

## Information about the action

### Title of the action :

Immediate decoding ! Education to mass media : decoding the information in the printing press and on television.

**File name :** 57SEGPACartableTV

**Academy :** Nancy-Metz

### School name and address:

S.E.G.P.A. du Collège Paul Verlaine 57000 Metz

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**Classe(s) involved :** 2<sup>nd</sup> year S.E.G.P.A. (general and vocational adapted teaching)

**Subjects involved:** French, civic education, IT

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**Web link :** [www.cartable.com](http://www.cartable.com)

Local education authority guide lines **5** : axe 3

**Summary :** This action was implemented with two 2<sup>nd</sup> year S.E.G.P.A. classes in 2001-2002 and 2002-2003. It articulates around two axes.

The first one is a journalistic writing project for *Cartable* (quarterly addition to the daily newspaper *Le Républicain Lorrain*, written by pupils). To be successful, this project was preceded by a seven-week period to discover this regional newspaper (3 sessions a week).

The second one is a ten-session period to learn how to decode the news on television.

In both cases, we want to help the pupils understand how the written and broadcasted news are dealt with to place him in a position to produce these news.

### Key-words :

STRUCTURES	PRACTICAL DETAILS-DEVICES	THEMES	SUBJECTS
School SEGPA	AIS Educational diversification Partnership	Citizenship, public spirit School problems Mastering languages ICT School life	Civic Education French IT Interdisciplinarity

## Writing about the action

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<p style="text-align: center;"><b>IMMEDIATE DECODING !</b> <b>EDUCATION TO MASS MEDIA : DECODING THE NEWS IN THE PRINTING PRESS AND ON TELEVISION</b></p>
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<p><b>USED ACRONYMS</b></p>
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**C.D.I.** : Centre de Documentation et d'Information (**School library**)

**C.L.E.M.I.** : Centre de Liaison de l'Enseignement et des Médias d'Information (**Connecting centre between teaching and Mass media**)

**J.T.** : Journal Télévisé (**Televised Journal**)

**S.E.G.P.A.** : Section d'Enseignement Général et Professionnel Adapté (**General and Vocational Adapted Teaching**)

**T.I.C.E.** : Technologies de l'Information et de la Communication pour l'Enseignement (**ICT**)

**U.N.E.S.C.O.** : United Nations Educational Scientific and Cultural Organization

**Introduction.....**

**I. Mass media, school, educating to mass media, why, how ?**

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**Conclusion.....**

**Bibliography.....**

This report explains the two projects implemented in S.E.G.P.A.<sup>1</sup>:

**1. In 2001-2002, my 2<sup>nd</sup> year S.E.G.P.A. class in Paul Verlaine School, Metz-Magny participated in a journalistic writing project for *Cartable***, a quarterly addition to the regional newspaper *Le Républicain Lorrain*. This operation is organized every year by the academic board of examination of the Moselle department and *Le Républicain Lorrain*. It involves a dozen classes split in two groups which both produce one issue of *Cartable* (equal number of primary and secondary schools, 18 classes participated in 2003/2004). The goal for each class is to write three to four articles in a certain period of time, two weeks<sup>2</sup>.

The motivating aspect of writing articles “like journalists” and the prospect to be published naturally led the pupils to join the project.

**2. During the school year 2002-2003, I built a sequence in ten sessions on how to decode the information on television** : from what is on the screen, I help the pupils understand their own perception in front of the screen. A 2<sup>nd</sup> year S.E.G.P.A. class from Philippe de Vigneulles School in Metz-Queuleu participated in these sessions.

Choosing the televised newspaper was a triggering element and motivated the pupils to adhere. The J.T.<sup>3</sup> has a strong responsibility in how young people perceive the world and the actuality. Finally, it influences their moral standards, the way they feel, think and behave.

Moreover, young people are deeply interested in problems concerning the future of the planet and of the humanity, prominent facts (September 11/09/2001, slicks, wars) or problems directly related to them.

My goals are to make them aware of how information is handled, to help them develop their observation skills and to make them express orally what all viewers spontaneously feel.

The central question I asked myself in these two actions was the following : **Why and how does educating these specific pupils to mass media make the world more accessible and more understandable to them?**

I will first try to specify the place of mass media, the links with the school and what an education to media can be. Then, I will present the theoretical part of decoding the information in the printing press followed by a work of journalistic writing and the same decoding for television.

I will explain my demarche, my pedagogic purposes and the skills I aimed at for the pupils.

