



BASIC 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.

Designed at iBEST STUDIOS

Table of Contents

5	Overview	34	SESSION 4: <i>Social Media Benefits & Risks</i>
6	Basic Media Literacy Training Module Grid	40	SESSION 5: <i>Becoming a Responsible Social Media Parent</i>
10	Basic Media Literacy Training Schedule Day 1	43	SESSION 6: <i>Using Media Smartly</i>
12	Basic Media Literacy Training Schedule Day 2	44	Handout 1:
14	Basic Media Literacy Training Schedule Day 3	45	Handout 2:
16	SESSION 1: <i>Becoming Media Savvy</i>	46	Handout 3:
22	SESSION 2: <i>Understanding News</i>	48	Reference
28	SESSION 3: <i>Understanding Media Messages</i>		



OVERVIEW

Level: Basic

Target audience: Illiterate or Semi-literate population

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 Wechat, decoding of media messages, responsible use of social media.

There is an increasing number of media sources bombarding the Bhutanese in rural and urban areas with various news, messages, opinions, ideas and images. The access to mobile phones and the popularity of social media platforms like WeChat has made it possible for even the illiterate and semi-illiterate segment of the population to be part of the rapidly growing social media landscape in Bhutan. While these technological and communication advances have presented benefits in terms of improved engagement, communication and greater demand for transparency and accountability at the social and governance level, it has several downsides as well. There is an increasing number of social media cases, victims of cyber crimes and increasing number of fake news and rampant misuse of social media platforms, especially during elections. While the access to various forms of media and use of social media is difficult to control and regulate, there are ways for media consumers to cut through the noise in the media landscape. Media literacy is the key to turn the passive act of receiving media messages into action through a practice of decoding, reflecting, questioning and ultimately creating responsible media.

General Objectives:

The training module will enable rural communities to understand different types of media, their roles and functions, critically analyse and evaluate media and news content, differentiate between different types of mainstream and social media, and how to responsibly use social media, among others.



Learning outcomes:

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

- Understand the importance of media literacy
- Identify different types of media (mainstream and social media)
- Understand the functions of each media type
- Understand the benefits and risks of social media
- Understand how media promotes unhealthy lifestyles
- Learn how to analyse and decode media messages
- Distinguish advertisements from news/facts
- Distinguish between real and fake news
- Learn how to use social media responsibly
- Learn about the importance of monitoring children’s Internet and social media use.

BASIC MEDIA LITERACY TRAINING MODULE GRID

	SESSION I Becoming media savvy	SESSION II Understanding News	SESSION III Understanding Media Messages
A C T I V I T I E S	1. Sharing Media Experiences (Individual) 2. Designing Media Board (Group Activity)	1. Media Mapping -News (Group work) 2. Creating News Bulletins (Role Play)	1. Decoding Messages (Group work) 2. Analysing Media Messages (Group)



<p style="text-align: center;">O B J E C T I V E S</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Identify media type, amount and nature of media use, media preferences • Identify various types of media and their roles & functions • Identify key media literacy skills required to be a smart media user 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand key news elements • Identify different perspectives presented in news stories about the same issues • Understand how news is presented and how news managers decide 'News Worthiness' 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand key elements of media messages • Understand key persuasion techniques used by media
<p style="text-align: center;">T O P I C S</p>	<ul style="list-style-type: none"> • What is considered media? • Different types of Mass Media (traditional media & new media) • Why study media? Media literacy key concepts • The role of community radio 	<ul style="list-style-type: none"> • 7 key news elements • Fact vs. Opinion Vs. Advertising • What makes to the news: how decisions are made about what does and doesn't get covered. • The multi source rule • News literacy 	<ul style="list-style-type: none"> • Persuasion & 10 techniques used by media • Analysing media messages using the five critical media questions



**BASIC MEDIA LITERACY TRAINING MODULE GRID
(Continued)**

	SESSION IV Social Media Benefits & Risks	SESSION V Becoming a responsible Social Media user & Parent	SESSION VI Using Media smartly
A C T I V I T I E S	<p>1. Social media preferences and use (Individual)</p> <p>2. Identifying fake news and scams (Group competition)</p> <p>3. Citizen journalism and role of individuals</p>	<p>1. Survey & discussion of mobile internet device use among children of participants (Group work)</p>	<p>1. Identify an 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> <p>2. Identify one potential use of social media group for community development and how to ensure all members behave responsibly online (Group work)</p> <p>3. Identify one key health or social issue in your community and how messages in media could help in addressing this issue (Group Work)</p>



