

NEWS MEDIA OBSERVATION JIGSAW

Last week in Teacher’s Corner, we shared a set of media observation questions for students to use to reflect on content presented by different news media outlets. This week’s jigsaw activity will allow students to analyze what they observed and share ideas with classmates.

JIGSAW SHARING ACTIVITY

Time: About 60 minutes to give instructions, transition, and complete the jigsaw

Goals: To read, write, speak and listen in English while reflecting and discussing with classmates.

Materials:

- Students’ news media observations
- Pencils
- Student notebooks
- Device for keeping time

Preparation:

1. Be sure that students come to class prepared with their completed observations by reminding them several days in advance.
2. Review the list of groups from the previous activity. Each student should have observed a specific type of media (the group name) and have an assigned number.

Procedure:

1. Begin by asking students to take out their observations. Tell students that they will read all of their observations and note any common themes or issues by circling key phrases or questions. If necessary, give students examples such as “I noticed that when immigration was reported on, the focus was always on crime,” or “Stories about weather often mentioned climate change.” Give students about ten minutes to complete this task.
 1. Students may also want to pay attention to topics that were not covered. For example, “Positive stories about immigrants were hard to find,” or “Many news segments made me wonder why there was little discussion of climate change.”

2. After students have analyzed their own observations, remind them of their group assignments from the previous activity. If needed, share the list and remind students of their group name and their individually assigned number.
3. Tell students, “Now you will join your classmates who also observed the same type of news media that you did. Select one person to be the recorder and take notes as everyone shares information. Group members should each briefly share the common issues or questions they noted from their own observations. Be sure that the recorder writes down all the ideas. You will have 15 minutes to share and record responses.”
4. Have students move to their groups. Designate areas of the classroom if needed and set a timer for 15 minutes. Move around the room and listen to the group discussions. Answer any questions or clarify any information as needed and ensure that all groups are on track with the task.
5. When the timer stops, have students turn their attention back to you. Say, “Now you will have ten minutes as a group to review all of the ideas your recorder wrote down. From these ideas, your group should create a list of 5-10 key issues or questions raised by your particular news source. Everyone should write down this list in their notebooks.” Answer any questions students may have.
6. Set the timer for ten minutes. Move around the room and listen to the group discussions. Answer any questions or clarify any information as needed and ensure that all groups are on track with the task.
7. Once the timer stops, have students turn their attention back to you. Confirm that every individual student has their group’s list of 5-10 key issues or questions written in their personal notebook.
8. Explain that students will now meet in number groups so that everyone has a chance to interact with students who observed different news sources. Verify that all students know the number they are assigned. Designate specific areas of the classroom for each number group if needed. Have students move to their number groups and turn their attention to you.
9. Say, “Now that you are in a group with students who observed different news sources, everyone will share the key issues and questions they recorded in their notebooks. As everyone shares, if you hear something that is similar to what your first group wrote down, make a note of it in your notebook. Our goal in this conversation is to discover common issues or questions raised by the different types of news sources we observed. You will have ten minutes for everyone in the group to share.”

10. Answer any questions students may have. Set the timer for ten minutes. During the activity, move around the room and listen to the group discussions. Answer any questions or clarify any information as needed and ensure that all groups are on track with the task.
11. When the timer goes off, explain to students that as they just did before in their first group, they will now create a list of key issues or questions. The difference is that now the list will include issues and questions raised across news sources. Tell students that they will have 10 minutes to complete this task.
12. Groups should designate a recorder who will write down the list in his or her notebook. All members should share any common ideas they noted during the round of individual sharing. From these ideas, students should select 5-10 common issues or questions and create a final list that everyone will write in their notebooks.
13. When the timer goes off, verify that all ideas have been recorded. Explain to students that the next step will be to create a poster explaining the key issues or questions raised across news sources.

During the next class meeting, students will create a poster in their number groups and present it to the class. The whole class will discuss the issues and questions raised across different news sources.