

CHECK IT!

- creating media
- Time: 60 minutes
- target group: secondary school students
- How does it happen that one information moves people and another is received with indifference? How to reach listeners, viewers? On the other hand, how do You think about information that comes to You - is it reliable? What can be the consequences of unreliable information? Aims: working on the ability to create media based on credible information by young people. Acquiring the ability to verify the information in terms of their credibility.
- 1) WORM UP - exercises in pairs, time 7 minutes One person shows feelings which are written on peaces of paper, the second one tries to guess. Emotions on papers: joy, fear, curiosity, sheet of anger, sadness, shame Then students exchange the roles.
- 2) GROUP WORK, time 30 minutes. Divide the group into three subgroups: each group should work separately not to hear each other. Aids: papers with the tasks, laptops or smart phones with access to the Internet, a book about cats from the school library. The source where they check information is the choice of students. All the groups are to prepare their task in a form of TV news using all means they can to increase the impact of the message First group gets the task to create information about the dangers of domestic cats, using available information. They can use the Internet photos, videos and other available materials. Second group is to prepare information on the benefits of domestic cats also using information available on the Internet, using the internet photos, videos and other available materials. Third group, so-called 'experts' has to gather scientific and reliable information about domestic cats and prepare reliable news about cats. They can use the Internet photos, videos and other available materials.
- 3) PRESENTATION and DISCUSSION, Time: 15 min Aids: the projector. Let every group present their work on the projector. Discuss, which material moved them most? How the means they used influenced reception of information? Ask whether and how they checked the reliability of the information? Did the students have time to compare what they found on the Internet and in other sources eg.in a book about cats? Is the information from the book different from information on the internet? Let the imagination work and ask students what could be the consequences of the news they prepared?

Information about the resource

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