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Compilation of Global Education Activities for Use in Mass Communications Studies

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This starred paper submitted by Stanley C. Berg in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

A COMPILATION OF GLOBAL EDUCATION ACTIVITIES FOR USE IN
HIGH SCHOOL MASS COMMUNICATIONS STUDY

by
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S.S. St. Cloud State University, 1974

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for the Degree

Master of Science

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School of Graduate and Continuing Studies

**A COMPILATION OF GLOBAL EDUCATION ACTIVITIES FOR USE IN
HIGH SCHOOL MASS COMMUNICATIONS STUDY**

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in Partial Fulfillment of the Requirements	
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INTRODUCTION

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INTRODUCTION

Mass communications and mass media permeate the world affecting almost every person on earth. Here in the United States, nearly every person is in touch with mass communications daily. Only in the least developed areas of the world are people likely to be found that do not take in messages from the media, and, even then, it is probably not that common to find someone who has not been affected by mass communications.

However, most of the mass communications we receive here in the U.S. are also originated here and focus primarily on what happens and is thought here, leaving our knowledge of the media's messages about the rest of the world quite limited. When Marshall McLuhan coined the phrase, "The medium is the message," he correctly identified the strength of the media in shaping, not only our entertainment and information-gathering activities, but also our perspectives on everything from who we are to what people are like in the rest of the world. No longer is news gotten by visiting with a neighbor over the backyard fence to find out who is getting new carpet or wallpaper. Instead, we can tune in Robin Leach on "Lifestyles of the Rich and Famous" and find out how Princess Di, Ivana, or Madonna is decorating her latest real estate acquisition.

When we do turn to the media for a serious look at what is going on in the world, it can offer us an astounding array of choices and perspectives from which to view developments. However, the easily accessible messages are dominated by the American media, and it is only through a conscious effort to access global

perspectives that we will gain insight into what the rest of the world is like from an unbiased perspective and what the rest of the world thinks of the U.S. For example, if we wish to hear about what is going on around the world, we can tune in "ABC World News Tonight," or we can tune in the BBC newscast on MPR. Of course, the easier choice is the TV network, and that is what the majority of Americans do who wish to hear the news. But occasionally, it might be worthwhile to hear the news from a different perspective or, at the very least, be aware that this opportunity exists.

Not only is it a good idea to hear news from a perspective other than the "American" one to which most of us are accustomed, but, with the globalization of America in terms of the economy, politics, demography, and culture, it seems imperative that we expose our young people to what is happening globally in as many forums as we can. As Lee F. Anderson (1990) stated in his essay, "A Rationale for Global Education":

We have no choice but to press on with the task of globalizing American education. To do otherwise would be intellectually stupid and socially irresponsible because we would be putting at risk the children we love, the students we teach, and the nation we cherish. (p. 33)

Robert Hanvey, in An Attainable Global Perspective, promotes five dimensions of global education: perspective consciousness, state of the planet awareness, cross-cultural awareness, systemic awareness, and options for participation (Lamy, 1990, p. 53). While a single subject in high school, such as mass communications, cannot accomplish all of this, it can certainly begin to promote some of these dimensions.

A look at the current offerings in the mass communications field for high school curriculum points out a shortage of offerings that address these dimensions, however. Today's current textbooks on mass media, for example,

are out of date, not only because mass communications changes daily even without global pressures, but because they fail to adequately address the global nature of mass communications today. A look at a sampling of current mass communications textbooks suitable for high school students points this out. Understanding Mass Media by Jeffrey Schrank is touted by its publisher, National Textbook Company, as "The only mass media text designed for high school students" (1995, p. 31). The closest thing to a global perspective in this text is its twelfth chapter, titled, "Media and Our Image of the World." However, while this chapter is devoted to an examination of such worthy topics as stereotypes and distortion, its examples are limited to such noteworthies as Archie Bunker and Johnny Carson. Furthermore, an examination of the 1994 printing of this text shows that it has not changed at all from the 1991 printing. Unfortunately, the world of mass communications has changed dramatically in that time, and both Archie and Johnny are gone from the airwaves except for a few reruns on late night cable.

The publishing company, William C. Brown Communications, offers a catalog of publications and software (1993) aimed specifically at mass communications with titles ranging from Television Production to Photography. However, only in Mass Communication: An Introductory Survey is there any suggestion of a global approach to the media, and it comes in the section of the book titled "The Mass Media as Cultural Businesses." Unfortunately, however, the focus in this section is made up of chapters titled "The American Newspaper: A Profile of the Newspaper Industry," "The American Magazine: A Range of Reading," "Son of Hollywood: The Motion Picture Industry," etc. This does not offer much promise for a look at cultural diversity in the media; rather, it suggests a focus on how culture is dominated by "western" media.