The second part will deal with the pedagogic practices I implemented : sessions on the printing press and the production of journalistic writings on the one hand, and sessions on televised news on the other hand.

To conclude, I will do a synthesis on the relevance of these two projects regarding my initial question, I will look for the effects of this specific education on pupils and I will consider possible extensions.

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<sup>1</sup> General and Vocational Adapted Teaching

<sup>2</sup> See the project description on the CLEMI Lorraine website: [www.ac-nancy-metz.fr/clemi](http://www.ac-nancy-metz.fr/clemi)

<sup>3</sup> Televised News

## I. Mass media, school, educating to mass media, why, how ?

### I.1 Mass media in our society

The pupils we deal with cannot escape the media : they read, listen to the radio, go to the cinema, watch television, communicate via internet. Mass media interpellates them, make them consume, entertain and inform them.

The press intended for young people targets at their tastes, their expectations, their passions and their questionings.

Moreover, communicating through images is a major communication mode. To René La Borderie<sup>4</sup>, we are great « images consumers », our civilization has been using images for ages to tell stories and to tell its story, from « cave painting » to « cartoons » going through « stained glasses, tapestries ».

Possibilities and televisional choices keep increasing. News, reportages, documentaries, films from all over the world are available all the time. We can get any show on an infinitude of channels thanks to the satellite.

According to Régis Debray<sup>5</sup>, we are « the first civilization to have set an equality line between visibility, reality and truth. » But, all that is visible is not necessarily real or true : on the one hand, pictures can be altered, on the other hand, computerized images are often added to visual messages.

Serge Tisseron<sup>6</sup> sees a real evolution in the young viewers' behaviour : from the 60s to the 80s they were captivated by the pictures on TV, nowadays TV merely becomes a visual and soniferous accompaniment. Before, pupils did their homework listening to the radio, now they watch TV. Media are unavoidable for those who want to know what is going on around but what about the connections between school and media?

### I.2 School and Media

*Le Monde de l'éducation*<sup>7</sup> titles : « TV versus school, the cultural clash ». they are completely different : « Television seduces, teachers teach. Television is about easiness, school is about efforts ; television is immediate whereas learnings are on the long term ; what's serious and what's futile are on the same scale when school establishes hierarchies ... »

Television is voodooing and receives the young people's attention... two qualities teachers would like to have.

In fact, using mass media to the benefit of « knowledge » is improving.

It appears we cannot do without an education to mass media but how to define it ?

### I.3 What's an education to mass media ?

At first, we only talked about an education through or thanks to the media. Today, « studying, teaching and learning modern ways of communication and expression » are part of a « specific and independant field of knowledge ».

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<sup>4</sup> René La Borderie, *Education à l'image et aux médias, Les repères pédagogiques*, Nathan, 1997, p.9

<sup>5</sup> Régis Debray, *Vie et mort de l'image*, Gallimard, 1994, p. 499

<sup>6</sup> Serge Tisseron, *Le bonheur dans l'image, Les empêcheurs de penser en rond*, 1996

<sup>7</sup> *Le Monde de l'éducation*, n° 308, novembre 2002

Xavier Darcos<sup>8</sup> shares this point of view : « we teach young people to comment upon a text, to analyse a grid or a symphony. How could we let them alone in front of their television without giving them the tools and the keys to understand and criticize the information it delivers? We stick to the most humanistic mission of school, which is to help separate right from wrong and see daylight in everything. »

The C.L.E.M.I. initiates a special week in schools about mass media « *la semaine de la presse et des médias dans l'école* », to take a new reality into account : « the information pluralism and the pupils' media practices. »<sup>9</sup>.

There is knowledge on television but this knowledge has to be built through a specific work, hence the idea of an education to mass media.

## **I.4 Specific project to educate to Mass Media**

### **I.4.1 Educational Intentions**

- It's an activity in French for we are going to manipulate the language : written, thanks to documents which relate the pupils' experience, oral thanks to criticisms, and group works. The idea is to show the codes, the organisation of journalistic writing. Written texts are interesting for they bring facts, things I don't know. Now, I can produce a written document, organized and wise.
- The education to Mass media is part of being a citizen. « What is a citizen, a free citizen, but a person fully capable of analysing and putting into context the information he receives? If we are strict, if we check our sources, if we understand the information we read in a particular context, therefore it's a daily practice of democracy which is proposed. » says Xavier Darcos.
- Education to citizenship takes into account « the arbitration role of contemporary media in our mental representations of society, politics and democracy. »<sup>10</sup>. Pupils understand the function and the responsibility of a citizen in democracy. »
- We aim at developing the pupils' point of view and giving them more freedom in this world of communication.