O B J E C T I V E S	<p>Participants will:</p> <ul style="list-style-type: none"> - Identify social media preferences, amount and nature of use - Understand the benefits and risks of using social media - Gain skills to identify fake news and potential online scam contents 	<p>Participants will:</p> <ul style="list-style-type: none"> - Reflect on the use of mobile devices by their children - Understand the risks & negative impact of un-monitored use of media & social media on children. - Learn about Internet & gaming addiction 	<p>Participants will:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of key news concepts and how news can bring attention to important issues. - Demonstrate an understanding of how social media can be used for the benefit of communities and promote responsible use. - Demonstrate an understanding of how media messages can be constructed to benefit the society.
T O P I C S	<ul style="list-style-type: none"> - Different types of social media in Bhutan - Why WeChat is popular - Cyber crime & scams - Legislations - Identifying fake news - How to avoid being scammed 	<ul style="list-style-type: none"> • Importance of monitoring media use by children • Social media & children • Symptoms of Internet & gaming addiction 	<ul style="list-style-type: none"> - Demonstrate through group activities the key media literacy skills gained through the training



DAY ONE : BASIC MEDIA LITERACY TRAINING SCHEDULE

TIME	SESSION I Becoming Media Savvy
9.00-9.30	Welcome & Introductions
9.30-10.00	Activity 1 Sharing Media Experiences (Individual)
10.00-11.00	Topics Covered <ul style="list-style-type: none"> • What is considered media? • Functions & Roles of media • Media in Bhutan • The role of community radio
11.00-11.15	TEA BREAK
11.15-12.15	Activity 2 Designing Media Board (Group Activity)
12.15-1.00	Topics Covered <ul style="list-style-type: none"> • Why study media? • Basic media literacy key concepts
1.00-2.00	LUNCH BREAK
	SESSION II Understanding News
2.00-2.30	Activity 1 Media Mapping -News (Group work)
2.30-3.00	Topics Covered <ul style="list-style-type: none"> • 7 Key News Elements • What is Newsworthy?



3.00-3.15	Activity 2 Creating news bulletins (Role Play)
3.15-3.30	TEA BREAK
3.30-4.00	Topics Covered <ul style="list-style-type: none">• What makes to the news: How decisions are made about what does and doesn't get covered.• News vs. Opinion vs. Advertising: know the difference• The multi source rule• News literacy



DAY TWO : BASIC MEDIA LITERACY TRAINING SCHEDULE

TIME	SESSION III Understanding Media Messages
9.00-9.30	Welcome and look back on Day 1 Topics
9.30-10.00	Activity 1 Decoding / deconstructing messages (Group work)
10.00-11.00	Topics Covered <ul style="list-style-type: none"> • Persuasion • 10 Techniques used by media
11.00-11.15	TEA BREAK
11.15 -12.30	Activity 2 Analysing media messages (Group Activity)
12.30-1.00	Topics Covered <ul style="list-style-type: none"> • Media message analysis using the five critical media questions
1.00-2.00	LUNCH BREAK
	SESSION IV Social Media Benefits & Risks
2.00-2.45	Activity 1 Social media preferences and use (Individual)
2.45-3.15	Topics Covered <ul style="list-style-type: none"> • Different types of social media in Bhutan • Popular social media WeChat • Cybercrime & legislations • Defamation • Citizen journalism and role of individuals



3.15-3.30	TEA BREAK
3.30-4.00	Activity 2 Fake news & scam identification competition (Group Activity)
4.00-5.00	Topics Covered <ul style="list-style-type: none">• How to identify fake news• How to avoid being scammed



