



# INTERMEDIATE MEDIA LITERACY TRAINING MODULE

Supported by



**HELVETAS**  
BHUTAN

Copyright © 2019 Bhutan Media Foundation. All Rights Reserved

No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means - electronics, mechanical, photocopying, microfilming, recording, or otherwise - without the permission of the publisher.

This module development for Basic Media Literacy Training has been supported by European Union and HELVETAS Swiss Intercooperation.

## Table of Contents

---

- 5** Overview
- 6** Media Literacy Training Module Grid
- 10** Media Literacy Training Schedule Day 1
- 11** Media Literacy Training Schedule Day 2
- 12** Media Literacy Training Schedule Day 3
- 14** SESSION 1:  
*Let's get Media Savvy*
- 25** SESSION 2:  
*What's in a picture*
- 27** SESSION 3:  
*Understanding Media Messages*
- 34** SESSION 4:  
*Constructing Media Message*
- 37** SESSION 5:  
*Understanding News*
- 44** SESSION 6:  
*Using Media Smartly*
- 45** Handout 1:  
*Media Inventory Worksheet*
- 48** Handout 2:  
*Glamorization Appeals*
- 49** Handout 3:  
*CML Media Deconstruction/  
Construction Framework*
- 50** Handout 4 - 9
- 56** Reference





## OVERVIEW

As per the latest Bhutan Facebook statistics report, Bhutan has 413,000 Facebook users with the highest number of users recorded between 13 and 25 years (47%). This demographic also has the highest Instagram users (38.9%) in this (Napoleancat.com). As per the Hootsuite digital statistics report January 2018, Bhutan has close to 760,000 mobile users with over 46% of them using social media on their devices.

The Bhutanese youth today are using mobile devices to stay connected and to access information and entertainment, which has both positive and negative impacts. The only answer to media impact, both positive and negative, is media literacy. Media literacy prepares young people to exercise their critical thinking skills. It prepares them to become smart users of media. Media literacy teaches them to separate fact from opinion, to analyse media's coverage of people and events, and understand media's role in shaping issues and our understanding of the world. Media literacy helps young people to develop the filters with which to use media. It is a necessary skill in today's world where media are filled with all kinds of content, many of which are unhealthy for the young.

This media literacy module has been developed based on a Scaffolding Approach to media studies which has been found well suited to Media Education in countries like Canada and Australia. The approach focuses on developing a unit of study through a set sequence of steps and involves:

- Providing students with an overall picture of what will be expected of them.
- Breaking up and sequencing the order in which various concepts, skills, and applications of skills will be taught and assessed.
- Checking for students' understanding of what is being taught and requiring students to complete parts of the project as we go along.
- And finally the product -- student demonstration of their understanding and teacher and/or peer evaluation of their understanding.

This approach adopts an activity based creative experience strategy that encourages inquiry and critical – thinking which is fundamental to developing media literacy skills in young people.



## MEDIA LITERACY TRAINING MODULE

**Level:** Intermediate

**Target audience:** High school and college students

**Strategy:** Activity based learning approach guided by a learning module grid

**Key focus Areas:** Media literacy concepts, Media types, News Literacy, Social media benefits and risks with a focus on Facebook & Instagram, Decoding and creation of Media messages, Responsible use of social media.

### **General Objectives:**

This training module developed based on experiential learning or active learning strategies — put the students at the center of the learning process, helping them to understand key media literacy concepts more effectively. This module will equip students with the competency and skills (creative, critical, analytical) while using and creating different media forms especially digital media.

### **Learning outcomes:**

At the end of the training, the participants will be able to:

- Engage in critical thinking when evaluating media messages
- Evaluate the credibility of information from different sources and understand the power of visual images and know how to “read” them.
- Make them curious and skeptical about what they see and hear, recognizing tactics and approaches used by media makers.
- Help them to express themselves clearly and creatively using different forms of media
- Use media smartly, responsibly and effectively



## MEDIA LITERACY TRAINING MODULE GRID

|  | <b>SESSION I<br/>Let's get Media Savvy</b>   | <b>SESSION II<br/>What is in a picture</b>   | <b>SESSION III<br/>Understanding Media Messages<br/>(Music Video &amp; Advertising)</b>   |
|--|--|--|---|
| <b>A<br/>C<br/>T<br/>I<br/>V<br/>I<br/>T<br/>I<br/>E<br/>S</b> | 1. Media Inventory (Individual)<br><br>2. Media Consumption chart (Group Activity)<br><br>3. How social is social media (Group Activity)   | 1. Photo Zoom (Group work)<br>a) Reading Pictures<br>b) Creating Picture   | 1. Viewing Media (Group work)<br><br>2. It's all in the Appeals (Group activity)  |
| <b>O<br/>B<br/>J<br/>E<br/>C<br/>T<br/>I<br/>V<br/>E<br/>S</b> | <b>Participants will:</b> <ul style="list-style-type: none"> <li>• Identify media type, amount and nature of media use, media preferences</li> <li>• Conduct an analysis of media consumption by applying critical media questions</li> <li>• Learn about different types of Media and Media functions</li> <li>• Review the positive &amp; negative aspects of Social media</li> <li>• Learn about Gaming &amp; Internet Addiction</li> <li>• Cyber Crime &amp; local legislations</li> <li>• Learn about RGOB &amp; ECB social media policies</li> </ul> | <b>Participants will:</b> <ul style="list-style-type: none"> <li>• Understand key image elements</li> <li>• Learn to critically evaluate images and the bigger picture</li> <li>• Learn how to create and edit images using photo editing software</li> <li>• Understand how images can influence our perceptions</li> </ul> | <b>Participants will:</b> <ul style="list-style-type: none"> <li>• Understand key elements used by media to attract the audience attention.</li> <li>• Understand how media can be used to promote unhealthy habits and lifestyle.</li> <li>• Identify and critically evaluate Advertising/ media content that potentially promotes unhealthy lifestyles</li> </ul> |



|  |  |   |  |
|--|--|---|--|
| <b>T<br/>O<br/>P<br/>I<br/>C<br/>S</b> | <ul style="list-style-type: none"> <li>• What is considered Media?</li> <li>• Different types of Mass Media (Entertainment Media &amp; News Media)</li> <li>• Media in Bhutan</li> <li>• Social Media Benefits</li> <li>• Negative Aspects of Social Media</li> <li>• Internet &amp; Gaming Addiction</li> <li>• Cyber Crime &amp; Local Legislations</li> <li>• Social Media policies RGOB &amp; ECB</li> </ul> | <ul style="list-style-type: none"> <li>• Using Photo editing tools</li> <li>• Creating media messages using images</li> <li>• Five key questions of media literacy</li> </ul> | <ul style="list-style-type: none"> <li>• Media analysis using SAMS format (Story, Audience, Message and Style)</li> <li>• 10 Persuasion Techniques used by Media</li> <li>• Glamorization appeals used by Media</li> </ul> |
|--|--|---|--|

**MEDIA LITERACY TRAINING MODULE GRID**

|  | <b>SESSION IV<br/>Deconstructing/<br/>Constructing Media<br/>Messages</b> | <b>SESSION V<br/>What is in the News</b> | <b>SESSION VI<br/>Using Media smartly</b>   |
|--|---|--|---|
| <b>A<br/>C<br/>T<br/>I<br/>V<br/>I<br/>T<br/>I<br/>E<br/>S</b> | <p>1. Media Mash-up (Group activity)</p>                                  | <p>1. News Analysis (Group work)</p>     | <p>1. Getting the media's attention to youth issues (Group Activity)</p> <p>2. Responsible use of social media (Group Activity)</p> <p>3. The dangers of Gaming &amp; Internet Addiction (Group Activity)</p> |





|  |  |  |   |
|--|--|--|---|
| <b>O<br/>B<br/>J<br/>E<br/>C<br/>T<br/>I<br/>V<br/>E<br/>S</b> | <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn how to deconstruct media messages using the CML media deconstruction framework</li> <li>- Learn how to create media messages using the CML</li> <li>- Media construction framework</li> <li>- Gain creative media creation skills</li> </ul> | <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Understand the various news elements</li> <li>• Critically interpret news and other sources of information.</li> <li>• Gain skills to identify fake news</li> <li>• Learn how to differentiate news from opinions and advertorials</li> <li>• Learn about the salient features of journalistic code of ethics in Bhutan</li> </ul> | <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of key news concepts and how news can bring attention to important issues.</li> <li>• Demonstrate an understanding of how social media can be used for the benefit of communities and promote responsible use.</li> <li>• Demonstrate an understanding of the negative side of social media like gaming &amp; internet addictions</li> </ul> |
| <b>T<br/>O<br/>P<br/>I<br/>C<br/>S</b>                         | <ul style="list-style-type: none"> <li>• CML Media Deconstruction &amp; Construction Framework</li> <li>• Basic concepts of media literacy</li> </ul>  | <ul style="list-style-type: none"> <li>• Key news elements</li> <li>• Fact Vs. Opinion Vs. Advertising: Know the difference</li> <li>• The Multi source rule</li> <li>• How to identify Fake News</li> <li>• Code of ethics for Journalists in Bhutan</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate through group activities the key media literacy skills gained through the training</li> </ul>  |



