# **Short-term plan – Media Unit – *Magazines/Newspapers***

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| **Year: 8**  **Term:**  **Week:**  **Teacher:** | **Objectives:** At the end of this unit students will have a better understanding of the way that magazines/newspapers are written and marketed to a specific target audience. They will spend time looking, in detail, at the codes and conventions employed in print media, focusing specifically at covers, contents pages, editorials and various types of articles. They will also look briefly at advertising, and the codes and conventions used to sell a specific product. The final task requires students to work in groups to create a sample for a new celebrity magazine (sets 3,4 and 5 ideally) or an analysis and sample of a newspaper (ideally the Daily Express – suggested for sets 1 and 2)  Assessment Foci (Writing) 2,3,4 and possibly 6  Most lessons are geared towards production of a magazine – however, they can be easily adapted to suit a more newspaper-centred focus. Please feel free to adapt and change as you feel is appropriate for your group.  Access to an ICT suite at the end of the unit is strongly advised, but is not essential. | | | | **Priorities** |
|  | **Starter** | **Introduction** | **Development** | **Plenary** | **Homework** |
| **Lesson 1  PPT: Media Lesson 1 Intro (delete slides that are not appropriate to your group!)** **Lesson 1 Grid (doc), pref A3 Magazine Covers and newspaper front pages** | Ask students to discuss the types of magazines they read. Discuss, then ask if this changes for their older/younger siblings.  Discuss. | Briefly introduce the unit objective, and run through the expected elements of their final project.  Discussion on what a magazine/newspaper is.  Look at and record the CARP design principles and discuss effectiveness/uses. | Have students get into groups. Distribute A3 charts and one magazine cover/newspaper front page. Students should work to fill in the charts, swapping after a sufficient period of time (until they’ve seen three different covers/front pages). | Discuss as a class the questions on slide 21. Students should consult the information recorded in their charts to provide evidence. |  |
| **Lesson 2** **PPT: Media Lesson 2 Theories** | Have students create a spider diagram/mind map that details their recent consumption of media texts.  Allow sufficient time to complete, then ask them generally WHY people consume media products. | Have students pick one television program, one magazine and one film from their diagram, and write an explanation for why they feel they consumed that text. | Have students record in their workbooks the various theories contained on slides 5 – 11.  Have students consult their diagram again. They should discuss with a partner whether or not they feel they’ve been a passive or active consumer.  Feedback responses.  Discuss the types of articles they’d expect to see in a teen magazine that meet the four personal uses criteria (what sort of articles would they find that entertain, that are about personal identity, that aid social interaction and that provide information). | Ask students what they’ve learnt today, in terms of how they consume media texts. This should lead to a discussion on whether or not they feel they’re in control or not. |  |
| **Lesson 3** **PPT: Media Lesson 3 Covers**  **Lesson 3 Cover word doc (printed class set)**  **Glue** | Work your way through the slides 3-6, discussing the target audience for various magazine covers. Be sure to really push students to substantiate their opinion with evidence.  Using slide 7, try to come up with a verbal list of key features used on magazine covers. | Distribute the printed copy of Sugar magazine cover, and have students glue into their workbooks. Label the cover, using slide 8.  Slide 9 is to consolidate the fact that the key elements appear on most types of covers. | Explain that students will next be shown a slide containing a magazine cover. They are do study the cover, and then answer the following question in their workbooks, ensuring that they use the correct meta-langauge (masthead, puff, etc) in their response:  Who is the magazine aimed at? How do you know this?  Discuss/share responses after sufficient time. | Have students sketch and label their own magazine cover aimed at male football fans. |  |
| **Lesson 4**  **PPT: Media Lessoon 4 Headlines and Buzz Words**  **A random selection of magazines and newspapers to distribute**  **Lesson 4 Worksheet Exploring Language (PDF) – optional, for lower abilities** | Using slide 3, ask students to consider the meaning behind each of the headlines.  You should aim to discuss how language is used, and how meaning can be changed based on what is said and how it is said. | Have students copy down the information contained on slide 4, then work your way through the various examples of puns, wordplay and language – you should discuss the relevance and effectiveness of each headline. | Distribute at random magazines or newspapers to groups of students. Have them browse through the pages, writing down any interesting headlines.  Have groups share their findings.  Discuss how language is used to create effect in each headline. | Using the headlines on slide 10, have students write a brief explanation of how wordplay is being used. They should comment on effectiveness and meaning. |  |
| **Lesson 5** **PPT: Media Lesson 5 Contents (there is a lower version available that is slightly different)**  **A3 paper**  **Glue**  **Lesson 5 Bliss contents page**  **A random selection of magazines (which must contain a table of contents)** | Have students look at sample Bliss contents page. Have them discuss in pairs what they feel the main interests of teenage girls are, based on what is contained on the page.  Discuss. Make sure students cite specific examples when explaining their thoughts. | Using the same contents page, have students extend their understand a bit further by answering questions (in their workbooks) on how the reader’s attention is drawn to certain features, the use of language, and any articles that fit each element of ‘uses or gratifications’ (i.e. entertainment, social interaction, personal identity, information) | Have students cut out a table of contents from any magazine.  Glue onto A3 sheet.  Students should then annotate (similar to what they did with front covers) the TOC, labelling an y key features used.  They should then write a response to the following question:  How does the table of contents effectively target the needs and desires of its target audience?  Compile a class list of codes and conventions, and share responses to question. | To practice using their knowledge, and show understanding of codes and conventions of contents pages, have students create a draft contents page aimed at teens for either a sports, music or fashion magazine.  Extended Plenary – have students share their page, commenting on the choices they made and how they have targeting their audience effectively. |  |