DAY THREE : BASIC MEDIA LITERACY TRAINING SCHEDULE

TIME	SESSION V Becoming a responsible Social Media Parent
9.00-9.15	Welcome and look back on Day 2 Topics
9.15-10.00	Activity 1 Mobile & Internet use survey of children of participants (Group work)
10.00-11.00	Topics Covered <ul style="list-style-type: none"> • Being Responsible • Children & Social Media • Internet & Gaming Addiction
11.00-11.15	TEA BREAK
	SESSION VI Using Media smartly
11.15-1.00	Introduction to the activities & Tasks Group Discussions
1.00-2.00	LUNCH BREAK
2.00-2.30	Activity 1 Identify an 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)
2.30-3.00	Reflection on key concepts and media literacy skills used in Activity 1 <ul style="list-style-type: none"> • Understanding of key news concepts and how news can bring attention to important issues



3.00-3.15	Activity 2 Identify one potential use of social media group for community development and how to ensure all members behave responsibly online (Group work)
3.15-3.30	TEA BREAK
3.30-4.00	Reflection on key concepts and media literacy skills used in Activity 2 <ul style="list-style-type: none">• Understanding how social media can be used for the benefit of communities and promote responsible use
4.00-4.30	Activity 3 Identify one key health or social issue in your community and how messages in media could help in addressing this issue (Group Work)
4.30-5.00	Reflection & Discussion of key topic related to Activity 3 <ul style="list-style-type: none">• Understanding how media messages can be constructed to benefit the society



SESSION I : BECOMING MEDIA SAVVY

Media literacy activity 1: Sharing Media experiences

Duration: 1 -2 hours

OVERVIEW

A media literacy exercise that encourages participants to share their personal media experiences and makes them think about the various forms of media they are exposed to.

MATERIAL & TECHNOLOGY REQUIRED

- White board or chart papers & board markers
- Projector for PowerPoint presentation

ACTIVITY STEPS

Step 1. Ask each participant to share their experience or use of media.

Prompt questions:

What type of media do you use? What purpose does it serve you?

Step 2. On a board or chart paper, list the type of media mentioned by each participant and its key purpose.

Step 3. Once everyone has spoken, list the top three types of media and three top uses of these media on a white board.

Step 4. Presentation of Topics Covered

1. What is considered media?
2. What are the main functions and roles of these media?
3. Media in Bhutan
 - Do they always fulfill their purpose?

TOPICS

What is considered Media?



Media are defined as mass media of all kinds:

- 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

What are the main functions and roles of these media?

Role and Functions 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 the 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 on our local, national, and international issues 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. The media have relayed information to the people about the country's five-year plans, development programmes, and education systems, and this has motivated people to become partners in the progress of the country.

- Discuss if they always fulfill their roles and purpose?



SESSION I: BECOMING MEDIA SAVVY

Media literacy activity 2: Designing a Media Board (Group Activity)

Duration: 1 -2 hours

OVERVIEW

A media literacy exercise that encourages participants to carry out group discussions and think about the key elements of various media and the strategies they use to attract audiences.

MATERIAL AND TECHNOLOGY REQUIRED

- Chart papers & board markers
- Projector for PowerPoint presentation
- Post card size cut-outs of various types of media like TV, Radio, Social Media , Newspaper, Cinema and Advertisement.
- Handout 1
- Spread the cut-outs facedown on a table

ACTIVITY STEPS

Step 1. Ask participants to form six groups and let them nominate a member who is able to read/write to be the group leader.

Step 2. Let one member from each group select one cutout from the table.

Step 3. On a chart paper make each group design a media board using the questions provided in Handout 1.



(STEP 3 CONTINUED)

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 the main elements used across all media?

Do you think we can use media without questioning what we are seeing, listening or reading?

Talking Points through PowerPoint Presentation

Why study media?

We study media to:

- Identify who created a particular media message
- Recognise what the media maker wants us to believe or do
- Name the 'tools of persuasion' 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

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 humour) 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 recognise 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 also 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 recognise 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.

Video Screening: Show a short video of a health supplement product

Discuss five key questions of Media Literacy

1. Who created this message?
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?
5. Why is this message being sent?



SESSION II : UNDERSTANDING NEWS

Media literacy activity 1: Media Mapping-News (Group Activity)

Duration: 1 -2 hours

OVERVIEW

A media literacy exercise that encourages participants to think about the various sources of news and their own news consumption.