## DAY ONE : MEDIA LITERACY TRAINING SCHEDULE

| TIME        | <b>SESSION I</b><br><b>Let's get Media Savvy</b>  |
|-------------|---|
| 9.00-9.30   | Welcome & Introductions   |
| 9.30-10.00  | <b>Activity 1</b><br>Media Inventory (Individual)   |
| 10.00-11.00 | <b>Topics Covered</b> <ul style="list-style-type: none"> <li>• What is considered Media?</li> <li>• Functions &amp; Roles of Media</li> <li>• Media in Bhutan</li> </ul>  |
| 11.00-11.15 | <b>TEA BREAK</b>  |
| 11.15-12.15 | <b>Activity 2</b><br>How social is social media? (Group Activity)   |
| 12.15-1.00  | <ul style="list-style-type: none"> <li>• Social Media benefits for youth</li> <li>• Negative aspects of social media</li> <li>• Cyber Crime &amp; local legislations</li> <li>• RGOB &amp; ECB social media policies</li> </ul> |
| 1.00-2.00   | <b>LUNCH BREAK</b>  |
| TIME        | <b>SESSION II</b><br><b>What is in a Picture</b>  |
| 2.00-2.30   | <b>Activity 1</b><br>Photo Zoom Activity (Group work)   |
| 2.30-5.00   | <b>Topics Covered</b> <ul style="list-style-type: none"> <li>• Using Photo editing tools</li> <li>• Creating Media messages</li> <li>• Five key questions of media literacy</li> </ul>  |



## DAY TWO : MEDIA LITERACY TRAINING SCHEDULE

| TIME         | SESSION III<br>Understanding Media Messages  |
|--------------|--|
| 9.00-9.30    | Welcome and Look back on Day 1 Topics  |
| 9.30-10.00   | <b>Activity 1</b><br>Viewing Media (Group Activity)  |
| 10.00-11.00  | <b>Topics Covered</b> <ul style="list-style-type: none"> <li>• Analysing media using SAMS format</li> <li>• Persuasion Techniques used by Media</li> </ul> |
| 11.00-11.15  | TEA BREAK  |
| 11.15 -12.30 | <b>Activity 2</b><br>It's all in the Appeals   |
| 12.30-1.00   | <b>Topics Covered</b> <ul style="list-style-type: none"> <li>• Glamorization appeals used by media</li> </ul>  |
| 1.00-2.00    | LUNCH BREAK  |
| TIME         | SESSION IV<br>Constructing media messages  |
| 2.00-4.00    | <b>Activity 1</b><br>Media Mash-up (Group Activity)  |
| 4.00-5.00    | <b>Topics Covered</b> <ul style="list-style-type: none"> <li>• Basic concepts of media literacy</li> </ul>   |



### DAY THREE : MEDIA LITERACY TRAINING SCHEDULE

| <b>TIME</b>        | <b>SESSION V<br/>What is in the News</b>   |
|--------------------|--|
| 9.00-9.15          | Welcome and Look back on Day 2 Topics  |
| 9.15-10.00         | <b>Activity 1</b><br>News Analysis (Group work)  |
| 10.00-11.00        | <b>Topics Covered</b> <ul style="list-style-type: none"> <li>• News Elements</li> <li>• News vs. opinions / advertorials</li> <li>• Identifying Fake News</li> <li>• Code of ethics &amp; Journalistic code of ethics in Bhutan</li> </ul> |
| <b>11.00-11.15</b> | <b>TEA BREAK</b>   |
| <b>TIME</b>        | <b>SESSION VI<br/>Using Media smartly</b>  |
| 11.15-1.00         | Introduction to the activities & Tasks<br>Group Discussions  |
| <b>1.00-2.00</b>   | <b>LLUNCH BREAK</b>  |



|  |   |
|--|---|
| 2.00- 4.00   | <p><b>Activity 1: Getting the media’s attention to youth issues</b><br/>Identify a youth issue in your community that requires media attention or has not been covered adequately by Media and suggest how you can get the media’s attention (Group work)</p>   |
|  | <ul style="list-style-type: none"> <li>• Understanding of key news concepts and how news can bring attention to important issues.</li> </ul>  |
|  | <p><b>Activity 2: Responsible use of social media (Group work)</b><br/>Design a social media page that promotes mobile and Internet free community activities for young people. Think about the target audience and design posts and messages that can appeal to them.</p>  |
|  | <ul style="list-style-type: none"> <li>• Understanding how social media can be used for the benefit of communities and promote responsible use.</li> </ul>  |
|  | <p><b>Activity 3: The dangers of Gaming &amp; Internet Addiction (Group Activity)</b><br/>Look up online and find out the mental and physical impact of gaming and internet addiction. Check for news stories and victims of gaming &amp; Internet addiction. Prepare a 5 minutes news story on this topic for the class using a PowerPoint presentation.</p> |
| <ul style="list-style-type: none"> <li>• Understanding of the negative aspect of social media and the risks of gaming and Internet addiction.</li> </ul> |   |
| 4.00-5.00  | Presentations of the Group Tasks & Discussions  |



## SESSION I : LET'S GET MEDIA SAVVY

### **Media Literacy Activity 1: Media Inventory (Individual/Group)**

**Duration: 1 -1.5 Hours**

#### **OVERVIEW**

A media literacy exercise that encourages participants to think about the various types of media they use, their levels of use, and the media channels and formats they prefer.

#### **MATERIAL & TECHNOLOGY REQUIRED**

- Media Inventory Worksheet (Handout 1)
- Media Minute YouTube Video
- Chart Papers, White Board & Board Markers
- Projector for PowerPoint presentation

#### **ACTIVITY STEPS**

**Step 1.** Distribute the media inventory worksheet and ask each participant to fill in the inventory.

**Step 2.** Divide the class into four groups and ask each group to make a group media consumption chart using the data from the individual inventories.

**Step 3.** Once everyone has completed the exercise, make each group present their media consumption chart.

**Step 4.** List the top choices of the class on the white board and Discuss:

- **Which media youth use and like the most**
- **Who are the main audience of this Media type?**
- **What type of style/functions do they use to attract audience?**
- **Who are the owners of this media?**
- **How do they make money or fund the company?**
- **Can the owners influence what is shown on this media?**
- **Can the type of audience determine the content on the media?**
- **Can we believe everything we see & hear on this media?**



## Step 5. Present Topics

### TOPICS

#### What is considered Media?

Use the Media Minute YouTube Video: What is Media Anyway

(Link [https://www.youtube.com/watch?v=bBP\\_kswrtrw](https://www.youtube.com/watch?v=bBP_kswrtrw))

Media are defined as mass media of all kinds like:

- Print Media: newspapers, journals, books, etc.
- Audio Media: radio, CD, mp3, etc.
- Audiovisual Media: film, television, video/DVD
- Interactive or digital Media: the Internet, Social Media, video and computer games
- Advertising

**Media can be broadly categorized into two types:**

**Entertainment Media:** Media that give people a pleasing diversion. The main entertainment media are television, radio, movies, music, magazines, games, YouTube, Facebook, and Instagram etc.