### **I.4.2 Aiming skills for pupils**

#### **Know how to understand (savoir-comprendre)**

- Spotting elements in a written newspaper, a journalistic writing and a televised newspaper.
- Understanding the communication schema (transmitter, receptor, message) adapted to written and televised information.
- Giving a meaning to received messages (written or televised).
- Understanding the form and the staging of an event.

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<sup>8</sup> Ministre délégué à l'Enseignement scolaire, intervention lors du colloque « *Jeunes, éducation et violence à la télévision* » *April 29, 2003*

<sup>9</sup> Jacques Gonnet et Benoît Menu, *Dossier pédagogique, 14<sup>ème</sup> semaine de la Presse dans l'Ecole*, Editorial, p. 1

<sup>10</sup> *Jeunes téléspectateurs, futurs citoyens*, les cahiers de Téléspectateur, C.N.D.P., 1998, p.8

**Savoir-faire :**

- Describing what we perceive (seen, heard, read).
- Producing a journalistic writing under specific constraints and in a given time.
- Looking for information, taking an interest in actuality through television and/or printing press.

**Know how to be : (Savoir-être):**

- Locating oneself, pointing out, judging, giving ones personal opinion, being able to criticize what you read or see.
- Justifying ones opinion and interpretations.
- Listening to others and accepting their opinions.

## II. Detailed presentation of the two projects and analyses

### II.1 Production of journalistic writings for *Cartable*

#### II.1.1 Decoding information in the printing press

Before producing anything we had seven three-hour sessions. (one a week) :

1. Knowing the press for young people(3h)
2. Discovering the regional daily newspaper, its organization and its several rubrics (4h)
3. The header (3h)
4. The different sorts of articles (4h)
5. The news item (3h)
6. Discovering older issues from *Cartable* (3h)
7. Evaluation (1h).

### 1. Knowing the press for young people (3H)

**Goals :**

- Familiarizing with newspapers and magazines for young people available in the school library.
- Discovering the diversity of items and themes.
- Tackling the communication schema : Who build the newspaper ? who for ? (target, a model reader).

**Notions :**

Periodicity, titles, maxim, format, pagination, printing, rubrics, summary.

**The sessions :**

- In groups of two, pupils write remarks about the chosen newspaper or magazine physical aspect (paper quality, weight, format, pagination, photos).
- They draw out a “newspaper ID card” thanks to the following elements : the header and the maxim which often goes with it, the editor, the periodicity, the reader’s age, the price, the presence or the absence of advertisements and their type.
- The pooling is done thanks to a presentation of the different ID cards to the class.
- The cover, the header, the summary, the rubrics are used to analyse the structure afterwards : news, special file, discovering the world, test, survey, readers’ letters, tales or stories, cartoons, games, cinema, songs...

- We write the number of pages dedicated to each rubric.
- Each group's observations are presented collectively.

#### **Analyses :**

- These sessions showed that few pupils had already been in the school library. Among the available newspapers, few were known by the pupils.
- The writing of the ID card showed that looking for information in an unknown support was very difficult for them. For example the contents part (the summary) is not their first step in looking for information: most of them proceed by trying and failing (skimming the whole newspaper).
- There are many ways to enter a newspaper or a magazine: we are attracted by the header because of the colours and of the attractive title, we come across our favorite cartoon or the singers rubric...
- We accomplished our first goal : pupils got interested in this kind of press and some of them even returned to the school library on their own to read magazines

## **2. Discovering the daily regional newspaper, its organisation and its various rubrics(4 H)**

#### **Goals :**

- Understanding the role of this newspaper and defining the reader's expectancies.
- Discovering how it works and how it is organized for a better reading.
- Getting to the information I need.

#### **Notions :**

A daily newspaper, the headlines, the frontpage, the rubrics, the titles.