MATERIAL & TECHNOLOGY REQUIRED

- Chart papers & board markers
- Handout 2
- Projector for PowerPoint presentation

ACTIVITY STEPS

Step 1. Ask participants to form groups and let them nominate a member who is able to read/write to be the group leader.

Step 2. On a chart paper, make each group map news consumption based on Handout 2.

Step 3. Once everyone has completed the exercise, make each group come forward and present to class.

Step 4. Discussion Points

Do you notice any similarities?

What are the main sources of news?

What are some of the most credible sources of news in Bhutan & why?

Do you think the news on these media can always be trusted?



Step 5: Present Topics

TOPICS

Seven key News elements

- Truthful – Dealing with real events and facts
- Relevant – Something that you personally need to know and care about
- Informative – Helps you understand a situation or issue and take action if need be
- Timely – Current and useful information
- Verifiable – Backed up by evidence
- Unbiased – Not simply conveying the author's opinion or point of view
- Balanced - Provides views of all stakeholders involved.

How is news categorised as newsworthy?

- Timeliness: based on current events or information
- Proximity: local information for the community or region
- Conflict & controversy: compelling problem or issue
- Human interest: about people the audience can identify with
- Relevance: helps in understanding a situation and make informed decisions.

In other words, whether a story is newsworthy depends on who the audience is, how the story is told and what the audience needs to know.



SESSION II : UNDERSTANDING NEWS

Media Literacy Activity 2: Making News (Television/Radio) (Group Activity)

Duration: 1.5-2 hours

OVERVIEW

A media literacy exercise that help participants understand the complexities and challenges in the newsroom. Participants, through a role play approach, get to experience how news bulletins are prepared, how decisions on what is newsworthy, what stories need to be included and what need to be left out are made.

MATERIAL & TECHNOLOGY REQUIRED

- A short TV/Radio news bulletin to present before the activity begins to serve as a demo.
- Few sets of newspaper clippings, audio/video news clips and press releases to distribute as news content to each group. While preparing the set, ensure each set includes the same news clippings and press releases. Include a couple of press releases, which has negative and positive news regarding the dummy media companies.
- Chart papers & board markers
- Handout 3 (Editorial roles) and List of Dummy Media company names.
- Projector for PowerPoint presentation

ACTIVITY STEPS

Step 1. Ask participants to form into groups of 5 or more and let them nominate a member for the roles provided in Handout 2. Each group should include at least one chief editor, one news presenter, and three reporters.

Step 2. Once each group completes assigning the roles, distribute a set of news content materials.

Step 3. Ask each group to prepare a news bulletin of five minutes based on the set of news content materials they have been provided by playing out their roles as



defined in **Handout 3**. Give each group at least 30 minutes to prepare the news bulletins.

Step 4. Once everyone is ready, make each group present the news bulletin to the class. At the end of each bulletin presentation, ask the Chief Editor of the group:

Why did you pick these stories? What made it newsworthy to you?

Step 5. Once all groups complete their presentation, open the floor for discussions.

Discussion Points

Do you notice any similarities or differences in the news bulletins presented?

How were the stories different? What information was left out?

Why did some stories make it to the headlines? Who decides?

What does this tell about the news we see, hear and read everyday?

Step 6. Presentation of Topics Covered

People who produce the news decide the news

It is impossible to present everything that happen in life so news media focus only on the ‘most important’ event and stories. This raises the question of who decides 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.

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 emphasise visual. Print media can devote more space and time to providing in-depth coverage 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.



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.

Agenda Setting

News media 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.

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 organisation'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 pieces 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 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

Multi-source Rule

Comparing how the same story is presented in several different media helps in evaluating multiple messages on the same issue. This allows news consumers to identify multiple points of view, some of which may be missing in any single story or medium. Multi-source role also helps in verifying the credibility of news by checking if leading news companies have covered the news story.

News Literacy

This is a skill that helps someone to find and critically interpret news and other sources of information. This skill can help them to determine whether a news source is biased or accurate and use relevant reliable news to make informed decisions. News literacy is a critical skill necessary for full participation in our society and democracy, and one that must always be strengthened in our rapidly advancing digital age.