**News Media:** Media that tell us about events in our community and our world. The main news media are television, radio, newspapers, magazine, Internet and online news.

**Both types of media thrive on marketing:** The use of advertising, promotional activities and event sponsorship to make people aware of their existence, attracted to, and ultimately, willing to buy a product or service.

#### What are the main functions & roles of media?

Media fulfill several roles in our society including the following:

- Entertaining and providing an outlet for creativity



- Educating and informing
- Serving as a public forum for the discussion of important issues
- Acting as a watchdog for government, business, and other institutions
- Facilitate communication
- Promote and market goods, services, lifestyle choices

### **Media in Bhutan**

The first Bhutanese newspaper, Kuensel started in 1967, and first radio service, Bhutan Broadcasting Service (BBS) was launched in 1974. Mass media proliferated in Bhutan with the introduction of TV and the Internet in 1999 and mobile phones in 2003. Today, most of the information that we get about our local, national, and international news comes to us through these mass media, which is very different from the situation before 1999 in Bhutan. The information and views communicated through these media have a great impact on our attitudes toward people, events, and problems.

### **Discuss**

- What are some of the mass media companies in Bhutan?
- What Bhutanese media do you like? Don't Like? Why?





## SESSION I : LET'S GET MEDIA SAVVY

**Media Literacy Activity 2:** How social is social media (Group Activity)

**Duration:** 1 -2.5 Hours

### OVERVIEW

A media literacy exercise that encourages participants to analyse four popular media platforms (Facebook, Instagram, Gaming, YouTube) used by young people and check for potentially risky or inappropriate content for young people and the most common kind of content youth share on the media platform.

### MATERIAL & TECHNOLOGY REQUIRED

- Chart Papers & Board Markers
- Projector for PowerPoint presentation
- Handout's of Social media policies

### ACTIVITY STEPS

**Step 1.** Ask participants to form groups of 5-6 people and select the media their group will be analyzing through a lucky dip.

**Step 2.** Ask each group to take 15 minutes to go through the media they have selected. On a chart paper make each group list:

- The most common kind of content youth share on the media platform.  
Example: Selfies, videos, music, quotes etc.
- The potentially dangerous or inappropriate content they found on this media platform.  
Example: Images that show use of alcohol, drugs, tobacco, explicit content, violence, hate speech etc.

**Step 3.** Once everyone has completed the exercise, make each group put their chart up on the wall and let everyone go around and view the media board.

**Step 4. Discussion Points**

- Do you notice any similarities?
- What are some of most common content shared by young people?
- What do you think about the exposure to risky or inappropriate content?
- Are there other potential dangers on social media?

**Step 5. Screen Video: Inside the weird world of YouTubers by BBC (13 Minutes)**

**Video link:** <https://www.youtube.com/watch?v=QUrNbl1INV4>

YouTubers are a popular presence in the lives of many young people, but is their constant posting a healthy and happy way to live – or is it more about being lonely with a crowd? The BBC did a report on YouTubers who have millions of followers, but few real friends. When watching entertaining videos, it's easy to forget – and we're encouraged to forget – that the video is a construction, a product that's put together to entertain us or inform us or to “sell us.” And when we post on our own social media platforms, it's important to remember that we are only showing a part of ourselves or our day – which is no substitute for the “real” us.

**Discuss:**

- What effect did being a YouTuber have on the lives of these young people? Give some specific examples.
- How do YouTubers make money? And how do they help YouTube make money?
  - <http://www.bbc.co.uk/newsbeat/article/42395224/evan-edinger-the-five-ways-youtubers-make-money>
- When you post on social media, what do you typically share? Do you feel that people who see your shares really know you?



## Step 6. Present Topics

### TOPICS

#### Social Media Benefits for Youth

##### Social media makes socializing easy and immediate

Youth who struggle with social skills, social anxiety, or who don't have easy access to face-to-face socializing with other youth might benefit from connecting with other youth through social media.

Youth in marginalized groups—including LGBTQ teens and youth struggling with mental health issues—can find support and friendship through use of social media

- When youth connect with small groups of supportive youth via social media, those connections can be the difference between living in isolation and finding support.

#### The Negative Aspect Of Social Media

- **Focusing on likes:** The need to gain “likes” on social media can cause young people to make choices they would otherwise not make, including altering their appearance, engaging in negative behaviors, and accepting risky social media challenges.
- **Cyber bullying:** Young girls in particular are at risk of cyber bullying through use of social media, but boys are not immune. Cyber bullying is associated with depression, anxiety, and an elevated risk of suicidal thoughts.
- **Making comparisons:** Though many youth know that their peers share only their highlight reels on social media, it's very difficult to avoid making comparisons. Everything from physical appearance to life circumstances to perceived successes and failures are under a microscope on social media.
- **Having too many fake friends:** Even with privacy settings in place, youth can collect thousands of friends through friends of friends on social media. The more people on the friend list, the more people have access to screenshot photos, Snaps, and updates and use them for other purposes. There is no privacy on social media.



- **Less face time:** Social interaction skills require daily practice, even for young people. It's difficult to build empathy and compassion (our best weapons in the war on bullying) when young people spend more time “engaging” online than they do in person. Human connection is a powerful tool and builds skills that last a lifetime.
- **Increased exposure to cybercrime:** Social media makes young people vulnerable to sexual predators who befriend young people and groom them sexually online and at times encourage actual in-person meetings.

### **Common risks on social media for young people**

- Access to inappropriate content such as pornography
- Sharing of inappropriate images of themselves and of others
- Talking to strangers
- Having their personal information shared
- Being embarrassed, harassed or attacked on social media
- Internet & Gaming addiction

### **Symptoms of Internet & Gaming addiction**

- Loses track of time while online
- Sacrifices needed hours of sleep to spend time online
- Becomes agitated or angry when online time is interrupted
- Spends time online in place of homework or chores
- Prefers to spend time online rather than with friends or family
- Loses interest in activities that were enjoyable before he or she had online access
- Becomes irritable, moody or depressed when not online

### **Physical Symptoms of Internet & Gaming Addiction may include:**

- Backache
- Headaches
- Insomnia
- Poor Nutrition
- Poor Personal Hygiene (e.g., not bathing to stay online)
- Neck Pain
- Dry Eyes and other Vision Problems
- Weight Gain or Loss



## Cyber Crime

Cyber crime is a real and a fast growing threat in Bhutan. Cyber crime refers to any type of criminal activity that uses computers or the web as a tool to steal money, goods, information, and assets or to defame others. As Bhutan embraces the evolution of IT, malware, spam and other emerging threats are foreseeable and unavoidable. Some of the rampant Cyber crimes in Bhutan are Spam mails, hacked email accounts requesting for transfer of money, Spoofing, transfer of illicit videos over social networking sites, and creation of fake social network pages impersonating other people.

**Example that can be shared: Link:** <https://thebhutanese.bt/man-arrested-for-whatsapp-call-scam>

## Legislation dealing with Cyber Crime in Bhutan

As per the BICMA act of 2009, the Royal Bhutan Police shall have the power to investigate Cyber crime. They have a specific unit called the Cyber Crime unit responsible to investigate all types of cyber crime.

### Some of the cyber crime offences under the BICMA 2009 are:

- Unauthorized access to computer materials
- Unauthorized access with intend to commit or facilitate commission of further offence
- Hacking
- Online harassment
- Online protest website
- Wrongful communication
- Obscene communication
- Online gambling
- Modification of messages
- Misleading message and interception and disclosure of messages
- Exhibition of prohibited films.

Under the BICMA 2009 in case if the perpetrator commits it for the first time, he/she will be liable for an offence to a misdemeanour and in the case of any subsequent offence to a felony of the fourth degree.



### **Defamation under the Bhutan Penal Code**

Section 317 of the Bhutan Penal Code says that: “A defendant shall be guilty of the offence of defamation if the defendant intentionally causes damage to the reputation of another person or a legal person by communicating false or distorted information about the person’s action, motive, character or reputation.”

The defamation may be civil tort or criminal offence and it is a criminal offence, according to Section 317 of Penal Code of Bhutan.