#### **The sessions :**

- Collectively, we look for the elements that constitutes the headlines (top of the front page) : name, logo, date, issue, price...
- From a stockpile of previous issues, we find all the rubrics (at the top of each page). We cut these parts and we stick them as they mainly appear in the newspaper.
- The same work is done for additions ( *Cartable* is part of them).
- In groups of two, pupils cut some articles corresponding to each rubric.
- Some exercices are proposed: from the title of an article they have to find the corresponding rubric.
- Collectively, from the newspaper content we try to define the *Republicain Lorrain* reader and his expectations

#### **Analyses :**

- Looking for the different rubrics was not too difficult for the pupils. The positive aspect is that they realized a newspaper was organized and they could find their way to an article if they wanted to.
- On the other hand finding a rubric from an article is more complicated as they must know the given information.
- The reader's expectancies were found by the pupils thanks to the rubric order (being informed on ones district, city, country, world, getting practical information)

### 3. The front page (3 H)

- Title, hat, onset, intertitles, anticlimax, caption.

#### **sessions :**

- First activity : looking for articles in previous issues and sticking them on boards in different categories.
- Then, inside the articles, finding what could hook the reader..

#### **Analyses :**

- A few confusions appeared between polls, analyses, account, report. Only one category was made with these four types of articles.
- The precise decoding of the articles was well assimilated and prepared the frame for the journalistic writing. For the content, they must know the five “w” rule.

### **5. stories (3 H)**

#### **Goals :**

- Understanding the five “wh” rule (who ? where ? when ? what ? why ?).

#### **Notion :**

- The five « wh »

#### **sessions :**

- First session to introduce the rule. We use highlighters to define each part of the text concerned by the five questions.

#### **Analyses :**

- These sessions are part of the journalistic writing as this rule can be applied to all sorts of narrative texts and to the writing of articles without forgetting anything.
- The pupils liked these sessions because they understood the importance of their answers and of their precisions. Finally, they realized, through all these stories, human misery, as these stories often relate car accidents.

### **6. Discovering previous issues of *Cartable* (3 H)**

By introducing the finalized produce to my pupils I want to motivate them.

#### **Goals :**

- Finding in *Cartable* the constitutive elements that we studied in *Le Républicain Lorrain* (The frontpage, the summary, the rubrics, the five « w », the types of articles)
- Discovering a lot of articles.
- Looking for information in journalistic supports.

#### **Sessions :**

- The pupils find the studied elements thanks to a questionnaire. They prepare another questionnaire they correct afterwards.
- The titles are explained collectively to detect their originality or the puns which give their meaning.

**Analyses :**

- The pupils exactly realized what they had to expect as journalists. *Cartable* is written like a real newspaper, they find it serious and therefore they are motivated. They now know the importance of the titles to hook the reader.

**7. Evaluation (1 H)**

This first part of the project led to an evaluation concerning the organization, the presentation, the distribution of a newspaper, the search for articles thanks to a rubric, the proposition for a title. These notions were well understood.

The following step was the production part.

**II.1.2. Journalistic writing.**

This second part of the project started with the meeting of a journalist from the *Républicain Lorrain*. He explained the role of the journalist, how to choose topics, and gives us advice to write correctly. (2h).

During two weeks pupils write articles, take pictures (about 12h). Two days before his second intervention everything is sent to the journalist. The texts are reread and corrected at this time. We look for titles. Then, our articles are validated and get the « good for publishing » stamp.

Pupils get involved in the thirteenth week of the press in school(3h).

All the pupils' writings are published on the internet : *cartable.com* and printed in *Cartable* (issue 34, June 2002) . Our pupils go to the Republicain Lorrain to meet other young journalists published in *Cartable*.

**1. Meeting with the journalist (2 H)****Goals :**

- Discovering his job and his missions.
- Tackling some notions: the right for a citizen to be informed and the journalist's obligation.
- How information circulate and the notions of transceiver and message.
- Choosing five topics for an article.

**The sessions :**

- Questions-answers with the journalist to know more about his job and his main obligations.
- The journalist tries to find out the pupils' interests: he makes them speak about themselves.(environment, activities, the people they see to find the topics for the articles.
- Finally he gives them advice to write articles and to collect information.

**Analyses :**

- At first pupils didn't feel at ease with the journalist. They spoke more after his departure. The journalist's obligations were not easy to find. Pupils have a better representation of a journalist working on TV than a journalist in the printing press.

- Three articles dealt with the S.E.G.P.A. (the three workshops, the headmistress's role, the two class delegates) and two with the Secondary School (the canteen, the council adviser).

This choice was made to help the reader understand what a S.E.G.P.A. was.

**1. Writing the articles and second meeting with the journalist (12 H)**

The pupils have 2 weeks to write the articles and to send them to the journalist.

