

LEARNING CARD

Developing critical awareness of media content

Description This activity allows students to explore critical-thinking media skills by examining ironic and satirical content in real-world examples.

Tag

- News
- Social Media
- Video

Skills

SOCIAL MANAGEMENT

- Collaborate

NARRATIVE AND AESTHETIC

- Recognise and describe
- Compare
- Evaluate and reflect
- Apply

IDEOLOGY AND ETHICS

- Recognise and describe
- Evaluate and reflect
- Apply

Learning areas

- Arts
- Language
- Professional Competences
- Religion and Ethics
- Social Sciences

Card language

- Spanish
- English

Structure

Sessions 2-3 (Variable)

Duration 40-60' (Variable)

Number of participants 10-30

Age

- 10-13
- 14-16
- 17-18

Materials

- Computers with Internet access
- Presentation software

Process

Key questions

- How is information communicated?
- What is the value of irony and satire as communication tools?
- What are the characteristics and qualities of ironic and satirical content?
- Can I find real-world examples to support claims of irony and satire?
- How can I present these claims?

Development

- The teacher explains the nature of the task - **Exploring different ways to communicate;**
 - Show the social media and lack of originality clip (link in resources below); students in small groups discuss content, what is being communicated and how. Groups give feedback to the whole class;
 - Key themes to be drawn from clip: irony / satire, true value of social network platforms, lack of originality with social media (but also in wider society); use of fake-accounts, appearance of being valuable when no value is in place; presentation style as a way of communicating meaning (as TED talk);
 - Show clip from *Daily Show* (link in resources below); students in small groups discuss content, what is being communicated and how. Groups give feedback to the whole class;
 - Key themes to be drawn from clip: irony / satire; presentation style as way of communicating meaning (as news); how is this communicated: desk, anchor, backdrop, in-picture clips, segment cutaways, camera address; but with differences: laugh-track and jokes; How Trump functions as POTUS;
 - Key question for the two clips: What is the value of communicating this way? **(40-60')**.
 - Show clip *The Power of selling out*; recap main themes from previous week, how and why irony and satire communicate meaning;
 - In pairs students locate their own clip examples of ironic / satirical content. They investigate and produce a presentation on what makes this content as such, finding real-world information that supports underlying premise of ironic / satirical point. This can be in the form of newspaper articles, blogs and other relevant material. **(40 - 60')**.
- NB:** If the students do not have time to finish the videos during class they need to finish them outside of class ready for the next session.
- Pairs present their clip and evidence to support suggestions made in the clip. Teacher and whole class give feedback on the strength of evidence presented. **(40 - 60')**.

Evaluation

- Peer marking with teacher oversight
Evaluation should be premised upon:
- Planning and organization in the pair work
 - The ability to transmit how irony and satire function
 - The wealth of sources used to explain the basis of irony and satire in the clip
 - The capacity for synthesis and verbal expression in the presentation

We suggest students are presented with a rubric to evaluate each presentation. Final scores can be made from the teacher's collation of the scores; the teacher provides their own score or a combination of both.

References for professors

- Social media and lack of originality - <https://www.youtube.com/watch?v=CK62I-4cuSY>
- Daily Show* - <https://www.youtube.com/watch?v=IDFq6rVmka0>
- The Power of selling out* - https://www.youtube.com/watch?v=w8c_m6U1f9o

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