### **Talking Points**

With the availability of numerous forms of social media including Facebook, Wechat and WhatsApp etc. it is even easier to make defamatory statements. By law, whether such statements are made through an update or uploading of Facebook status or through voice message on Wechat or WhatsApp would all equally constitute defamation under the law of defamation. Therefore, people should be mindful of what they post or publish on their social networks.

Besides cybercrime legislations, there are also policies and rules and regulations that govern social media use in Bhutan. One is the RGOB Social media policy, which mainly provides a set of policy guidelines on how agencies and civil servants are required to use and conduct themselves while using social media platforms.

The other is the Election Commission Social media rules and regulation that was developed and implemented in 2018 to mainly prevent and control any violation of the Electoral Laws in the use of Social Media in elections in Bhutan.

### **Present the RGOB Social Media Policy key highlights**

Specific to social media, all citizens shall observe the following guide to conduct:



Specific to social media, all citizens shall observe the following guide to conduct:

- **Be a good citizen.** Respect the Constitution, all laws, and other people's rights, including intellectual property, trade-marked names and slogans and other copyrighted material.
- **Be responsible.** Always act in a constructive manner and exercise good judgement.
- **Be transparent.** Be open about who you are, who you work for, who you represent or who you may be speaking on behalf of
- **Be accurate.** Ensure that what you post is true.
- **Be considerate.** Never post malicious, indecent, vulgar, obscene, misleading or unfair content about others, your organization, your friends or your competitors.
- **Be careful.** Do not disclose sensitive private information about yourself or others. Do not post confidential or proprietary particulars about your organization. Beware of trolls and scammers.

Specific to civil servants, the social media policy spells out the following guidelines:

#### *Staff Behavior*

Bhutan's Civil Service Code of Conducts and Ethics, which establishes the desired standard of behavior among the civil servants, also applies online.

Additionally, civil servants who are on social media, whether on official or personal capacity, should always be guided by the following rules:

- **Be credible.** Be accurate, fair, thorough and transparent.
- **Be respectful.** Encourage constructive criticism and deliberation. Be cordial, honest and professional at all times.
- **Be a good listener.** Before entering any conversation, understand the context. Who are you speaking to? Is there a good reason for you to join the conversation?
- **Be responsive.** Answer questions directed to you in a timely manner. Share your insights where appropriate.
- **Be consistent.** Wherever possible, align online participation with other offline communications.
- **Be a public servant.** Remember that you are an ambassador for your agency. Use social media in a manner that is consistent with public sector values, legal requirements, related policies and our Code of Conduct.

#### **Discuss:**

Ask participants to go through the RGOB Social media policy provided in the handouts and discuss:

- The usefulness of the policy



- The limitations of the policy
- The effectiveness of the policy in the difficult to regulate social media landscape

### **Present the social media & accountability clause of the ECB Social Media rules & Regulations**

#### **Social Media and Accountability**

- Every user of the Social Media shall have the responsibility to carry out oversight duty and report to the election authorities any violation of the laws, in particular the Election Code of Conduct by a Political Party, Candidate, Voter, media, electoral officer or worker of a Political Party.
- Every Candidate and Political Party shall be required to submit the addresses/links of the Social Media being used for election campaign to the Election Commission.
- The addresses/links of the Social Media being used for election campaign shall be submitted through the concerned Returning Officer at the time of filing the Letter of Intent/Nominations.
- No individual shall communicate/transmit/post hate messages or any content with intent to defame or reduce the electoral chances of an opposing contestant or Political Party.
- The Election Commission shall, monitor to see that Electoral Laws are not violated.
- The ECB shall, as far as possible, establish contact with popular and widespread Social Media companies to seek support during an election in not allowing persons to use the forum or communicate contents, which are in violation of the Electoral Laws.
- The Identity of a Social Media User who violates the Electoral Laws including under anonymity, disguise and false identity will likely be traced and/or the address blocked during elections.
- Social Media Literacy programme to the electorate shall be given priority to mitigate or reduce undue influence by fake or anonymous posts on Social Media, the content of which may be in violation of Election Code of Conduct.

#### **Review the ECB Social media rules & regulation provided in the handout with the participants and discuss:**

- How effective is such rules & regulations?
- What are some of the challenges in implementing the rules in regulations?
- Are rules more effective or social media literacy?





## SESSION II : What Is In A Picture

### Media Literacy Activity 1: Photo Zoom Activity (Group Activity)

**Duration:** 2 -2.5 Hours

#### OVERVIEW

A media literacy exercise that encourages participants to learn elementary concepts in photography and photo editing and develop their visual thinking strategies.

#### MATERIAL & TECHNOLOGY REQUIRED

- Digital camera or Mobile Devices
- Computer with software for photo editing
- Printer to print images
- Pre-selected Pictures
- Projector for PowerPoint presentation
- Resource person with photography & photo editing skills.

#### ACTIVITY STEPS

Step 1. Showcase cropped part of selected pictures and ask the participants to share what the picture tells them. Then show them the full image. Talk about how sometimes it's hard to see the big picture and how sometimes an image only tells us a part of the story. (You can use pictures from: <https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/>)

Step 2. Resource person talks about photography concepts like distance, angle, focus, and framing. Resource person gives an introduction to basic photo editing skills using computer software. Makes participants practice taking photography and photo editing.

Step 3. Divide the class into groups of 4 and ask each group to select any object in the class as their subject. Once the object is selected ask each group to take close-ups of the object.

Step 4. Ask each group to transfer the picture on the computer and edit the picture by changing its colours, adding different background and texts.



**Step 5.** Make each group print the final edited image or view them on the screen, and have the other groups try to guess what they are.

**Step 6.** Ask each group questions about the decisions they make about angle, focus, distance, framing, etc.

**Step 7.** Reflect on the way that the close-up images distorted their perceptions and discuss how photography techniques shape the story an image can tell.

## **TOPICS**

**Everything that we see online needs to be questioned!**

### **Discuss 5 key questions of Media Literacy**

1. Who created this message/ Image?
2. What techniques are used to grab attention?
3. How might different people understand the message differently than me?
4. What values, lifestyle and points of view are represented or excluded from this message/image?
5. Why is this Image or message being sent?

### **These questions are important to:**

- Identify who created a particular media message
- Recognize what the media maker wants us to believe or do
- Name the “techniques” used
- Recognize bias, spin, misinformation and lies
- Discover the part of the story that’s not being told
- Evaluate media messages based on our own experiences, beliefs and values
- Create and distribute our own media messages
- Become advocates for change in our media system



## SESSION III : Understanding Media Messages

### Media literacy Activity 1: Viewing Media (Group Activity)

**Duration:** 2 -2.5 Hours

#### OVERVIEW

A media literacy exercise that encourages participants to deconstruct messages in media, advertising & make them think critically about the messages or advertising claims they are being exposed to through media.

#### MATERIAL & TECHNOLOGY REQUIRED

- One Video Ad & One Print Ad (Suggested ads based on fizzy drinks, fast food, clothing brand, beauty products etc. as they tend to target young people)
- Chart Paper, paper flags (re-stick notes) and board markers
- Projector for PowerPoint

#### ACTIVITY STEPS

**Step 1.** Show participants a print and a video advertisement and then divide them into groups. Ask each group to use the chart paper to analyse the advertisements using the following **SAMS** prompt to discuss the advertisement:

- **Story**-What is the **story**?
- **Audience** -Who is the **audience** for this piece? What in the piece tells you that it was created for this **audience**?
- **Message** - Is there more than one **message**? If so, what are the other **messages**?
- **Style** - What is the **style** used to convey the message?

**Step 2.** Once they complete the chart paper ask all groups to put up their chart paper on display.

**Step 3.** Ask everyone to go around and quietly look at the chart papers and use paper flags to mark the similarities in the group analysis.



### Step 5. Discuss as a group

- What stuck out to you, what did you see?
- What impact does the analysis have on you?
- Why is this significant?
- What could be a more real way to advertise these products?
- What is not being said about these products?
- Example: Possible health impact

### Step 6. Present Topics

#### TOPICS

#### **Persuasion: The main technique used in Media Messages**

The goal of most media messages is to persuade the audience to believe or do something. The media messages most concerned with persuading us are found in advertising, public relations and advocacy.