**Goals :**

- Organising the team work, handing out the tasks.
- Using their journalistic knowledge and applying them in their writings (to capture the reader's attention).
- Sorting, Choosing, Classifying information.

**The sessions :**

- 5 teams of three pupils are constituted according to the topics, the groups work in autonomy. How are we going to get the information, and how are we going to introduce them ? We have to define the pupils' role according to their skills.
- The articles are sent by mail to the journalist. We add pictures to these articles.
- The second meeting with the journalist corresponds to the correction of articles, writing the headlines and choosing the titles.

**Analyses :**

- The team work was not easy. Being in the position of choosing is more difficult than simply following the teachers' lessons. They had to organize a meeting and prepare questions for an interview.

- The writing asked for the involvement and the creativity of each group member. A final evaluation was organized for each of them. My role was to match a motivated pupil with a less motivated one. The shyest pupils developed oral skills during this activity.

- Each pupil reworked the writing part before, during, and after the wordprocessing. Therefore, each pupil had the feeling to be involved in the project.

- Working two weeks as journalists was barely enough for those pupils.

- The five groups decided to write their articles as interviews. This required particular skills : reacting to a given answer, adding a question that was not prepared, making the person repeat, asking for extra information or details if they did not understand. They had to deal with the information, questioning the order and the relevance of their questions.

- These skills could have been worked upon inside the class. The transcription of answers was quite difficult: reading their notes, correcting the spelling mistakes before and after the wordprocessing part. The problem was solved by asking more information to the interviewees. Some difficulties were formative. They had to deal with the different interviewees' timetables : Adaptation to different jobs and their organisation, their constraints, making appointments. The pupils had to assert themselves and these demarches inside school

helped them. Here, pupils from S.E.G.P.A. are considered and seen as being part of the school.

- Finding the titles with the journalist made the pupils use their imagination, they had to find words that evoked the different themes.

### **3. Participation to the week of the press 18 to 23 March 2001 (3 H)**

Discovering the press for young people and adults.

Sensatization to press photographs : the *J.D.E. (Journal Des Enfants)* shows three award winning pictures in 2001 and 2002.

### **4. Web (site [www.cartable.com](http://www.cartable.com) and school intranet), paging (*Cartable* printed version) meeting at *Républicain Lorrain* of other pupils writing in *Cartable*.**

#### **Analyses :**

- The whole project was published on the internet and on the intranet and it showed to the other pupils the success of this action. The paper version of *Cartable* was given out inside the school. Realizing that you are able to do something unusual is very important. Showing it to others changes their consideration and their esteem.

- Half a day was spent at the *Républicain Lorrain* 's premises. It made us share our writing experiences and our impressions.

Each school had to introduce an article, a photo or an important moment of the project to the others. My pupils talked about their difficulties to interview people.(listening to somebody, writing his words, asking relevant questions many times, explaining his answers).

They evoked the difficulties to find good titles (original and informative at the same time).

Nevertheless, everybody was enthusiastic about the project and very proud of the final result.

Second project concerning television.

## **II.2 Decoding information on television**

This project lasted for a month (from January to February 2003). We worked during 10 sessions with a 2<sup>nd</sup> year S.E.G.P.A. class of 15 pupils from Philippe De Vigneulles School in Metz-Queuleu. The 11<sup>th</sup> session took place in April.

1. and 2. To start off I made two polls : The first one to know the pupils better by asking questions about their television habits and the second one about news on television.
3. The following sessions was about comparing the first 5 minutes of the most famous journal on TV (T.F.1, France 2, France 3).
4. A whole journal was analysed thanks to a grid.
5. We worked on the differences. Each channel has its proper way to deal with information.
6. We explained the links and connections between a picture and its comment.

7. We compared the printing press, the radio and the television in how they deal with a piece of information.
8. The pupils imagined a comment to introduce the news.
9. After these sessions, they answered a survey about news on TV.
10. They built their ideal journal from 10 reports they saw in the wrong order.
11. An evaluation about their skills and behaviour was proposed.

## 1. : The television and you : poll 1 (annex 01)

### Goal :

- Our behaviour as a viewer.

### Session :

- A questionnaire is given to the pupils. The class statistics are shown to everyone to place oneself among the class.