Even within the "western" media, however, there is little attention paid to viewpoints and input from non-U.S. sources. Roger Wangen, head of Social Studies and International Education at the Minnesota Department of Education (1995), states that one of the difficulties with accessing activities and resources from other nations is due to the language barrier. He states, "Nothing deals in any depth with comparative media because of the language difference." Just across the border in Canada, with English the dominant language, Canadians face a preponderance of programming and publications from the U.S. but temper this by attempting to maintain a minimum of 40% Canadian-origin programming. They are very aware of the impact of the U.S. media. The U.S., on the other hand, tends to take Canada for granted. Wangen (1995) likens the situation to a house, with the United States as the house and Canada the attic: "We know there are some valuables up there, but we seldom go up there to look. They resent that. They're taken for granted" (Phone interview, June 6, 1995).

This taking for granted seems endemic to the U.S. and is strong evidence that global education is a necessary part of teaching about mass communications in what Marshall McLuhan termed the "global village." As stated in a synopsis of "The Gospel According to McLuhan:"

The medium is the *message* because our technological and social progress has always been affected more by the nature of what we communicate *with* than by individual messages contained in the communication.

The medium is the *massage* because it "massages" us thousands of times each day. We are virtual prisoners in an infinite collection of unrelenting media form and content. These media have a profound effect on the way we think and behave toward one another. (Whetmore, 1982, p. 293)

If these messages and their massaging affect are indeed as powerful as

McLuhan posits, it seems imperative that we show our students the impact that the media have on our perspective of what the "global village" is really like.

Hopefully, the activities and resources gathered here will make it easier for teachers of mass communications to include within their courses a variety of approaches to provide students with a global perspective rather than a provincial one. This should help them gain awareness of the way the media cover, or fail to cover, global concerns, and how media can be employed to help us get to know and understand the members of our global village.

The activities listed in this paper have been organized around six thematic units which is my approach to a high school course in mass communications. They are an introductory unit about what mass communications is and how it is a part of our culture; television and the news; radio, recordings, film, and entertainment; print media; advertising; and ethics, censorship, and other controls on the media.

Name of activity: Survey on Young Canadians' Tastes and Their Perspectives on the Future

Activity source: Ecole Secondaire Joseph-Charbonneau

Unit with which this activity could be used: Introduction

Objectives:

Students will complete a survey on current issues.

Students will compare their results to the results of Canadian students.

Description of activity:

This activity was found while surfing the internet. It is one of those things that may or may not be all that great. However, it does provide a glimpse into what young people in Canada are thinking about current issues. The survey contains two parts. The first part consists of 30 questions ranging from students' views on international news, and

GLOBAL EDUCATION ACTIVITIES

Introduction Activities

Ecole Secondaire Joseph-Charbonneau, in Montreal, is a secondary school that originated this survey with the intent to find out what Canadian students are thinking, but it also provides an opportunity for comparison to the thoughts of American students. Further, it gives American students the opportunity to see that students face similar concerns in Canada opening the door to a discussion of an international perspective.

Name of activity: Survey on Young Canadians' Tastes and Their Perspectives on the Future

Activity source: Ecole Secondaire Joseph-Charbonneau

Unit with which this activity could be used: Introduction

Objectives:

Students will complete a survey on current issues.

Students will compare their results to the results of Canadian students.

Description of activity:

This activity was found while "surfing" the Internet. It is one of those things that may or may not be still available. However, it does provide a glimpse into what young people in Canada are thinking about current issues. The survey contains two parts: The Present and The Future. It consists of 30 questions ranging from students' views on the environment, on international news, and space research, to media violence, TV influence on young people, and the job outlook for the future.

Ecole Secondaire Joseph-Charbonneau, in Montreal, is a secondary school that originated this survey with the intent to find out what Canadian students are thinking, but it also provides an opportunity for comparison to the thoughts of American students. Further, it gives American students the opportunity to see that students face similar concerns in Canada opening the possibility for discussion of an international perspective.

Name of activity: Global Connections

Activity source: Global Issues in the Intermediate Classroom

Unit with which this activity could be used: Introduction

Objectives:

Students will be able to identify ways in which they are connected to the rest of the world.

Students will list reasons why these connections exist.

Description of activity:

Along with a global connection, this activity also helps students get to know the other members of the class. The activity is a variation on Bingo called Globingo in which each student is given a game card on which are squares with blanks for student name and a country's name. Also in each box is a brief description such as, "has traveled to some foreign country," and "has a family car that was made in another country." These descriptions can be modified to suit the desired outcomes. For example, to give a more mass media oriented slant, descriptions might include "recalls a news story about another nation," or "has read a foreign newspaper" with the "country" blank replaced by a "name of paper" blank.

The game can continue until someone has won or until all have completed their squares. After completion, discuss the global connections and why they exist. Discuss such concepts as "shrinking world" and "global village."

Name of activity: Media Awareness: Presurvey/Postsurvey

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Introduction

Objectives:

Students will identify how well they are aware of sources available to them in mass communications.