- Commercial advertising tries to persuade us to buy a product or service.  
Use examples in presentation
- Public relations (PR) “sells” us a positive image of a corporation, government or organization. Examples of PR are Banks building public toilets, carrying out mass-clean up campaigns, planting trees etc.

Use examples in presentation

- Politicians and advocacy groups (groups that support a particular belief, point of view, policy, or action) try to persuade us to vote for or support them, using ads, speeches, newsletters, websites, and other means.  
Use examples of some election campaign print advertisement

These “persuaders” use a variety of techniques to grab our attention, to establish credibility and trust, to stimulate desire for the product or policy, and to motivate us to act (buy, vote, give money, etc.)

Learning the language of persuasion is an important media literacy skill. Once you know how media messages try to persuade you to believe or do something, you’ll be better able to make your own decisions.



## 8 Basic Persuasion Techniques

**1. Association.** This persuasion technique tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy, success, wealth, etc. The media message doesn't make explicit claims that you'll get these things; the association is implied. Association can be a very powerful technique. A good ad can create a strong emotional response and then associate that feeling with a brand (Cars = Wealth, Prosperity, Status symbol).

**2. Beautiful people.** Beautiful people use good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, which may also imply (but never promise!) that we'll look like the models if we use the product.

**3. Bribery.** This technique tries to persuade us to buy a product by promising to give us something else, like a discount, a rebate, a coupon, or a "free gift." Sales, special offers, contests, and sweepstakes are all forms of bribery. Unfortunately, we don't really get something for free -- part of the sales price covers the cost of the bribe.

**4. Celebrities.** We tend to pay attention to famous people. That's why they're famous! Ads often use celebrities to grab our attention. By appearing in an ad, celebrities implicitly endorse a product; sometimes the endorsement is explicit. Many people know that companies pay celebrities a lot of money to appear in their ads but this type of testimonial still seems to be effective.

**5. Experts.** We rely on experts to advise us about things that we don't know ourselves. Scientists, doctors, professors and other professionals often appear in ads and advocacy messages, lending their credibility to the product, service, or idea being sold. Sometimes, "plain folks" can also be experts, as when a mother endorses a brand of baby powder or a construction worker endorses a treatment for sore muscles.

**6. Fear.** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes or terrorism) to promote a "solution." Ads use fear to sell us products that claim to prevent or fix the problem. Politicians and advocacy groups stoke our fears to get elected or to gain support.



**7. Plain folks.** (A type of Testimonial – the opposite of Celebrities.) This technique works because we may believe a “regular person” more than an intellectual or a highly paid celebrity. It’s often used to sell everyday products like laundry detergent because we can more easily see ourselves using the product, too. The Plain folks technique strengthens the down-home, “authentic” image of products like pickup trucks and politicians. Unfortunately, most of the “plain folks” in ads are actually paid actors carefully selected because they look like “regular people.”

**8. Repetition.** Advertisers use repetition in two ways: Within an ad or advocacy message, words, sounds or images may be repeated to reinforce the main point. And the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.



## SESSION III : Understanding Media Messages

**Media literacy Activity 2:** It's all in the appeals (Group Activity)

**Duration:** 1 -1.5 Hours

### OVERVIEW

A media literacy exercise that encourages participants to understand how “appeals” are used by media to glamorize or normalize unhealthy habits like alcohol, tobacco consumption and sexualised imagery or lyrics and the objectification of women.

### MATERIAL & TECHNOLOGY REQUIRED

- Music video (Example: Show me by Kid Ink ft. Chris Brown [https://www.youtube.com/watch?v=xKkb13IU\\_DE](https://www.youtube.com/watch?v=xKkb13IU_DE))
- Handout 2 (Glamorization Appeals)
- Chart Paper and board markers
- Computers with internet connection
- Projector for PowerPoint

### ACTIVITY STEPS

**Step 1.** Show the music video advertisement to the participants.

**Step 2. Discuss:**

- The use of tobacco & alcohol products in the music video
- How rampant is the portrayal of unhealthy habits in music videos?
- Can music videos be made without it?
- Who profits from the use of these products in the music videos?

**Step 3. Present Topics**

### TOPICS

Television and other media have the significant power to educate, inform and influence the way we see others and ourselves. The media help define what is good, valued, expected, normal, and glamorous. These definitions often influence how we feel and act.

Music is a big part of young people's lives. A study conducted in the UK in 2016 suggests



that YouTube music videos promote positive associations with alcohol use and other unhealthy behaviour. It also revealed that several alcohol companies adopt marketing strategies in the video medium that are entirely inconsistent with their own or others agreed advertising codes of practice.

A lot of companies use glamorization appeals to make unhealthy product use or unhealthy lifestyle appear “normal” and “glamorous”. Media messages use many appeals to get our attention and make us interested in product. As media consumers it is important to understand the appeal strategies used by media to help young people make informed choices.

## GLAMORISATION APPEALS

### Type of Appeal

### How they are shown in media

#### Successful

**First class, elegant, sophisticated, exclusive, adult, mature**

Promotes use of products as important for successful and sophisticated people.

#### Popular

**Well-liked, center of attention, socially successful**

Promotes use of products as ways to be part of the “in-crowd”, useful in being liked, accepted and valued by others.

#### Romantic

**Sexually appealing, sensual pleasure, physically attractive**

Portrays use of products as ways to be desirable in intimate relationships.

#### Independent

**Rebellious, adventurous, mature, self-assured, distant, aloof**

Portrays use of products as ways to express one’s individuality, with a specific focus of being independent, courageous, and tough.



**Healthy****Clean, Active, refreshing**

Portrays use of products as “refreshing” and restful, something done by people who appear healthy and active.

**Happy****Joyful, exhilarated, ecstatic, playful**

Associates products with pleasurable emotions.

**Funny****Humorous, clever, witty**

Associates products with fun “good times,” and amusement.

**Step 4.** Divide class into four groups and ask each group to go online and find music one music videos or advertisement using some of the glamourisation appeals to market or promote unhealthy products or lifestyle.

**Step 5.** Make each group present their media selection to the class and talk about what appeals were used and how these appeals could influence young people to take up unhealthy habits.



## **SESSION IV : Constructing Media Messages**

### **Media literacy Activity 1: Media Mash-up (Group Activity)**

**Duration:** 2 -2.5 Hours

#### **OVERVIEW**

A media literacy exercise that encourages participants to use the CML media deconstruction & construction framework to make media content using images, videos or texts.

#### **MATERIAL & TECHNOLOGY REQUIRED**

- Digital Camera or Mobile Devices
- Computers with internet connection & Editing software
- Handout 3 (Centre for Media Literacy's Media Deconstruction/Construction Framework)
- Projector for PowerPoint
- Resource person with Editing background

#### **ACTIVITY STEPS**

**Step 1.** Divide the class into four groups and ask them to create a media message to highlight a youth or social issue or to promote a product or service. The content can either be a print /image version or video.

**Step 2.** Ask them to use the Media Deconstruction/Construction Framework developed by the Centre for Media Literacy (CML) as a guide to develop their media content (Handout 3)

**Step 3.** Ask each group to look up for media content that matches their choice of subject or product and deconstruct the content using the CML framework.

**Step 4.** Ask each group to then develop their own media content using the CML Framework.

**Step 6.** Make each group present their media message to the class

**Step 7. Discuss:**

- The target audience for the message
- What style and techniques were used
- The media platforms most suitable to reach the target audience
- What meanings or messages was understood by other groups
- What information or what wasn't said in the message/ media content

**Step 8. Present Topics****Basic concepts of Media Literacy**

**1. Media construct our culture.** Our society and culture – even our perception of reality - is shaped by the information and images we receive via the media. A few generations ago, our culture's storytellers were people – family, friends, and others in our community. For many people today, the most powerful storytellers are television, movies, music, social media etc.

**2. Media messages affect our thoughts, attitudes and actions.** We don't like to admit it, but all of us are affected by advertising, news, movies, pop music, video games, and other forms of media. That's why media are such a powerful cultural force, and why the media industry is such big business.

**3. Media use “the language of persuasion.”** All media messages try to persuade us to believe or do something. News, documentary films, and nonfiction books all claim to be telling the truth. Advertising tries to get us to buy products. Novels and TV dramas go to great lengths to appear realistic. To do this, they use specific techniques (like flattery, repetition, fear, and humor) we call “the language of persuasion.”