### Analyses :

- The results are quite significant if we look at the 15 pupils' age (they are 13 or 14 years old).
- Half of them have three television sets. All but one have a VCR, a subscription to the satellite or the cable. These figures are confirmed by Médiamétrie<sup>11</sup>.
- Half of them do something else while watching TV. The three favourite channels are T.F.1, R.T.L.9 et M6. A majority zaps.
- Some pupils watch TV in the morning before going to school, after school and in the evening. ( up to 6 hours a day and 20 hours a week for some of them). Which is more than the figures from mediamétrie (144 mn daily for 11 to 14 year old kids).
- Real TV show (*Star academy*), soaps (*Friends*), variety shows and films come first.
- They watch TV to spend time and to have something to talk about.
- pecially watch adults programmes.
- Without TV they say they would go out and listen to music more often. It is their number one hobby. If they could, they would get rid of advertisements to get more soaps.

## 2. News on television : poll (annex 02)

### Goal :

- Our behaviour when faced to televised news.

### Session :

- The pupils answer a questionnaire and compare the results to justify their behaviour.

### Analyses :

- Nine pupils watch the news on TV at 20 h, on channel 1 (T.F.1.)
- They say it's more modern on this channel and the music is better. The idea of modernity is quite difficult to explain for them : « ther are more computerized picture in the credits ».
- Six of them decide to watch the news with someone in their family.
- The six pupils who don't watch the news say it's not interesting and find it boring.

<sup>11</sup> Measurements for Media <http://www.mediametrie.fr/>.

### 3. The evening news : T.F.1, France 2, France 3 : The first five minutes

#### Goals :

- What constitutes the news.
- The notion of news production.
- Giving them skills to understand and apprehend the news on TV.

#### Session :

- The beginning of the three journals are seen successively and analysed through a grid by the whole group.

#### Analyses :

The session interested them. They found indications they had never seen before :

- the earth on T.F.1 and F2 symbolizes « news from all over the world ». the blue screen in the background is often filled with television sets, which means the journalist's team is still working and is ready "to bring up to date information". Information is continually produced.

- Pupils find the credits quite similar in terms of music, colour and shape. « everything looks the same ». We discuss the notion of competition between the different channels which copy each other. By asserting that the journal takes place every evening whatever happens in the world we come close to the notions of ceremonial and ritual.

- The journalists are well known and we feel we can trust them. They allow us to individualize each journal. : « P.P.D.A.<sup>12</sup> is on T.F.1, Claire Chazal too ». Pupils never question the veracity of the information : « They are taken seriously !»..

### 4. Observation with a grid of a televised journal

#### Goals :

- Understanding how the journal works.
- Summing up a piece of information in one sentence or expression.
- Finding the rubric to which the reportage belongs.
- Understanding the logic of introducing information.

#### Session :

- The session starts with an explanation of the different rubrics through examples.
- After each topic, we stop the tape to give time to the pupils so they can sum up the reportage in one sentence and find the rubric to which it belongs.
- When we pool things together, we try to come to some general agreement.

#### Analyses :

- Pupils found it difficult to sum up a topic into one sentence or one title.

- They also noticed a topic could belong to many rubrics. They had to justify their choices and this gave place to interesting mini debates.

- They noticed an important number of facts of lives. We would have needed more sessions to make them understand how these facts were dramatized to make people learn from them and sometimes turning them into society problems (like urban violence for instance).

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<sup>12</sup> Patrick Poivre D'Arvor

- The organization of the journal made them prefer the end rather than the beginning: we find the sport rubric and the movie trailers and releases.
- As a whole, pupils showed a « televisional intelligence », but they lacked words to express their ideas.

## 5. How do different channels deal with the same piece of information?

### Goals :

- Finding the differences and the similarities in the treatment of the same piece of information on different channels.
- Being aware of ones own attitude as a viewer : explaining why I prefer this rather than that.

### Session :

- First piece of information : choosing German as your modern language in year 7 ( 27/01/03 on T.F.1 and F2). Pupils watch both reportages and fill in a grid to guide their observations.
- Same process for the second piece of information : The killing of 2500 cheep following an E.S.B. contamination (27/01/03 on T.F.1, F2, F3)

### Analyses :

- In the first topic on TF1, they liked the fact that many pupils had been interviewed and the playful way to teach German.
- In the second topic, The pupils noticed the similarities between the channels. The setting was identical, which explained these sim

- The class is split into two groups. One half watches the reportage with the sound while the other half turns its back to the television and therefore only has the sound as a source of information. Everybody fills in the grid answering to these five questions: What? Who? When? Where ? Why ?
- The second half tries to imagine the pictures that could be shown.
- Pupils argue and compare their answers afterwards.
- We watch the reportage a second time to conclude.
- We change roles for the following three topics.
- The four chosen topics (T.F.1, 26 and 27/01/03) are : cleaning the Spanish coast after an oil slick (environment), the Monte-Carlo rally(sport), the yellow coins train (fact of life), the ski champion Herman Maier (sport).