SESSION III : UNDERSTANDING MEDIA MESSAGES

MEDIA LITERACY ACTIVITY 1: Decoding/Deconstructing Messages

Duration: 1 hour- 1 hour 30 Minutes

OVERVIEW

A media literacy exercise that encourages participants to deconstruct messages in media, advertising and 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 health supplements, weight loss, cure for ailments, fizzy drinks etc. as they tend to be very blatant in their claims/or the implied message)
- Images: Weight loss before and after images
- Projector for PowerPoint
- Laptop with Photoshop software

ACTIVITY STEPS

Step 1. Show participants a print and a video advertisement. Use the following prompts to discuss the advertisement:

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

Step 2. Discuss whether the advertiser is making any **claims**. For example, if the advertisement is of a miracle weight loss tea, the advertising claim could be that it can help people lose weight within a week.

Step 3. Show how advertisers use before and after pictures to support their claim.

Step 4. Demonstrate by using Photoshop. Edit a picture of a man with a big belly and alter the picture to a reduced belly size.



Step 5. Discuss as a group

- **What stuck out to you, what did you see?**
- **What impact did the image have on you?**
- **Why is this significant?**
- **What could be a more real way to advertise weight loss by drinking healthy tea?**

Step 6. Presentation of 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. While movies use expensive special effects to make us believe that what we're seeing is real. News stories use several techniques such as direct quotation of identified sources – to make us believe that the story is accurate.

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 organisation. Examples of PR are banks building public toilets, carrying out mass cleaning 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 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 are 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: Analysing Media Messages (Group work)

Duration: 1.5 - 2 hours

OVERVIEW

A media literacy scaffolding exercise that encourages participants to examine various media messages/advertisements and segregate them based on their intended goal.

MATERIAL & TECHNOLOGY REQUIRED

- **Media pack:** Each pack should include at least 5 materials, including health advocacy materials, health product advertisement, any other product advertisement and one or two political campaign materials. (The number of media pack can be based on number of groups and could include different materials for variety).
- **Media goals chart paper** with the list of intended goals

ACTIVITY STEPS

Step 1. Divide participants into groups of 4-5 participants and give each group one media goals chart paper.

Step 2. Ask each group to look at the materials in the media pack and discuss the intended goals and the persuasion techniques used and stick the materials from the media pack in the right media goal column on the chart paper.

Step 3. Ask each group to select one best media material from the pack by circling it.

Step 4. Ask each group to put up the chart paper around the training room.

Step 5. Ask everyone to go around the room quietly and examine the chart papers.

Step 6. For each group chart, make a different group present the chart paper to the class. Prompt using the five critical media questions.

- **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.

- **Who owns, profits from, and pays for media messages?**

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

- **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.

- **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.

- **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.

Ask the presenting group if they:

- **Agree with the intended goals listed by the group who made the chart?**
- **If there are disagreements, ask them to share their view.**
- **With reference to the group's identified best media materials, ask why they think this particular media material appealed to the group?**



SESSION IV : SOCIAL MEDIA BENEFITS & RISKS

MEDIA LITERACY ACTIVITY 1: Social Media preferences & Use (Group Activity)

Duration: 1- 2 hours

OVERVIEW

A media literacy exercise that encourages participants to examine the use of social media by reviewing social media preferences and use through a group survey.

MATERIAL & TECHNOLOGY REQUIRED

- White board or chart papers & board makers
- Projector for PowerPoint presentation

ACTIVITY STEPS

Step 1. On a white board, make a table to list the social media platform, purpose and frequency of use of the participants.

Step 2. Ask each participant to share with the class the different types of social media platform they use, what they use it for and the number of hours they use it everyday.

Step 3. Once all participants have provided the information, compile the data from the Board to identify top social media platform used, the top three reasons of use and the average amount of time spent each day on this platform.

Step 4. Discuss why the selected social media platform is popular.

Talking points

Why is WeChat* popular?

- Easy to install and use
- Does not really require reading and writing skills
- The walkie-talkie function is easy to use
- Can share photos and videos easily
- It is a cheaper way of staying connected to friends and family
- Does not require expensive smartphones
- Can use even when the internet speed is slow



- Can add and engage with multiple users
- Can make new friends through the ‘shake’ feature

*As per media reports, WeChat is considered the most popular social media platform among the illiterate and semi-literate mobile Internet users in Bhutan.

