



Unit	Media Ethics
Sub-unit	Sociological Analysis
Title	Power of Sources
Short summary	This activity highlights how small groups of a society control large parts of the media messages that are sent.
Learning Objectives	<p>Through this activity participants will understand how the selection of sources influence its content as well as the view and interpretation of the reporter.</p> <p>Participants will understand the importance of evaluating and using multiple sources and how the selection of sources affects the perception of the audience.</p>
Method	Discussion, students work on their own first, then group work.

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<p>Material</p>	<p>Material needed:</p> <ul style="list-style-type: none"> ● Laptop and speaker (if audio/video examples are used) ● Projector (if video examples are used) ● Flipchart/markers to note sources, answers ● Pens and paper ● Newspaper articles, video or audio features as examples for media output (public and commercial mass media) on minorities (Migrants, LGBT*, ...), for example: <ul style="list-style-type: none"> ○ A feature or article on the evaluation of crime rates which highlights minorities ○ A feature or article on an event held by a minority group or advocacy group ● “Pyramid of sources” Printed copies of social vs. media triangle, the Pyramid of sources for discussion in the final round. <p>Adapted from: http://ethicalmediatraining.eu/training/activities/power-of-sources/</p>
<p>Target group</p>	<p>14 years +</p>
<p>Duration</p>	<p>Depending on the size of the group. 30-60 min</p>

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<p>Introduction</p>	<p>Play a recording from commercial and public service current affairs programmes concerning minority topics. After the media piece, ask the participants the following questions:</p> <ul style="list-style-type: none"> • What was the piece about? • Where did the information come from and who was being interviewed and/or cited? <p>Write answers on the flipchart (usually the main sources will be government sources, police reports, academics, journalists, lawyers, etc).</p> <p>Depending on the material chosen, you can point out that despite the pieces are about minorities, it is not necessarily minorities' voices that are dominantly represented. However, although those in powerful positions represent a small percentage of the total population, it is their views that are widely represented by media. In the next step, the trainer shows participants the social vs. media triangle and discusses why it happens this way. You may ask participants to list alternative sources to those used by commercial and public service media that might offer information on the same issue but from a different point of view. Time permitting it might also be interesting to ask, whether participants think the rise of social media has reinforced or diminished this dynamic.</p>
<p>Development</p>	<p>Tips for the trainer:</p> <p>The nature of this activity and the discussion will be largely influenced by your choice of examples. Consider finding multiple articles on the same topic, show articles about events or groups more or less accepted in mainstream society or articles on the same topic over a number of years, etc. It is also worth considering the definition of experts and pointing out that individuals that live in specific situations are the real 'experts'.</p>

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**Assessment
of learning
outcomes**

The teacher/trainer is asking participants throughout the activity to identify, collect and reflect sources.

The group discusses and evaluates sources of media, they summarise the results together.

MEWB_IO2

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