

LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App:



LESSON NAME: Search for good news

DURATION: 2 x 60 min

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OVERVIEW

There is some prevailing tendency of news providers to focus on bad news only. Nowadays it is quite impossible to get away from news coverages full of negativity, violence and death. However, we do believe good things still happen every day, although they do not „hit“ the mainstream media often. Although we trigger students‘ attention by talking about bad news first, the main aim of this lesson is to focus student‘s attention to good news in media by searching for it and presenting to their classmates and sharing their presentation on social media, as well.

LEARNING OUTCOMES

Student will be able to:

- understand the “newsworthy” values of stories in media
- work with Prezi presentation software
- present the results of their search online

PREPARATION AND MATERIALS

- Read the teachers worksheet with the explanation of th news values.
- Print out sufficient number of copies of the Worksheet 1 and 2 for your students
- Either print out sufficient number of copies of the Student survey worksheet or type the questions into any survey applications online so students can fill it in using their smartphones or computers in a class.
- Get acquainted with Prezi.com presentations so you can explain to your students how to work with it (We suggest to watch this tutorial: <https://www.youtube.com/watch?v=fubGt7wAiBU>)

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Possible further reading:

<http://www.mediacollege.com/journalism/news/newsworthy.html>

<https://bitesizepr.com/what-makes-a-story-newsworthy/>

<http://www.mrmediatraining.com/2012/01/25/the-11-things-that-journalists-consider-newsworthy/>

PROCEDURE

- **Brainstorm** different kind of news in media. Ask questions such as: What stories can you find most often in mainstream media? Which stories are usually highlighted as major news? Why do you think so?
- **Start** the PPT presentation. After the slide 2 ask students to give a definition in their own words. Compare their answers with the slide 3.
- **Distribute** the Worksheet 1. Let students number the pictures and than discuss their choices.
- **Continue** with the slide 4 (the explanations of all concepts can be found the Teacher's worksheet), however, before you show it you can ask your students to come up with their own answers.
- **Distribute** the Worksheet 2. Looking at the slide 4 students fill in the newsworthy concepts above each set of questions (See the key).
- **Continue** with the slides 5 – 8.
- **Show** the slide 9 and distribute the questionnaire (or give your students the link online where they can fill it in).
- **Discuss** the results of this small survey.
- **Show** the rest of the PPT presentation.
- **Give** instructions how to use Prezi presentation software.
- **Assign** homework to search for good news on the net in the forms of articles, videos, blogs, websites and so on, and to create a presentation to share this good news with others.



WORKSHEET 1

Put the news stories in order of the interest to you. (No 1 – the most interesting, No 5 the least interesting). Justify your decisions. What made them newsworthy?





WORKSHEET 2

Fill in the news values from the PPT presentation to the questions:

Has the story just happened? Is it of interest right now?

Does it relate to your life, your family or your community?

Does the story affect a large number of people? Are the consequences serious?

Did the story take place nearby or does the story relate to local interests or concerns?

Does the story deal with well-known or powerful people or countries?

Is the meaning clear? Do you think that most people will be able to understand the story?

Is it a human interest story about an individual person (or animal)?

Is this an issue about which people strongly disagree?

Does the story produce strong emotions such as fear or suspense?

Is the story about something unusual, unexpected or odd? Is the story about something wonderful or awesome?

Is there a relationship with other news stories?



STUDENT SURVEY WORKSHEET

1. THE MEDIA IS FASCINATED BY NEGATIVE NEWS.
a. I agree b. I disagree
2. THE MEDIA CREATE STEREOTYPES AND NEGATIVE IMAGERY.
a. I agree b. I disagree
3. NEGATIVE NEWS IS USUALLY SEEN TO BE “NEWSWORTHY”.
a. I agree b. I disagree
4. BAD NEWS SELLS.
a. I agree b. I disagree
5. JOURNALISTS REPORT EVERYTHING THAT HAPPENS.
a. I agree b. I disagree
6. JOURNALISTS CHOOSE CERTAIN NEWS STORIES.
a. I agree b. I disagree
7. GOOD NEWS IS NOT AS AVAILABLE TO JOURNALISTS AS BAD NEWS.
a. I agree b. I disagree
8. PEOPLE ARE NOT AS INTERESTED IN GOOD NEWS AS IN BAD NEWS.
a. I agree b. I disagree
9. READERS AND VIEWERS HAVE A RESPONSIBILITY FOR THE CONTENT OF NEWSPAPERS.
a. I agree b. I disagree



TEACHER'S WORKSHEET

NEWS VALUES:

1. **Timeliness/immediacy** – recent happenings are considered more newsworthy than are those in the past.
2. **Relevance/Impact** – events perceived to relate to or impact on the everyday lives of the audience are considered more newsworthy than those that do not. The greater the impact (the more people involved) the more likely an occurrence is to be reported.
3. **Proximity/meaningfulness** – events that occur near at hand are considered more meaningful and hence newsworthy than are those that occur at a distance. Similarly, events happening in a culture similar to that of the readers tend to be selected while those in cultures very different tend to be disregarded.
4. **Prominence** – stories concerned with so-called “elite nations” (global powers) and “elite persons” (the powerful, the rich, the famous) are considered to have greater news value than those that do not.
5. **Clarity/unambiguity** – stories that are easily explained are more likely to make the news than those that are not.
6. **Personalisation** – stories that centre around a particular person or that can be portrayed as doing so have greater news potential than those that cannot. Thus political debate is often presented as a clash between individuals rather than between ideas and ideologies.
7. **Conflict/controversy** – stories which are capable of evoking strong emotions such as fear and suspense are likely to make the news.
8. **Uniqueness/unexpectedness** – if an event or a situation is unique, unusual, unexpected or downright odd it enhances its chances of being considered newsworthy. A phenomenon, event or process may be reported if it has the potential to promote among viewers, listeners or readers, a response of awe or wonderment.
9. **Co-option** – items may be included in the news if they have already commanded media attention or if they relate to other news stories.

(Taken from the book: Developing Scientific Literacy: Using News Media in the Classroom: Using News Media in the Classroom by Ruth Jarman)



KEY to the Worksheet 2

TIMELINESS

Has the story just happened? Is it of interest right now?

RELEVANCE

Does it relate to your life, your family or your community?

IMPACT

Does the story affect a large number of people? Are the consequences serious?

PROXIMITY

Did the story take place nearby or does the story relate to local interests or concerns?

PROMINENCE

Does the story deal with well-known or powerful people or countries?

CLARITY

Is the meaning clear? Do you think that most people will be able to understand the story?

PERSONALISATION

Is it a human interest story about an individual person (or animal)?

CONFLICT/CONTROVERSY

Is this an issue about which people strongly disagree?

EMOTION

Does the story produce strong emotions such as fear or suspense?

UNIQUENESS/UNEXPECTEDNESS

Is the story about something unusual, unexpected or odd? Is the story about something wonderful or awesome?

CO-OPTION

Is there a relationship with other news stories?

(Taken from the book: **Developing Scientific Literacy: Using News Media in the Classroom: Using News Media in the Classroom** by Ruth Jarman Figure 2.1 A student-friendly description of conventional news values, p. 19)