| **Lesson 6**  **PPT: Media Lesson 6 Editorials**  **Various examples of magazine/newspaper editorials** | Discuss the role of an editor in magazines and newspapers. | Have students copy down information contained on slide 4. | Disturbute editorials from magazines/newspapers to students. Have them create a list of key features used.  Discuss. Slide 6 provides answers, so it should only be shown to consolidate ideas after the group discussion. | Choose between the task on slide 8 or 9, depending on set – may do both, if top set. |  |
| **Lesson 7  PPT: Media Lesson 7 Article Types**  **Various newspapers and magazines**  **Glue**  **A3 paper** | Recap what is expected of students for their final project. | Have students write down the information contained on slides 4, 5, 7, 9, 11, and 13.You will then need students to work in groups to find examples of each type of article. Rip these out. You may wish to work your way slowly through copying the definitions and then finding the articles one at a time, or you may wish to copy down all the information first, finding the different articles all at once.  Once articles have been found, place to the side. These will be used in next part of lesson. | In groups, distribute the articles (each student should have at least one each).  Glue onto A3, and annotate the article, pointing out key features, codes and conventions used.  Slide 16 shows an example. You may wish to work through this first, with lower ability sets, then set to annotate on their own. | As a group, share annotated articles, and discuss the sort of codes and conventions that appear to be used universally or each different type of article.  Extended plenary – have students get into their final project groups, and come up with articles they’d like to include in their own media text. | Students should work at home to research possible leads for articles in their own final production. |
| **Lesson 8**  **PPT: Media Lesson 8 Analysing Texts**  **Two articles on the Vuvuzela (see Krista for hard copy)**  **Lesson 8 Vuvuzela Questions (doc)** | What do you know about the vuvuzela? Discuss.  Share information contained on slides 4 – 6 to consolidate knowledge. | Have students copy down information contained on slides 8 – 13. Explain that they should use these questions as a basic criteria for analysing all media texts. | Distribute the articles and question sheet to students. They should read the articles and work through answering the questions in their workbook.  You may choose to discuss these questions as a class (lower ability), or have students move direction to the extended task, which is to write a paragraph style response to the question in bold at the bottom of the worksheet. | Discuss as a class how the two articles helped shape their understanding of the vuvuzela debate at the 2010 World Cup. |  |
| **Lesson 9  PPT: Lesson 9 Adverts**  **Various magazines or print adverts (can use newspapers as well)**  **Lesson 9 Chart (blown up on A3 if possible)** | Have students study the advert contained on slide 3. It is not important at this stage that they read the smaller print – they should focus on images and main text.  Ask them to consider what is being sold, how it is being sold, and who the target audience may be/how this is made evident.  They should refer to the advert and give specific examples to support their view.  You may wish to walk them through the chart on slide 4. | Have students record information contained on slide 5.  Discuss with students how a need is created for the mascara product, using the advert on the slide.  Consider, on slide 7, why a mascara advert wouldn’t appear in ‘Men’s Health’ magazine, and ask which sort of adverts they’d expect to find in said magazine.  Slides 8 and 9 are meant to push students into seeing how traditionally ‘female’ products are marketed towards men. Discussion should come from viewing these slides. | Distribute various magazines or print adverts to students. Have them select three adverts, and remove them.  Distribute chart.  Have students fill in the chart, using three different adverts.  After sufficient time, have each group choose one advert, and explain what it is selling, how it is sold, and the techniques used. | Discuss the action of the play so far (can add to note, if doing it). |  |
| **Lesson 10**  **PPT: Media Lesson 10 Adverts 2** | Using the image on slide 3, recap our knowledge of how we can determine what an advert is trying to sell, how it tries to sell it, and how we can determine the target audience. | Have students copy down the information on slide 6.  Using this criteria, as a class you should analyse the advert on slides 8 – 11. | Have students consult one of the adverts used last lesson. They should then write an paragraphed response about how the advert tries to persuade people to buy the product. They may use the chart produced last lesson to help them. | Have students swap adverts and responses with a partner. Partners will read the paragraph, study the advert, and then write a statement that either agrees or disagrees with their assessment. Ensure students qualify their response (because…) |  |
| **Lesson 11**  **PPT: Media Lesson 11 Optional Writing Task**  **A variety of teen magazines** | Using the image on slide 3, have students discuss the interests that are suggested for teenage girls.  Do they agree that these interests are representative of a majority of teenage girls? Why or why not? | Have students record the ten common concerns regarding teen magazines. While going through each one, be sure to pause and discuss their validity (on a general level).  Student should then work in groups, and be given a teen magazine. They should look to record incidents in which they feel the concerns voiced about teen magazines appear (i.e. Articles that are about sex, the amount of times topless ‘hunks’ appear in the magazine, etc.) | Students should then write an opinion piece/article (similar to an editorial) on whether or not they agree or disagree with the statement that magazines aimed at teenage girls are inappropriate.  Share responses. | Have students discuss things magazines aimed at teenage girls could to do improve their reputation or reliability. |  |
| **Lesson 12 – 15 – please be flexible with time for completion of final project – you know your group, and the time needed to produce good work.**  **Planning, preparation, production and presentation of final project**  **The use of ICT is strongly advised for the remainder of this unit, but is not essential** | Recap with students what is expected of them for their final project (either a mock-up of a magazine or front page of a newspaper). | Students should get into their final project groups and being the process of planning for their final project. This may take an entire lesson, depending on ability groups. The process can involve research, etc. | Production of the final product should be done in class time. | Once production is complete, and the product is finished and polished to an acceptable standard, students should plan to pitch their magazine/newspaper to the rest of the class. This involves creating a persuasive speech that essentially sells their product. |  |