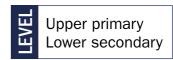
EdRugby Online Educational Resource

LESSON: Global media

THEME: Rugby media



DESCRIPTION:

Students investigate sources of international media that broadcast live sporting events. In groups, students analyse and research a live broadcast format, focusing on the technology used and the people involved.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

English

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing.

Technology

Explains how information can be constructed, presented, stored and transmitted in different forms for particular audiences and users.

SUGGESTED TIME:

50 minutes

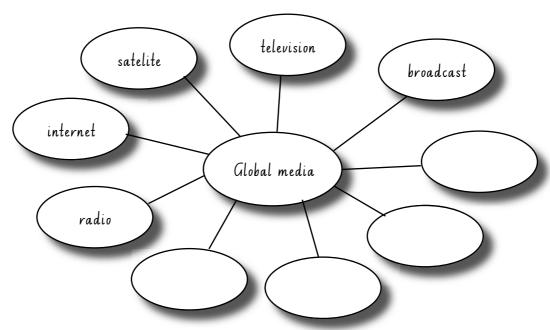
WHAT YOU NEED:

- class copies of student handouts (at the end of this lesson plan)
- access to the Internet
- relevant books in the school library
- video tapes featuring a range of sporting events broadcast on television (including the end credits)



PART 1 INTRODUCTION

a. Introduce the lesson by discussing the role of international media in broadcasting sporting events and explain the role of technology. Brainstorm with the class (on a mind map) to find out what the students know and what they need to know. An example of a mind map follows:



b. Show the class the video tape (compilation of various sporting events). Stop the tape after each sporting event and ask the class to speculate on what technology was used and the people involved in the television broadcasts. You may find the end credits a useful source of information. Work with the class to complete the first row of the table.

Broadcast format	Description	Technology used	People involved
television		electricity video cameras monitors microphones	producers camera operators

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PART 2 GROUP RESEARCH

a. Organise the class into groups to investigate one of the following sources of international media: radio, Internet and cable/satellite. You may choose to shift the scope of your research into other areas of media technology such as newspapers, DVD or daily email updates.

Some suggested questions include:

Describe how radio/Internet/satellite formats communicate with an audience.

What technology does radio/Internet/satellite use to broadcast live?

What roles do people have in the live broadcast on radio/Internet and satellite formats?

Ask students to record information so that they can report back to the whole class.

b. Ask each group to report back to the whole class and complete a class summary table.

PART 3 REFLECTION

Ask students to compare the live broadcast formats and to reflect on similarities and differences between the technology used and the people involved. Reflect on the importance of live broadcasts of sporting events, e.g. the Rugby World Cup 2003.

PART 4 EXTENSION

- Investigate the technology used by live broadcast formats 50 years ago and discuss the changes since then.
- Find out the skills required by people who work in live broadcast situations and how they are trained.
- Have students research statistics on the numbers of people who watch or listen to live broadcasts of sporting events and discuss.

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STUDENT HANDOUT INTERNATIONAL MEDIA

Live broadcast formats

Broadcast format	Description	Technology used	People involved
television			
radio			
Internet			
satellite			

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