Step 5: Discuss

Talking Points

- What are some of the benefits of using WeChat for the community?
Creating community groups to share ideas, discuss issues and build communication
Can be used by officials to share information with the community and get their views and feedbacks.
- What do you think is the disadvantage of using WeChat?
Waste of time, addictive, makes people neglect their chores and responsibilities etc., risks of being scammed, exposure to fake news.
- What do you think are some of the bad effects of WeChat on the society?
- Do you think using WeChat irresponsibly can be risky? Encourage participants to share stories of bad experiences.
- Have you heard of anyone getting into trouble with authorities while using WeChat? Share relevant stories from the 2018 election and sharing of unauthorised videos.

Step 6: Present Topics

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. One recent example is a housewife transferring money on the request of a WhatsApp scammer.



Link: <https://thebhutanese.bt/man-arrested-for-whatsapp-call-scam>



Legislation dealing with cyber crime in Bhutan

As per the BICMA Act 2009, the Royal Bhutan Police has the power to investigate cyber crime. They have a specific unit called the Cyber Crime Unit responsible for investigating all types of cyber crime.

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

- Unauthorised access to computer materials
- Unauthorised 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 Act 2009, if the perpetrator commits it for the first time, he/she will be liable for an offence of 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 “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 or criminal offence and it is a criminal offence. It is a criminal offence, according to Section 317 of Penal Code of Bhutan.

With the availability of numerous forms of social media, including Facebook, WeChat and WhatsApp, 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. Therefore, people should be mindful of what they post or publish on their social networks.



SESSION IV : SOCIAL MEDIA BENEFITS & RISKS

MEDIA LITERACY ACTIVITY 2: Fake news and scam identification competition

Duration: 1- 2 hours

OVERVIEW

A media literacy exercise that encourages participants to identify fake news and scams.

MATERIAL & TECHNOLOGY REQUIRED

- A few sets of news materials that include 10-12 collection of real news, fake news, SMS advertisements and SMS scam materials.
- Cartoon boxes for segregation
- Clock with timer
- Projector for PowerPoint presentation

ACTIVITY STEPS

Step 1. Before starting the activity, on the PowerPoint show one example each of fake news and scam material.

Step 2. Divide the class into groups of five each or based on number of participants and give each group two boxes and 1 set of news materials.

Step 3. Ask the class to think about what they have learnt so far with regard to understanding news and media messages. Ask them to use their newly acquired media literacy skills to segregate the news materials into two boxes-one box for genuine materials and one for fake ones. As this activity will be conducted in a game format, set a timer of 5 minutes and whistle to signal the start of the game.

Step 4. When the timer goes off, go around and collect the boxes from the groups. Check the contents and declare the team with the maximum correct entries in the boxes as the winner of the fake news and scam identification competition.

Step 5. If there are any wrong entries in the boxes, ask the team to explain why they thought the materials were fake or genuine.

Step 6: Present the key topics



TOPICS

How to Identify Fake News or Announcements

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 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.

How to avoid being scammed

- Don't respond to any phone calls or text messages from unknown overseas numbers.
- Be extra cautious if you receive strange messages announcing you as winners of competitions. This is normally the modus operandi of scammers.
- Don't reply directly to any spam text message or calls
- If you receive any message from your bank asking for your personal banking information and it looks like a genuine message, look up the company phone number, call them, and verify if a legitimate request was made. Don't call the number sent in the text message.
- Report to the nearest police station or your mobile service provider if you are harassed by repeated calls and messages from scammers.
- Block the numbers on your devices.



SESSION V : Becoming a responsible social media parent

MEDIA LITERACY ACTIVITY 1: Being Responsible (Group Activity)

Duration: 1- 2 hours

OVERVIEW

A media literacy exercise that encourages participants to think about their children's use of social media, learn about the risks facing children and help them in becoming responsible social media parents.

MATERIAL & TECHNOLOGY REQUIRED

- Chart papers & board markers
- Projector for PowerPoint presentation

ACTIVITY STEPS

Step 1. Divide the class into groups of five each or based on the number of participants and give each group one chart paper and board markers.

Step 2. Ask groups to discuss and write down the number of parents whose children use mobile devices and also the number of hours they use it per day and if they are aware what purpose the children use the mobile devices for.