**4. Media construct fantasy worlds.** While fantasy can be pleasurable and entertaining, it can also be harmful. Movies, TV shows, and music videos sometimes inspire people to do things that are unwise, anti-social, or even dangerous. At other times, media can inspire our imagination. Advertising constructs a fantasy world where all problems can be solved with a purchase. Media literacy helps people to recognize fantasy and constructively integrate it with reality.



**5. No one tells the whole story.** Every media maker has a point of view. Every good story highlights some information and leaves out the rest. Often, the effect of a media message comes not only from what is said but from what part of the story is not told.

**6. Media messages contain “texts” and “subtexts.”** We often use the word “text” to mean “written words.” But in media literacy, “text” has a very different meaning. The text of any piece of media is what you actually see and/or hear. It can include written or spoken words, pictures, graphics, moving images, sounds, and the arrangement or sequence of all of these elements. The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message. The “subtext” is your interpretation of a piece of media. The subtext is not actually heard or seen; it is the meaning we create from the text in our own minds. While media makers (especially advertisers) often create texts that suggest certain subtexts, each person creates their own subtext (interpretation) based on their previous experiences, knowledge, opinions, attitudes and values. Thus, the subtext of a piece of media will vary depending on the individual seeing/hearing it

**7. Media messages reflect the values and viewpoints of media makers.** Everyone has a point of view. Our values and viewpoints influence our choice of words, sounds and images we use to communicate through media. This is true for all media makers, from a preschooler’s crayon drawing to a media conglomerate’s TV news broadcast.

**8. Individuals construct their own meanings from media.** Although media makers attempt to convey specific messages, people receive and interpret them differently, based on their own prior knowledge and experience, their values, and their beliefs. This means that people can create different subtexts from the same piece of media. All meanings and interpretations are valid and should be respected.

**9. Media messages can be decoded.** By “deconstructing” media, we can figure out who created the message, and why. We can identify the techniques of persuasion being used and recognize how media makers are trying to influence us. We notice what parts of the story are not being told, and how we can become better informed.

**10. Media literate youth and adults are active consumers of media.** Many forms of media – like television – seek to create passive, impulsive consumers. Media literacy helps people consume media with a critical eye, evaluating sources, intended purposes, persuasion techniques, and deeper meanings.



## SESSION V : Understanding News

### Media literacy Activity 1: What's in the News (Group Activity)

**Duration:** 2 -2.5 Hours

#### OVERVIEW

A media literacy exercise that encourages participants to understand the various news elements and critically interpret news and other sources of information.

#### MATERIAL & TECHNOLOGY REQUIRED

- 2 Media Sets (Local Newspapers & BBS News recordings or BBS Web News stories ) ( Print outs of similar news stories covered by International or Regional news )
- Few copies of the day's Newspaper and a copy of the previous night's Local TV news recording.
- Chart Papers & Board Markers
- Handout 4 & Handout 5 (What's the Angle? & The seven critical media questions)
- Projector for PowerPoint presentation

#### ACTIVITY STEPS

**Step 1.** Ask participants to form groups and distribute the media set's and one copy of the day's newspaper.

**Step 2.** Ask participants if they watched the local news the previous night and what were the main stories. Then ask them to go through the day's newspaper and look at front-page stories. Explore the following questions:

- Were stories covered by the television different from those in the newspaper? Which ones? Why?
- What were the most important stories covered on the local television news broadcast? What was the most important in the local newspaper? How do story priorities compare with each other?
- What about the coverage of the same stories? How are the stories covered by these media different news media? Are the facts and perspectives similar or different? In what way? How does this influence your view of the story? Which version do you prefer & Why?



**Step 3.** Distribute the media sets to them and ask them to analyze a specific news story in each media set using the criteria's provided in the handout 3 & 4.

**Step 4.** Ask each group to note their findings on the chart paper.

**Step 5.** Once everyone has completed the exercise, make each group come forward and present to the class.

### **Talking Points**

- News media attempt to present multiple points of view in stories to ensure a complete and objective account. However, it is not uncommon for reporters to give stories a particular “slant” by selecting and ordering quotes and facts that promote one interpretation above others. It is important to understand how this “bias” can creep into stories if we have to truly make up our own minds about issues and events.
- News media differ in how they tell a news story. To get a complete and accurate understanding of news, it is often necessary to compare different news sources, such as television and newspapers. This is referred to as the “multi-source” rule. The “multi-source” rule is important to verify online information and news as well and can help in identifying “fake news”.

**Step 6. Present Topics**

## **TOPICS**

### **Five Key News Elements**

#### **1. People who produce the News decide the news**

It is impossible to present everything that happens in life so news media focus only on the “most important” event and stories. This raises the question of who decided what is and isn't important. Generally, it is decided by news producers, editors and reporters, guided by general standards of what counts as “news”. The basic criteria include proximity, relevance, immediacy, timeliness, interest, drama and entertainment and those things that are novel, rare or new. The more a story meets these criteria, the more likely it is to be covered.



## 2. Media Differences

Selection of news stories is also influenced by technical capabilities of the medium used. Print media such as newspapers and magazines must rely on the use of text, photographs and artwork to convey their messages while electronic media such as radio and television depend on sound and video respectively. Stories in electronic media are typically shorter and emphasize visual. Print media can devote more space and time to providing in-depth coverage and context for the story as well as providing background information. Electronic media can deliver news stories more quickly than print media, often broadcasting “LIVE” as the story unfolds.

## 3. Commercial Concerns

News coverage is not simply a public interest activity. Like entertainment media, news producers earn profits through advertising. Thus, news media need to deliver stories that will attract viewers, and, therefore attract viewers, and therefore, viewers preferences significantly influence the types of news stories presented. In addition, advertisers are important to News media. Though it is not very common, negative news stories about specific companies or government agencies may lead to retaliation in the form of cancelling advertisement or threatening law suits.

## 4. Agenda Setting

News media's can set the agenda by establishing the importance and priority of issues, based on the amount and placement of news stories. Issues that receive the most coverage and are given primary placement in news broadcast, newspapers and radio are more likely to be seen as important by the general public.

## 5. Bias

Personal opinions or beliefs of reporters and news producers may influence how a news story is expressed and presented.

## Knowing the Difference

- **News vs. Opinion**

News is an article written to inform readers about recent events and includes facts that can be verified. News includes essential information like (who/what/where/when/why/how).



**Opinions can be of two types in the News media:**

- **Editorial:** An unsigned opinion piece that represents the views of the news organization’s editorial staff on a particular issue or topic.
- **Opinion piece:** An opinion article by a staff columnist or guest columnist. (If a guest columnist, the writer’s credentials will almost always be identified.)

**Generally Opinion piece and Editorials are identified clearly as Opinion piece and Editorials.**

**Note: Show local newspaper examples**

- **News vs. Advertisement/ Advertorials**

- Advertisement is any paid presentation about a product, brand, company or store designed to entice customers.
- Advertorials are paid-for advertisements made to look like editorials or feature articles. Like editorials, advertorials express opinions but they are written by businesses, advertising agencies and freelance copywriters. Businesses use advertorials to promote new products/services. Advertorials express the writer’s opinion on those products and services, subtly influencing readers as to their benefits.

**Note: Share some local examples**

**How to Identify Fake News or Information**

Example: Show the US President Trump visa-free travel grant to Bhutanese fake news (March 2017)

**1. Consider the source or Author**

Who is the Author? Has it been published by a legitimate source? Are they credible? Are they real? These small pieces of information can quickly help you figure out whether the story is legitimate or simply meant to trigger false outrage or spread lies. Fake news articles often don’t include author or publisher’s names. If included, search the author’s or publisher’s name online to see if they are credible.

**2. Are there supporting sources?**

If the story appears to be particularly provocative or concerning, check mainstream news





sources to see if they have reported it too. If the story or the announcement is not available on any other credible sources of information, then it may be unverified and potentially false.

