, Fiji: www.usp.ac.fj/journ/docs/about.html
Glossary

This glossary is made up of a selection of words from this book. (Meanings of other words are given on the pages that the words appear.) The meanings relate to the way the words are used in this book. Some words may have slightly different meanings when they are used in other places and ways.

The brackets after each word show if the word is a noun ("naming" word), verb ("doing" word), or adjective ("describing" word). Some words can be both nouns and verbs – written as (n, v) or (v, n) – but only the meaning of the first form is given.

bias (n) a one-sided or unbalanced attitude
brainstorm (v) to discuss ideas together in an open way
caption (n) a short explanation of a picture, written below, beside, or above it
celebrity (n) a famous person (e.g. sports star, pop star, TV host)
column (n) a regular section of a publication, usually on a particular topic or by a particular writer
communicate (v) to make things known to others
debate (v, n) to discuss or argue about a particular topic
democratic country (n) a country where all adults can take part in choosing the government
dialogue (n) what people say to each other
direct speech (n) a person talking for themselves (e.g. “I saw the crash!” said Eseta.)
diverse (adj) varied, mixed
director (n) the person responsible for a publication
ethics (n) principles that control or influence behaviour
feature article (n) an in-depth article, usually about an issue and often longer than other articles
freedom of expression (n) the right of people to say what they think in public
gesture (n, v) a body movement
headline (n) a short phrase to sum up the article that follows and get people’s attention
indirect speech (n) a report of what someone else said (e.g. Eseta said that she saw the crash.)
influence (v, n) to affect ideas, feelings, and/or actions
interact (v) to become involved, to join in
interpret (v) to understand
issue (n) a.) a question or problem (e.g. the issue of global warming)
b.) the date of a publication or the number given to it (e.g. issue no. 1)
journalist (n) a person employed to write, edit, or report for a media company
media freedom (n) the right of the media to report freely, without fear
regulate (v) to control, to make rules for
role-play (v, n) to act out, to pretend to be
**shot (n)**  
a picture made by a camera

**source (n)**  
a person who gives a journalist information

**stereotype (n)**  
a set or “typical” idea of people or things, usually simplified or incorrect

**strategy (n)**  
a plan, a way, a technique

**target (v, n)**  
to aim at (e.g. to aim an advertisement at a particular audience)

**values (n)**  
principles or standards; what a person thinks is important in life

### Words related to computer-based multimedia

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CD-ROM (compact disk read-only memory)</strong></td>
<td>a disk that can store words, sounds, still images, and moving images (animation) in digital format</td>
</tr>
<tr>
<td><strong>email (electronic mail)</strong></td>
<td>a message sent through the Internet</td>
</tr>
<tr>
<td><strong>hypertext</strong></td>
<td>highlighted and/or underlined words on a website that link to other websites</td>
</tr>
<tr>
<td><strong>interactivity</strong></td>
<td>the ability to become involved with, join in (e.g. like in an interactive website or CD-ROM)</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td>a computer network that uses the telephone system to connect computers around the world so that they can share information</td>
</tr>
<tr>
<td><strong>Internet Service Provider (ISP)</strong></td>
<td>a company that can connect your computer to the Internet</td>
</tr>
<tr>
<td><strong>microchip</strong></td>
<td>the “brain” of a computer, the part that tells the computer what to do</td>
</tr>
<tr>
<td><strong>modem</strong></td>
<td>a piece of equipment that changes computer data into telephone signals so that it can be sent down a telephone line</td>
</tr>
<tr>
<td><strong>multimedia</strong></td>
<td>the mix of several types of media (e.g. websites, CD-ROMs)</td>
</tr>
<tr>
<td><strong>navigate</strong></td>
<td>to move through, to read (e.g. to navigate a website)</td>
</tr>
<tr>
<td><strong>website</strong></td>
<td>one or more “pages” of information that are joined together on the World Wide Web</td>
</tr>
<tr>
<td><strong>World Wide Web (www) (“the Web”)</strong></td>
<td>a part of the Internet that can present words, sounds, still pictures, and moving pictures (animation)</td>
</tr>
</tbody>
</table>
**Questionnaire**

We would be thankful if you could complete this questionnaire on *Media Education in the Pacific: A Guide for Secondary School Teachers* and return it by mail or fax to:

**Communications Adviser, UNESCO, PO Box 5766, Matautu-uta, Apia, Samoa**  
Fax 685-22253, 26593

The aim of the questionnaire is to find out what teachers think about this book and how they use it. Please write your answers to the questions below or tick the appropriate boxes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your name? (optional)</td>
<td></td>
</tr>
<tr>
<td>2. What is the name of your school?</td>
<td></td>
</tr>
<tr>
<td>3. What is the school address (village or town, province, country)?</td>
<td></td>
</tr>
<tr>
<td>4. Is your school a UNESCO Associated School (ASP)?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>5. What subject(s) do you teach?</td>
<td></td>
</tr>
<tr>
<td>6. In what subject(s) do you use this book?</td>
<td></td>
</tr>
<tr>
<td>7. In what language(s) do you teach?</td>
<td></td>
</tr>
<tr>
<td>8. What level (junior secondary, senior secondary) and grades do you teach?</td>
<td></td>
</tr>
<tr>
<td>9. How often do you use this book?</td>
<td></td>
</tr>
<tr>
<td>10. How many students (by grade) attend your media education classes?</td>
<td></td>
</tr>
<tr>
<td>11. Is the level of the English language in this book:</td>
<td>too simple? □ about right? □ too difficult? □</td>
</tr>
<tr>
<td>12. Is the general level of the content in this book:</td>
<td>too simple? □ about right? □ too difficult? □</td>
</tr>
<tr>
<td>13. Can you arrange to get access for your class to:</td>
<td>newspapers? □ a radio? □ a TV? □ a video? □ computers? □</td>
</tr>
<tr>
<td>14. Is the number of resources (teaching aids) that the activities require:</td>
<td>not a problem? □ a problem? □</td>
</tr>
</tbody>
</table>
15. Which sections, parts, and activities do you use most? Why?

16. Which sections, parts, and activities do you use least? Why?

17. What topics or other material would you add to the next edition of this book?

18. What topics or other material would you remove from the next edition of this book?

19. What other resources do you use for your media education classes (e.g. books, websites)?
   Please name them.

20. How many other teachers in your school teach media education?

21. Do you think that media education is important for your students? Why?

22. Is your school planning to include media education in its permanent curriculum?
   Yes ☐    No ☐

23. Will you continue to teach media education in the future?
   Yes ☐    No ☐

24. Please make any other comments or suggestions about this book.

Thank you for completing this questionnaire. Your answers will help us to adjust the book so that it better meets your needs.

Director, UNESCO Office for the Pacific States