Step 3. Ask each group to come in front of the class and present their group findings.

Discuss:

Do you have any problems with your children's use of mobile devices?

Does it have any effect on their health, studies and social life?

What are some of the risks you foresee?

Do you think it's important to monitor your children?



Step 4. Present Topics

Topics

Social Media & Children

Social media can offer many benefits to children:

- To connect with family and friends
- Expand their social circle
- Share their creativity through music and art
- Explore different ideas
- Develop and express their unique identity
- Provide opportunities to learn with others

Common risks on social media for children

- 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 and gaming addiction

Symptoms of Internet & Gaming addiction

- Loses track of time while online
- Sacrifices 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
- Headache



- 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

What is important for parents?

- It is important for parents to monitor children’s use of mobile devices, Internet and media.
- It is important for parents to share with their children regarding the risks of using social media.
- It is important for parents to make them aware of using social media responsibly.
- It is important for parents to set clear boundaries for use of any media.
- It is important for parents to think critically of the need to give mobile Internet devices to their children.
- It is important for parents to set good examples by limiting their own media use and encourage more family time together.



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 meet the following objectives:

MEDIA LITERACY ACTIVITY 1

Getting the media's attention to community issues (Group Activity)

Task: Identify an 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

Getting the media's attention to community issues (Group Activity)

Task: Identify one potential use of social media group for community development and devise rules to ensure all members behave responsibly online.

MEDIA LITERACY ACTIVITY 3

Getting the media's attention to community issues (Group Activity)

Task: Identify one key health or social issue in your community and how messages in media could help in addressing this issue.

ACTIVITY STEPS

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

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

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



HANDOUT 1

Prepare your media-mapping chart using this as a guide:

Who are the main audience of this media type?

Eg:

Adults

Youth

Women

Illiterate -Semi-literate

What type of style/functions do they use to attract audience?

Eg:

Entertainment

Information

Ease of communication

Secrecy/privacy

Who are the owners of this media?

Eg:

Private

Public

Government

How do they make money or fund the company?

Eg:

Advertising

Subscription

State funds

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 and hear on this media?



HANDOUT 2

News today comes from many sources through many different tools. Let's think about your own news consumption.

1. In the last week, where did you get your news from?

Television

Radio

Newspapers

Social Media

WeChat

Word of Mouth

Other: _____

2. What tools did you use?

Print publications

Smart Phone

Television

Radio

Other: _____

3. What was the most important news story you can remember reading/viewing?

4. What story was pointless or untrue? Why?



HANDOUT 3

Roles in Newsrooms

While these are some of the different roles in the newsroom, for the activity you need to appoint an editor, presenter and few reporters.

Editor:

These individuals serve as gatekeepers, making decisions on the types of stories that make it into news. They can also make changes after the reporter has finalised a story.

Reporter:

Reporters are out ‘in the field,’ working to uncover stories, research information to support their stories and conducting interviews. Pitch reporters on stories specific to the areas they cover.

Presenter:

These individuals are the ‘face’ or ‘voice’ of the news. While they have an extremely public presence, they typically do not control which stories get on the air.

Assignment Editor:

These individuals assign stories to reporters and photographers. Depending on the size of the outlet, there are typically several assignment editors who work during the week and another who cover the weekend.

Producers:

Producers typically work in the broadcast sector and brainstorm story ideas. Many times, producers work on longer stories called ‘packages’ or a series of stories being covered by the outlet.

**Photographer/Videographer:**

Photographers accompany reporters to capture the visual and auditory elements for a story. Sometimes photographers cover a story independently of a reporter. When it comes to newspaper photographers, the stories they cover independently may not be exhaustive in length, but they may get front-page coverage if the photo is a good one.

Dummy Media Company Names

You can choose any of the following names for your news company or make one of your own.

- **THE BHUTAN NEWS**
- **BHUTAN HERALD**
- **DRUK NEWS**
- **NETSHUL**



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

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

Social media and safety, www.kidshelpline.com.au

Bhutan Media Foundation

P.O. Box: 1655

Droentoen Lam, Thimphu, Bhutan

✉ bmf@bmf.bt

☎ +975 2 331705 / 331709

🌐 www.bmf.bt

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