#### **Analyses :**

- Pupils agreed that for the four reportages, comments were sufficient to get to the essential. Those who only had the comments had to be more concentrated. Those who watched paid more attention to the pictures than to the comments, especially when they were spectacular. They listened more during the second viewing.
- The pictures emotional strength touched the pupils but diverted them from the real meaning. (a young fisherman's sadness, the skier's motorbike accident, a car left the road during the rally). Again, they understood some pictures better after the second viewing.
- Finally, the comment often gave information with no direct link to the pictures, hence the necessity to stand at attention. But it was too fast and too substantial : the second viewing was necessary to understand.

### **7. Comparing a piece of information in the printing press, on the radio and on television**

#### **Goals :**

- Bringing out the specificity of each media, what it brings and how we perceive it.
- Observing the use of spoken, written and visual languages.
- Finding the assets and drawbacks of each support.

#### **Session:**

- The chosen piece of information was the fire at DAEWOO in Mont-St-Martin (54), 23/01/03.
- We studied the article in the *Républicain Lorrain*, on *France Inter* and the reportage on *France 3 Lorraine* the next day.
- We filled in a grid in groups of two and we put our answers together to analyse and compare the different types of writings, the vocabulary used, the pictures and the comments.

#### **Analyses :**

- Pictures : first, this was what interested them because it was visual and spectacular (firemen, fire).
- Texts : according to them, « it needs some efforts to read the whole article ». Moreover, « it's complicated, some words are difficult to understand ». Nevertheless, they admitted they learned more things if they read the article but the most useful or essential are on TV.
- Radio: the specificity of the radio was well understood : « we can hear the news anywhere, in the car, at home ». The information given are short « we understand well».

• The relevance of the text added to the pictures is not clear to them : « Television is enough. Newspapers are for adults ». Reading or being interested in the printing press need an education (see first project described above).

## 8. Imagining the introducing comment of the journal.

### Goals :

- Spotting the intonation, the look on the announcer's face, the conciseness of the speech, the given elements (place, context...).
- Favoring written and oral expression.

### Sesion :

- Three reportages with their introductory comments are shown to the pupils. We complete the first goal.
- Another reportage is shown without its introductory comment. In groups of two we try to write the introductory comment corresponding to the reportage.
- When we pool all the comments, the writings are read out loud with the intonation and the expression corresponding to the topic. We compare the writings and the readings.

### Analyses :

This exercise was quite difficult for the pupils :

- Intonation and expression : they would require a specific work, for exemple we could film the pupils or record them.
- Conciseness of the speech, given elements : giving a short piece of information including the context requires specific skills. Some pupils forget to talk about where it takes place or give too many details.

## 9. A survey about the news on TV (annexe 03)

Pupils have been made aware of what a journal was. Some of them watched it quite regularly. I thought it was quite useful to sum up their knowledge and to see how they experienced it.

### Analyses :

Here's a summary of the pupils' answers :

- The announcers speak well. Their suits are nice and they «look trendy». They inspire trust for « we know them ».
- We believe in what they say for « they show pictures ». « If we don't see, we don't believe », says a pupil. In the report which follows the survey, a debate takes place about « the picture giving right to the speech ». Those pupils also think an article or a brief news dispatch on radio is also « true ». however, « with a picture, we have no doubts».
- Their seriousness and their expertise make them more creditable than other announcers. The blue colour on the background recalls France and its flag. The notion of « team and teammate» is recurrent : The announcer doesn't face the audience on his own. Pupils are right when they say it's the same in a newspaper or on the radio.
- Spectacular news interest them because they feel « anger, sadness, excitement » and « it could happen to our family or to us » « Sometimes they shouldn't show everything, for

example, accidents or when people suffer ». This thinking raises a long distance problem but television is aware of it.

- Politics, sportsmen, singers, actors are the most invited personalities during the journal : this is reality.

## 10. I build my ideal televised journal

### Goals :

- Understanding and explaining in one sentence or expression the theme of a reportage.
- Classifying 10 reportages in the most coherent order for oneself.
- Justifying your choice whatever it might be and explaining it to the others.