### 3. Check the date

A common fake news strategy is to repost old stories on social media or change the headline to conform to current events. Always check the original date on the article. This can usually be found right underneath the title next to the author's name, or below the article. Old stories are often used to reignite outrage against certain people or groups as a way of promoting the idea that many one-time occurrences are continuing to happen. This can lead many to believe a false narrative that a problem is ongoing or growing.

### Talking points

We have just covered the key news elements and learnt about the differences between news and opinions, advertorials and fake news.

While these elements guide the creation of news content, it the ethics or the core principles and values of journalism that encourages all who engage in **journalism** to take responsibility for the information they provide, regardless of medium.

An understanding of these ethics is crucial to news literacy.

### Present Topics

What is code of ethics for journalists?

It is set of principles and values that journalists are required to uphold and be accountable to while carrying out their work.

### Code of Ethics for Journalists in Bhutan

**Journalists in Bhutan are governed by two codes of ethics:**

1. BICMA Code of ethics for Journalists 2007
2. JAB Code of ethics for Journalists 2017

**The BICMA Code of ethics is based on 9 principles:**

- Professional integrity
- Social Responsibility



- The Right to Truth
- Non-Discrimination
- Sensationalism
- Protection of Sources
- Respect for privacy and human dignity
- Recording of conversations
- Competition and fairness
- National Interest

As per the BICMA Code “Any Journalist who contravenes or fails to comply with the provisions of this Code of Ethics shall be guilty of an offence and shall be liable for any actions prescribed under the Act or the Bhutan Penal Code.”

**The JAB Code of ethics is based on 10 principles:**

- Responsibility
- Independence
- Accuracy
- Objectivity
- Honesty
- Sources and confidentiality
- Audiences’ Rights
- Privacy
- Representation
- Plagiarism

The key difference between these two codes of ethics in terms of principles is protection of sources and the inclusion of additional principles like audience rights and plagiarism in the JAB code of ethics and National Interest in BICMA code of ethics.

While BICMA Code of ethics under Protection of Sources states:

“A journalist shall ordinarily protect the confidentiality of his sources. He may, however, reveal the identity of a source where he has obtained the consent of the source or where the law requires him to do so”

**JAB Code of ethics under sources & confidentiality states:**

“Pledges of confidentiality to news sources must be honored at all costs and, therefore, should not be given lightly”

The JAB code of ethics also elaborates the use of source and confidentiality in greater detail.

In terms of enforcement the BICMA code of ethics has legal standing, as it is part of the Bhutan Information, Communications and Media Act 2006. Any journalists or media houses failing to comply with the code can be considered guilty of an offence and shall be liable for any actions prescribed under the Act or the Bhutan Penal Code.

Whereas for JAB Code of ethics, as the code of ethics has been developed by the journalists themselves, this presents a greater sense of ownership and compliance, however it cannot be legally enforced.

**DISCUSS**

**Review the code of ethics provided in the handouts and discuss:**

- The key differences
- Strengths & limitations
- Ethical & unethical use of media



## SESSION VI : USING MEDIA SMARTLY

**Duration: 2 - 3 Hours**

### OVERVIEW

A media literacy exercise that encourages participants to demonstrate newly acquired media literacy skills through three key activities.

The activities are designed to achieve the following outcome:

### MEDIA LITERACY ACTIVITY 1

#### **Getting the media's attention to youth issues (Group Activity)**

**Task:** Identify a youth issue in your community that requires media attention or has not been covered adequately by Media and suggest how you can get the media's attention.

### MEDIA LITERACY ACTIVITY 2

#### **Responsible use of social media (Group Activity)**

**Task:** Design a social media page that promotes mobile and Internet free community activities for young people. Think about the target audience and design posts and messages that can appeal to them.

### MEDIA LITERACY ACTIVITY 3

#### **The dangers of Gaming & Internet Addiction (Group Activity)**

**Task:** Look up online and find out the mental and physical impact of gaming and internet addiction. Check for news stories and victims of gaming & Internet addiction. Prepare a 5 minutes news story on this topic for the class using a powerpoint presentation.

### ACTIVITY STEPS

Step 1. Divide the class into 3 groups and through a lucky dip make them select the activities.

Step 2. Give 1-2 hours for the group to discuss and complete the tasks

Step 3. Ask each group to present their completed tasks to the class.

Provide feedback & reflect on the outcome of the activities

### IT'S A WRAP



## HANDOUT 1: MEDIA INVENTORY WORKSHEET

### 1. What type/types of media do you have and how many hours per day do you use it?

Examples: Television, Radio, Movies, Magazines, Music, Newspapers, Books, Video games, Internet, Social Media (List at least 3)

| Media Type | Use per day (Hrs) |
|------------|-------------------|
|            |                   |
|            |                   |
|            |                   |

### 2. What type of media do you like the most? Least? Why?

Examples: Television, Radio, Movies, Magazines, Music, Newspapers, Books, Video games, Internet, YouTube, Social Media (Facebook, Instagram, WeChat) Videos (List 2-3)

| Most Liked | Reason |
|------------|--------|
|            |        |
|            |        |
|            |        |

| Least Liked | Reason |
|-------------|--------|
|             |        |
|             |        |
|             |        |



**3. What particular media programs/content do you like the most? Least ? Why?**

Examples: Movies, sports programmes, fashion shows, reality TV, Dramas, News, Fitness, Music & Entertainment, YouTube Gaming Videos (List One)

| Most Liked | Reason |
|------------|--------|
|            |        |

| Least Liked | Reason |
|-------------|--------|
|             |        |

**4. What media characters or media celebrity do you like the most? Least? Why? Are their behaviors healthy or unhealthy? (List One)**

| Most Liked | Reason |
|------------|--------|
|            |        |

| Least Liked | Reason |
|-------------|--------|
|             |        |



**5. Do you have a favorite YouTuber? What do you like about him/her the most? Least? Are their behaviors healthy or unhealthy? (List One)**

| <b>Most Liked</b> | <b>Reason</b> | <b>Healthy/ Unhealthy behavior</b> |
|-------------------|---------------|------------------------------------|
|                   |               |                                    |

| <b>Least Liked</b> | <b>Reason</b> | <b>Healthy /Unhealthy behavior</b> |
|--------------------|---------------|------------------------------------|
|                    |               |                                    |



## HANDOUT 2: GLAMORISATION APPEALS

| Type of Appeal     | How they are shown in media   |
|--------------------|---|
| <b>Successful</b>  | <b>First class, elegant, sophisticated, exclusive, adult, mature</b><br>Promotes use of products as important for successful and sophisticated people.  |
| <b>Popular</b>     | <b>Well-liked, center of attention, socially successful</b><br>Promotes use of products as ways to be part of the “in-crowd”, useful in being liked, accepted and valued by others.                         |
| <b>Romantic</b>    | <b>Sexually appealing, sensual pleasure, physically attractive</b><br>Portrays use of products as ways to be desirable in intimate relationships.   |
| <b>Independent</b> | <b>Rebellious, adventurous, mature, self-assured, distant, aloof</b><br>Portrays use of products as ways to express one’s individuality, with a specific focus of being independent, courageous, and tough. |
| <b>Healthy</b>     | <b>Clean, Active, refreshing</b><br>Portrays use of products as “refreshing” and restful, something done by people who appear healthy and active.   |
| <b>Happy</b>       | <b>Joyful, exhilarated, ecstatic, playful</b><br>Associates products with pleasurable emotions.   |
| <b>Funny</b>       | <b>Humorous, clever, witty</b><br>Associates products with fun “good times,” and amusement.   |





### HANDOUT 3: CML Media Deconstruction/Construction Framework

| <b>Key Words</b> | <b>Deconstruction:<br/>CML's 5 Key<br/>Questions<br/>(Consumer)</b>                         | <b>CML's 5 Core Concepts</b>   | <b>Construction: CML's 5 Key<br/>Questions (Producer)</b>                                   |
|------------------|---|--|---|
| Authorship       | Who created this message?   | All media messages are constructed.  | What am I authoring?  |
| Format           | What creative techniques are used to attract my attention?                                  | Media messages are constructed using a creative language with its own rules. | Does my message reflect understanding in format, creativity and technology?                 |
| Audience         | How might different people understand this message differently?                             | Different people experience the same media message differently.              | Is my message engaging and compelling for my target audience?                               |
| Content          | What values, lifestyles and points of view are represented in or omitted from this message? | Media have embedded values and points of view.                               | Have I clearly and consistently framed values, lifestyles and points of view in my content? |
| Purpose          | Why is this message being sent?   | Most media messages are organized to gain profit and/or power.               | Have I communicated my purpose effectively?   |



## **HANDOUT 4 : THE SEVEN CRITICAL MEDIA QUESTIONS**

**Knowing the answers to these questions is key to understanding media messages**

### **1. Who is communicating & why?**

Every message is communicated for a reason-to entertain, inform, and/or persuade. However; the basic motive is to profit through the sale of advertising, sponsorship or through achieving positive attitude.

