

Types of Communication:

1) In small groups, have students brainstorm examples of ways media is used: a) inform, b) persuade, c) entertain (and why they are used that way)

2) Students rotate through the three different “types” (Magee – entertain, Dolinski – persuade, Rowland – inform). Each classroom centre will engage students to learn/experience examples of that type of communication. Example: Dolinski will have some video, radio, and magazine ads to examine and discuss – based on the 5 Key Questions. Who made it? Why? Target Audience?

3) Students fill out the “Media Communication” worksheet.

One Way Vs. Two Way Communication

Media-Awareness: The target is you (online: Alcohol). Discuss.

1. Copy and cut up the various “communication” drawings
2. Give each student one
3. Have them describe it to partner, and see what the partner draws (the partner can not ask questions or even talk. (1 – way)
4. Switch.
5. Give each student a new “communication” paper.
6. Have them describe it to partner, and see what the partner draws (the partner can now ask questions and talk. (2 – way)
7. Have students respond to the following questions:
 - What is the difference between the two ways?
 - What type of communication are most media? Explain.
 - Why is this type so dangerous to the public and yet so important to the advertiser?
 - What can we do to diminish the affect/impact of this type of communication?

Communication:

One Way Drawing:

Two Way Drawing:

Respond to the following in your journal

- a) What type of communication was more accurate? Why?
- b) What type of communication is most media? Explain.
- c) Why is this type so dangerous to the public and yet so important to the advertiser?
- d) What can we do to lower the affect/impact of this type of communication?

Media Communication:

Describe an example of how media is used to “communicate” in each of the 3 forms (refer to actual media examples). Why is each form of communication used?

To inform:

To Persuade:

To Entertain: