



Lesson Plan 4 – Mistakes in News Coverage

Date _____

SMART¹ Objective:

At the end of the lesson...

- SWBAT define common mistakes in news coverage
- Students will be able to identify common mistakes in news coverage.
- Students will be able to analyze news coverage for (insert specific mistake here)
- Students will be able to carry out a process of redressing a media mistake
 - Students will be able to document a news media mistake and respond to it.



Values/Life Skills:

The concept of GNH, coined by His Majesty the Fourth King of Bhutan, Jigme Singye Wangchuck, focuses national efforts by measuring four pillars: good governance, sustainable socio-economic development, cultural preservation, and environmental conservation.

This lesson develops student understanding of good governance and skills in democratic participation.

Standards:

- Where appropriate, use this lesson to reinforce national grade-level curriculum and standards.
- Ministry of Education's mission statement calls on Bhutan's schools to *"create the necessary learning space and opportunities to engage the genius and potentials of all the children and youth of the country in keeping with provisions of the Constitution of the Kingdom of Bhutan..."*, which this lesson does by introducing democratic skills.

¹ SMART is an acronym that reminds us our lesson can be more effective if the objective is Specific, Measurable, Achievable, Realistic and Time-bound.



Suggested Vocabulary:

- Democracy (look up definitions. It's an eye-opener!)
- Experience
- Expert
- Power
- Influence
- Political Pressure
- Constituency
- Partisan
- Principles
- Role Model
- Authoritative
- Independent (Self-interested)
- Players: Participant/Observer/Victim/Investigator

Identified Media Mistakes

- 1-sidedness
- Bias
- Errors/Exaggerations
- Repetition
- Lack of diversity
- Poor Quality
- No Follow Up

Strategies / Suggested Activities:

1. Using examples of media, teacher should guide students through the process of identifying the elements of good stories, and how to spot the errors that can be made through the use of relevant examples of the above "mistakes".
2. The teacher may print or photo-copy articles from the examples provided or from various news outlets in the country to use as in the classroom to illustrate the issues to students
3. Walk students through the process of deconstructing a news article, including identifying the sources used in the story, the facts, and how they are presented in the story, and whether or not the reporter is transparent



- about how they got their information, and information that they may not have yet at the time of publication.
4. Engage students in discussions that focus on why the reporter used the sources that they did.
 5. See the “Media Issues” publications for more examples to use in your own classroom.