



## Session 1 “Media” (90 MIN)

### INTRODUCTION (15 MIN)

#### Welcome and Introduction of Course: Club Media-101

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Welcome and get to know each other, exchange media habits</li> </ul>	<b>15</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students get to know the course and get motivated to learn about media</li> <li>• Students examine how they themselves use media</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 5” Welcome the students to the course, introduce yourself, the other trainers, your background</li> <li>• 5” Survey – ask the students about their daily media use (e.g. who of you reads newspapers / listens to the radio / watches TV / plays video games / goes to cinema / researches the web / uses Facebook / uses Instagram ...). Those who use a specific medium should stand up and look around. Summarize your observations and conclude that media is an important part of everyone’s life.</li> <li>• 5” Explain the requirements for the course (attendance, evaluation of students, certificate, secret Facebook-group for exchanging media productions, bring your own smartphone; and plans for the final event)</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Flipchart “Welcome to the Club Media 101” (write your names as well)</li> <li>• Handout “Course Overview” (Dates / Modules / Units / Requirements)</li> </ul>	



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## Notes

### BODY PART (MIXTURE OF TRAINER AND TRAINEE CENTERED) (60 MIN)

#### Trainee Centered: Partner Interview You, Media and the Club Media 101

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Partner interview and presenting the partner</li> </ul>	<b>20</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students get to know each other, get comfortable with each other</li> <li>• Examine why they themselves use certain media</li> <li>• Realize that there are differences in using media</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 1” Explain the activity with the help of the Flipchart. Write down the questions you want them to talk about (e.g. What is your name, your subject? What is your favorite medium and why? Why do you want to attend this course?)</li> <li>• 1” Let the students draw lots to pair up randomly</li> <li>• 8” The students interview each other (take turns after 4 min)</li> <li>• 10” Let the students come together and introduce their partner</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Flipchart “Partner Interviews” – Write down the questions (max. 3)</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Lots for building pairs</li> <li>• Paper and pen (for notes)</li> </ul>
<b>Notes</b>	

## Trainer Centered: Guided Input and Demonstration: Media and Characteristics of Media

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Guided input, using cans to demonstrate media</li> </ul>	<b>25</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students define media characteristics (one-way or two-way communication; mass media – interpersonal media; traditional – new or social media)</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 5” Volunteer students try out the cans: two cans are connected by a string. The first volunteer (the sender of information) takes one can and whispers something into it, while the other volunteer (the receiver of information) takes the other can and tries to listen and understand what is whispered. The string, between the cans must be tight to transmit the sound of the voice. It has the function of a medium that transmits information. This experiment clearly demonstrates the communication process through a medium. If someone touches the string, the flow of information is disturbed,</li> </ul>	



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	<p>because the sound stops there. Disturbance is often a characteristic element of a communication process.</p> <ul style="list-style-type: none"> <li>• 5" Define media and illustrate the flow of information with two students using the cans</li> <li>• 15" Characteristics of media (traditional/new media, mass media/interpersonal media, one-way/two-way) (DW Akademie's MIL Guidebook Engl. p. 17 – 19)</li> </ul>
<b>Material</b>	<ul style="list-style-type: none"> <li>• Flipchart "What is media?", "Characteristics of media."</li> <li>• PPT Presentation "Media Characteristics", Computer, Projector, WiFi</li> <li>• Cans</li> </ul>
<b>Notes</b>	

**Trainee Centered: Mini-Roleplay with Positioning:** You are a medium – what are your characteristics?

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Mini-roleplay with positioning of the students in the room</li> </ul>	<b>15</b> "
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students compare media characteristics and decide which apply to what medium</li> </ul>	



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<p><b>Steps</b></p>	<ul style="list-style-type: none"> <li>● 3" Explain the task and divide the room into two areas with help of the students</li> <li>● 2" Hand out Post-its to the students. Ask them to write on their post-it which medium they represent e.g., "radio" or "Facebook" and to paste it to their chest.</li> <li>● 10" Assign the different corresponding characteristics to the two areas of the classroom (e.g., left side for mass media, right side for individual medium)</li> <li>● Ask the students to position themselves where the medium they represent belongs. Ask for the reason and correct their position, if necessary</li> </ul>
<p><b>Material</b></p>	<ul style="list-style-type: none"> <li>● Post-its with "TV", "Radio", "Newspaper", "Magazine", "Internet", "Social Media"</li> <li>● Cards with characteristics (one-way - two-way communication; mass media – interpersonal media; traditional – new or social media; linear – non-linear)</li> <li>● Sticky tape to mark the areas of the classroom</li> </ul>
<p><b>Notes</b></p>	



## 3. CONCLUSION (15’)

### True-or-false-Statements: Media and Types of Content

<b>Activity</b>	<ul style="list-style-type: none"> <li>• True-or-false-statements</li> </ul>	<b>15</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students distinguish different types of content (e.g. information / entertainment / sports / economic reporting / gossip, society)</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 7” Trainers read 4-6 different statements out loud. The students have to decide, whether the statement is true or false by giving a ‘thumbs up’ or ‘thumbs down’             <ul style="list-style-type: none"> <li>○ “TV offers a lot of entertainment.”</li> <li>○ “Newspapers are usually made by professional media makers (journalists, editors...).”</li> <li>○ “Everything we read on social media is true.”</li> <li>○ “We must have a radio if we want to listen to radio programs.”</li> <li>○ “For me, the best part about Facebook is what my friends post.”</li> <li>○ “When I search for something on Google, Facebook registers it and adds that information to the data it collects about me.”</li> </ul> </li> <li>• 8” Summarize the session, distribute the handout and ask for open questions</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Handout for trainers “True-or-False-Statements”</li> <li>• Handout for students from the DW Akademie’s MIL Guidebook “Understanding Media”</li> </ul>	



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## Notes

- You will need to make your own True-or-False-Statements handout