



Unit	
Sub-unit	Media Sectors and Ownership
Title	We all know how it works...
Short summary <i>(max. 700 Characters including spaces)</i>	In this exercise students look at the main features of commercial, public and community media and their differences.
Learning Objectives	At the end of the exercise: <ul style="list-style-type: none">- students understand the main differences between commercial, public and community media- students learn the main features of the three media types
Method	Role play and discussion
Material	<ul style="list-style-type: none">- flipchart or board cards with instructions

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Target group	14-18
Duration	45 minutes - 35 minutes for introduction, preparation and role playing 10 minutes for discussion
Introduction	<p>The teacher prepares three cards that contain basic information about people who are working in a commercial, public and a community medium. Breaks group into smaller groups.</p> <p><u>Examples:</u></p> <p><i>You are the manager of a commercial radio. Find your radio show presenters/DJs and plan the afternoon program! What will you broadcast? What will the afternoon program look like? Play it!</i></p> <p><i>You are a chief editor at the national public television. Plan the afternoon and evening program - find your producers and make a news program! Play it!</i></p> <p><i>You are a presenter in a community radio - invite your guests and make a show! What will it look like? Play it!</i></p> <p>Students get 10 minutes for preparations and then do the role play. After each role play the class points out the main features of each media - this could be collected on a whiteboard or flipchart.</p> <p>A few features you might want to use as a prompt:</p>

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	<p><u>Public</u>: universal geographic accessibility, contribution to national identity and sense of community, competition in good programming rather than numbers, attention to minorities, universal appeal.</p> <p><u>Commercial</u>: maximization of audience in order to generate profit, production of shows (almost regardless of the content), broadcast music that entertains and attracts large numbers of people.</p> <p><u>Community media</u>: independent of commercial and religious institutions and political parties, voluntary participation of members of civil society in the devising and management of programs; activities aimed at social gain and community benefit, commitment to inclusive and intercultural practices.</p> <p>After the role play and feedback of the different media strands the class and the teacher discuss their media experiences as consumers. What do they like to watch, listen and follow? Why and what are the typical features of these media contents?</p>
Development	<p>If the teacher thinks that role playing games does not fit the class, the teacher could preselect typical public, commercial and community media content and play them to the students. This would require some preparation and an audio player.</p>
Assessment of learning outcomes	<p>The group discusses and summarises the results together.</p>

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