



## Session Plan 2 “Media in Cambodia” (90 MIN)

### INTRODUCTION (15 MIN)

#### Introduction Start a media outlet! What are the purposes?

<b>Activity</b>	<ul style="list-style-type: none"> <li>● Discussion on the purpose of media outlets</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Students identify different purposes / reasons that make someone start a media outlet</li> <li>● Understand hidden agendas</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>● 2” Welcome the students and tell them the topic of this session.</li> <li>● Ask the participants to imagine that they will start their own media outlet – a radio station, a newspaper, a TV channel or a new social media platform. Brainstorm with your students: What makes someone open a new media outlet (a person, a group, a company, a government)?</li> <li>● 8” Discuss and visualize the different purposes on a flipchart                     <ul style="list-style-type: none"> <li>○ Business interest</li> <li>○ Political interest</li> <li>○ Make money</li> <li>○ Gain power</li> <li>○ Make a social impact</li> <li>○ Make a religious impact</li> <li>○ Influence peoples’ agenda or the political agenda</li> <li>○ ...</li> </ul> </li> </ul>	



# MEDIA AND INFORMATION LITERACY

<b>Material</b>	<ul style="list-style-type: none"> <li>• Cards</li> <li>• Flipchart</li> <li>• Markers</li> </ul>
<b>Notes</b>	

## BODY PART (MIXTURE OF TRAINER AND TRAINEE CENTERED) (60 MIN)

### Trainee Centered: Silent Brainstorming Media in Cambodia

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Silent Brainstorming on posters</li> </ul>	<b>10</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students describe the media landscape in Cambodia</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 5" Welcome the students and inform them what will happen in the session, explain the task</li> <li>• 10" Let the students roam from one flipchart to another and write down the names of Cambodian media outlets they know.</li> <li>• Ask them to indicate the media that they use with a star (*)</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Flipchart "TV in Cambodia", "Radio in Cambodia", "Internet in Cambodia", "Social Media in Cambodia", "Newspaper in Cambodia"</li> </ul>	



# MEDIA AND INFORMATION LITERACY

## Notes

### Trainer Centered: Guided Input Media Ownership and types of content in Cambodia

<b>Activity</b>	<ul style="list-style-type: none"> <li>Guided input: Media ownership in Cambodia and types of content in different media outlets</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students select media outlets relevant to their interests according to the media’s content</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>10” Go from one flipchart to the next and discuss the results. Give the students time to credit their input and provide them, time allowing, with additional information on media ownership and content types from some selected media outlets, using the webpage (<a href="https://cambodia.mom-rsf.org/en/">https://cambodia.mom-rsf.org/en/</a>)</li> <li>Suggest / encourage + students to do self-research for more information</li> </ul>	



# MEDIA AND INFORMATION LITERACY

<b>Material</b>	<ul style="list-style-type: none"> <li>• Projector, laptop and WiFi (hotspot with smartphone) – Webpage with media ownership from CCIM (<a href="https://cambodia.mom-rsf.org/en/">https://cambodia.mom-rsf.org/en/</a>)</li> </ul>
<b>Notes</b>	

## Trainee Centered: **Group Work** Media in Cambodia – Function of media and society

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<b>40</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students understand the functions of media for the individual and for society</li> <li>• Students realize how different media interpret what is newsworthy differently</li> <li>• Students understand agenda setting</li> </ul>	



# MEDIA AND INFORMATION LITERACY

## Content

- 5" Connect to the previous exercise and conclude by discussing what functions media has for individuals and for society
  
- divide the class into three groups.
  
- 5" Explain briefly that there will be a group work in three groups
  
- Task: Each group goes through one of these online news outlets and reads and collects the headlines (agenda): Fresh News / VOA / Khmer Times
  - What is on the news? What does the media outlet cover?  
(Government/Entertainment/Society/Crime/Traffic accidents...)
  
- 20" Ask student to visualize the agendas/headlines
  - Are the agendas of the different outlets similar or different?
  - What stories are in all news? How are their headlines different?
  - How does media ownership influence the agenda?
  - What is the missing point that you are curious about and you would like to see in the news



# MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"><li>• 10" One after another, the groups read their findings out loud and pin their cards to the prepared pin-board or flipcharts. Add further functions, if needed. Ask for open questions and sum up the session</li></ul>
<b>Material</b>	<ul style="list-style-type: none"><li>• Flipchart "Functions of media for individuals" / "Functions of media for the society"</li><li>• Cards "Functions of media"</li></ul>
<b>Notes</b>	



### 3. CONCLUSION (TRAINER AND TRAINEE CENTERED)

**Create:** Active Media Work with presentation and feedback

**Photo** My favorite medium and what I use it for

<b>Activity</b>	<ul style="list-style-type: none"> <li>● Take a photo holding two cards and upload to the group</li> </ul>	<b>15</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Students formulate a precise and personal message and depict it in a photo</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>● 5” Explain the task: Each student reflects on his or her favorite medium (TV, radio, newspaper, books, internet, social media, computer games) and writes it in big letters on a card. On a second card each student writes down the most important issue, what he or she uses the medium for, e.g. make new friends, get informed, for entertainment, to stay in touch with people. Then, the students pair up and take a photo of each other holding their two cards into the camera. Hand out the worksheet where the task is explained. Trainers can show them an example of a previous batch so it’s easier to understand.</li> <li>● 5” Produce &amp; Upload</li> <li>● 5” Present and Feedback (e.g. 3-5 volunteers)</li> </ul>	



# MEDIA AND INFORMATION LITERACY

<b>Material</b>	<ul style="list-style-type: none"><li>• Cards, Markers</li><li>• Flipchart with task “Photo – My favorite medium”</li><li>• Smartphone – Facebook-Group (WiFi) – BYOD (Bring-your-own-device)</li></ul>
<b>Notes</b>	

## ASSESSMENT

- Attendance
- Participation in Brainstorming and Discussion
- Result of Active Media Work (Content, Creativity)