### **2. Who own, profits from, and pays for media messages?**

Media messages are owned. They are designed to yield results. Understanding the profit motives is key to analysis media messages.

### **3. How are media messages being communicated?**

Every message is communicated through sound, video, text and/or photography. Messages are enhanced through special effects and editing. Analysing how these features are used in any given message is critical to understanding how it attempts to persuade, entertain, or inform.

### **4. Who receives media messages and what sense is made of them?**

Identifying the target audience for any given message is critical to understanding in which way the message will be interpreted.

### **5. What are the intended or underlying purposes and whose point of view is behind the message?**

Behind every message is a purpose and point of view. The advertiser's purpose is more direct than the program or news producer's, though both may seek to inform or entertain us. Understanding their purposes and knowing WHOSE point of view is being expressed and WHY is crucial to being smart media users and creators.

### **6. What is not being said and why?**

Because messages are limited in both time and purpose, rarely all details are provided. Identifying the issues, topics, and perspectives that are NOT included can often reveal a great deal about the purpose of media messages. In fact, this may be the most significant question that can uncover answer to other questions.

**7. Is there consistency both within and across the media?**

Do the political slant, tone, local/national/international perspective, and depth of coverage change across media or messages? Because media only tells us part of the story and different media have unique production features, it helps to evaluate multiple messages on the same issue. This allows you to identify multiple point of view, some of which may be missing in any single message or medium. This is typically referred to as the “ multi-source rule”



## **HANDOUT 5 : WHAT'S THE ANGLE**

**News is supposed to be an objective telling of current events. However, what you read, what you see, and what you hear are always told from a certain point of view. While the job of a news editor is to make sure news editor is to make sure stories are truthful, there is no replacing your own analysis. The following questions provide a framework for analysing the news.**

### **1.Point of View**

Are multiple points of view presented in the story? Are all relevant points of view included? Which, if any, are missing?

### **2. Ordering of Information**

What is the first information provided? How does this influence the story? How are the different points of view presented? Which comes first? How does this shape your understanding of and feelings about the story? How would the story change if the order of these points of views were reversed?

### **3.Objective Language**

Is descriptive language used to put a particular “spin” (either negative or positive) on the story, or is the emphasis on neutral terms that merely present information and allow the public to make up its own mind?

### **4.Source Credibility**

Are sources cited in news stories credible? What are their credentials? Are all sources identified by name or attributed to “unnamed sources who wish to remain anonymous”?

### **5.Consistency**

Is the information in a give story consistent with other news and eyewitness accounts?

### **6.Visual Images**

What is the relationship between the visual images (photographs, video footage) and the verbal statements (text or spoken)? Does the visual element enhance and illustrate the story?



### 7. Titles

For newspapers, what is the impact of story titles on your initial response? How does the size of the title and word choice shape interest in the story?

### 8. Story placement/order

Where do stories appear? At the opening or closing of a television newscast? On the first page or the last page of a newspaper? How does this placement affect your view of a specific story's importance?

## HANDOUT 6 : ECB SOCIAL MEDIA RULES

### ELECTION COMMISSION OF BHUTAN



### ECB Social Media Rules and Regulations of the Kingdom of Bhutan, 2018

Source : <https://www.ecb.bt/Rules/SocialMedia.pdf>



## HANDOUT 7 : RGOB SOCIAL MEDIA POLICY



### **Social Media Policy For the Royal Government of Bhutan**

**Department of Information and Media  
Ministry of Information and Communications**

Source : <https://www.moic.gov.bt/wp-content/uploads/2016/08/Social-Media-Policy-for-the-Royal-Govt.-of-Bhutan-Approved-Version.pdf>

## HANDOUT 8 : BICMA CODE OF ETHICS FOR JOURNALISTS



### **CODE OF ETHICS FOR JOURNALISTS**

(Issued under Section 26 (d) of Chapter Three of the  
Bhutan Information, Communications and Media Act  
2006)

**Bhutan InfoComm and Media Authority  
Royal Government of Bhutan  
Thimphu**

Source : [http://www.bicma.gov.bt/bicmanew/data/publications/rules-regulations-guidelines/Code\\_of\\_Ethics\\_Journalist\\_2007.pdf](http://www.bicma.gov.bt/bicmanew/data/publications/rules-regulations-guidelines/Code_of_Ethics_Journalist_2007.pdf)



## HANDOUT 9 : JAB CODE OF ETHICS FOR JOURNALISTS



# CODE OF ETHICS FOR JOURNALISTS



## Reference:

Blumberg, FC, & Brooks, PJ, 2017, *Cognitive Development in Digital Contexts*, Elsevier, London, UK.

Bordoff, S & Yan, Z, 2017. 'Understanding the Technical and Social Complexity of the Internet: A Cognitive Developmental Resource Perspective.'

Buckingham, D, Banajii, S, Carr, D, Cranmer, S & Willett, R 2005. *The Media literacy of Children and Young people: A review of the research literature on behalf of Ofcom*. OFCOM, London, UK.

Bulger, M & Davison, P, 2018. *The Promises, Challenges, and Futures of Media Literacy*. Data & Society

Haddon, L & Livingstone, S, 2018. 'Risks, opportunities, and risky opportunities: how children make sense of the online environment.'

Hobbs, R & Jensen, A 2009. 'The past, present, and future of media literacy education.' *Journal of media literacy education*

Maksl, A, Craft, S, Ashley, S & Miller D 2017. 'The usefulness of a news media literacy measure in evaluating a news literacy curriculum.'

McPherson, S, 2017.' *Digital literacy: what is it and how important is it in the future of work?*'

Meehan, J, Ray, B, Wells, S, Walker, A & Schwartz, G 2015. 'Media Literacy in Teacher Education: A Good Fit across the Curriculum.' *Journal of Media Literacy Education*, vol. 7

Mihailidis, P & Craft, S 2016. 'Exploring news literacy: Preparing future journalists—and citizens—for engagement in global digital culture.' *Journalism Education*, vol. 5

Sidani, J., et al, "The Association between Social Media Use and Eating Concerns among US Young Adults," *Journal of the Academy of Nutrition and Dietetics*, September (2016), Volume 116, Issue 9: Pages 1465–1472.





Levenson, JC, et al, “Social Media Use Before Bed and Sleep Disturbance Among Young Adults in the United States: A Nationally Representative Study,” *Sleep*, 2017 Sep 1;40(9).

Sherman, Lauren, et al, “The Power of the Like in Adolescence: Effects of Peer Influence on Neural and Behavioral Responses to Social Media,” *Psychological Science*, May (2016), Vol 27, Issue 7.

Simons, M, Meeus, W & T’Sas, J, 2017. Measuring Media Literacy for Media Education. Development of a Questionnaire for Teachers’ Competencies. *Journal of Media Literacy Education*, vol. 9, pp. 99-115.

UNICEF 2017. The State of the World’s Children 2017: Children in a digital world Teaching Media Literacy, [www.prodigygame.com](http://www.prodigygame.com)

Social media and safety, [www.kidshelpline.com.au](http://www.kidshelpline.com.au)  
<http://www.medialit.org/children-and-media-literacy-part-2>

<http://mediasmarts.ca/media-literacy-101>

<https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/>

Bhutan Media Foundation

P.O. Box: 1655

Droentoen Lam, Thimphu, Bhutan

✉ [bmf@bmf.bt](mailto:bmf@bmf.bt)

☎ +975 2 331705 / 331709

🌐 [www.bmf.bt](http://www.bmf.bt)

📘 <https://www.facebook.com/bhutanmedia/>