### Session :

- 10 reportages from F2 (12/02/03) are introduced to the pupils in a different order than the initial one.

### Reportages in the wrong order

Order of the reportages introduced to the pupils	Topics	Initial order
1	Puppies contraband and trial of the biggest illegal importer	4
2	Future access to Mont Saint-Michel	9
3	Ski world championship	10
4	Shipwreck of a drifter off the coast of Oléron Island	1
5	Binocular(long range) radars bought by nine mayors in Normandie	6
6	True/false Ben Laden video cassettes	2
7	AIDS Vaccine	7
8	The first seconds of the Universe	8
9	Terrorists threats in the USA	3
10	Demonstration in Gradanne against the shutting of a factory	5

After each reportage some time is given to sum it up in one expression or sentence and to find its corresponding rubric.

- A collective work is done to make sure everyone understood everything.
- Each pupil makes its own journal and justifies its choices on a written paper.
- The next step is oral : everyone introduces and explains its ranking.

### Analyse :

- This work led to many confrontations as pupils really have problems listening to each other.

- Most of the time for affective reasons : « I like » or « I don't like ». Therefore, sport and animals always come first.

- Some pupils said : « First we speak about France because it's our country then we speak about foreign countries».
- Facts of life were usually first like the binocular radars for « it's good to show this to young crazy drivers ». The reportage in the USA interested them a lot because what happened on 11/09 is still very present in their minds.
- Topics about AIDS, politics, demonstrations often come last as they didn't feel directly concerned.

As a last session I proposed the pupils to evaluate their...

## 11. Skills and behaviours when they watch the news on TV

### Analyses :

- *Understanding the news* : a large majority knows how the news work, how to find the place and context of the information given. But, few know how to find the corresponding rubrics. The representation of real

The journalistic writing project would not have been possible without the preliminary sessions we had about decoding the news in the printing press. I adapted my demands and my goals, trying to keep the project I had in mind intact: telling a story and telling oneself through a specific writing. If we look back, we can say we achieved something as the pupils' opinion about the printing press was quite negative : expressing oneself, trying to interest the reader, these things are in a way an opening to the world and to others.

By studying the handling of information (printed or televised) you open your mind.

But the most important thing is that you leave your « bad pupil » suit to

- better understand what's around you
- see that you can find a place in society and you will be recognized sooner or later. For example the publication of *Cartable* confirmed each pupil's abilities for himself but also for the others : other pupils, teachers, readers.
- impart your experience, the way you see things. Everybody got involved, was creative, and working in groups was a total success.

➤ The effects on the pupils ?

- First of all, pupils learned new knowledge linked to the documents they studied : academical knowledge about newspapers, televised journal (how to build the news and how to introduce them...) These knowledge gave sense to the printing press and to the television and motivated the pupils. Their look was different cause they were informed.

I have the impression that the way they tackled medias was more and more natural, and it was much easier for them after a few sessions.

- They developed observational skills and they became more critical : In some cases they had the necessary distance to say that it was only a part of reality. I can't say all pupils went that far as we should have worked more on the source of information.

They also enlarged their thinking and their horizon on actuality : printing press, news on TV.

➤ Possible extensions could be :

- How do the media deal with a major crisis ? printing press, radio, television and internet : The war in Irak for example. Adding internet seems essential for its easiness, its speed and its modernity.

The event being a long term event, pupils could do reports every two or three days multiplying points of view : soldiers, civilians... Debates could be organised and everyone would give its point of view, its feelings and its own understanding of the facts. We could imagine a questionnaire, a survey which would lead to an article in the school journal or on the school website.

- Watching *Arrêt sur images* (la 5<sup>ème</sup>) which studies the handling of information

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As a conclusion to these two decoding projects (printing press and television) :

- S.E.G.P.A. pupils are able to get involved in a motivating project like journalistic writing and to reach a valorizing result.

• We can optimize oral and written works, which are priorities for these pupils. They improved a lot on these grounds : group work for *Cartable*, interviews, articles writing, oral expression in front of the class or other participants of *Cartable*, awareness of their televiewer's behaviour, summing up a piece of information, confrontation of points of view.

- These pupils can become active readers or televiewers who make intelligent choices and are regardful.

The printing press and the television are definitely two major educative tools. An educational approach enabled me to help these pupils develop their readiness to criticize the world.

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