Students will identify how media affect their perceptions of the world.

Description of activity:

With the mass media a pervasive part of our daily lives, it is worth the time to look at what parts of the media we avail ourselves. This survey tests students' awareness of the media and how they perceive it.

The survey is given before any other class activities are begun and is given again at the end of course.

Return the original survey to the students and discuss changes that have occurred in their responses.

Questions in this survey relate to where students get their information about the world, identifying specific titles of publications that report world events, and what sources they would recommend to a younger sibling.

Identifying the Middle East: Where did their ideas come from?

Next, discuss the concept of stereotyping and examples of it. Does stereotyping take place within the classroom, at school, on TV, in the newspaper, etc.?

Name of activity: Say It with Pictures

Activity source: Global Issues in the Intermediate Classroom

Unit with which this activity could be used: Introduction

Objectives:

Students will recognize that images about other parts of the world may be inaccurate or incomplete.

Students will experience how a single image does not provide enough information to show what someone or something is like.

Students will be better able to recognize stereotyping in the media.

Description of activity:

As a short introductory activity, this exercise provides a quick look at how simple illustrations can easily stereotype people and places. Since most students have not had world travel opportunities, their perception of other parts of the world are typically shaped by a few images, often inaccurate ones. This activity centers around eight drawings which can be expanded on that show a person, place, or object. Students are asked to identify where they might be found. The provided drawings are all based on the Middle East. Discuss how students' guesses compare and why they were or were not successful in identifying the Middle East. Where did their ideas come from?

Next, discuss the concept of stereotyping and examples of it. Does stereotyping take place within the classroom, at school, on TV, in the newspaper, etc.?

One aspect this activity will contribute is a "personal" contact with people around the globe.

Name of activity: Toward a Truly Global Network

Activity source: Larry Press, gnet_request@dhvx20.csudh.edu

Unit with which this activity could be used: Introduction

Objectives:

Students will have the opportunity to access articles relating to global communications.

Students will have the opportunity to engage in a moderated discussion list.

Description of activity:

This is only one of many e-mail mailing lists available on the Internet. This list focuses on the following key words: network, communication, global, international, and journal. This mailing list is moderated, which means that one or more people monitor the flow of the list traffic and make an effort to keep conversations topical. A focus of this particular net is documents related to the effort to bring the net to lesser-developed nations.

The purpose of using this as an activity is that it provides students an opportunity to access the type of information outlined above and also to communicate with people in less developed areas of the world about topics related to global communication. How valuable this will be depends on the availability to access the Internet in a particular school and the value of what others contribute to this Internet discussion list.

One asset this activity will contribute is a "personal" contact with people around the globe.

Name of activity: What in the World?

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Introduction

Objectives:

Students will examine the influence the media have in shaping our attitudes.

Students will decide between what is fact and what is opinion.

Students will examine their own reactions to information given about people from different parts of the world.

Description of activity:

This activity is based on students' reactions to comments made about individuals or events. The teacher provides six to ten quotes from current news sources copied onto individual clue cards. The class is divided into two teams with the object for each team to guess what individual or event the clue cards describe. Team points are based on how few clues are needed before a team can correctly identify the person/event.

Following the game, discuss what clues enabled teams to correctly identify each case. Also discuss what clues were difficult or misleading and why and how the language used in the clues influenced opinions. Identify clues by their media source (TV, radio, newspaper, etc.) to see if certain media appear to be more or less clear than the others.

A suggested post activity is to watch "The Clouded Window," a videotape produced by WGBH, Boston which addresses perception and interpretation of TV news coverage.

Source: [illegible]

[illegible]

primary practices for

its coverage

only to study the news

use of CNN's daily news

to make up this program

was "Did You Know"

Also provided are

guiding a teacher-led

day's news

at a TV news

order which they

news ranging in length

only 20 for "Take Your

to look at global versus

ing the gatekeeping

GLOBAL EDUCATION ACTIVITIES

Television and News

Name of activity: Anchor Desk

Activity source: Teachable Tech, Inc.

Unit with which this activity could be used: TV and News

Objectives:

Students will work with current news stories to determine priorities for news coverage.

Students will compare national to international news coverage.

Description of activity:

This Internet-accessed activity provides an opportunity to study the news with provided classroom materials and access to a schedule of CNN's daily news briefing. This briefing identifies the various elements which make up this program such as: "Top Story," "Around the World," "Coming to Terms," "Did You Know," etc. as well as how many seconds are delegated for each. Also provided are discussion questions related to the current day's news providing a teacher-led discussion based on the most current events possible, "today's" news.

"Anchor Desk" also makes it possible to visibly look at a TV news program's content organization and the time constraints under which they operate. For example, the April 27, 1995 program had stories ranging in length from 3:45 for the "Top Story" on anti-terrorist legislation to only :20 for "Take Your Daughters to Work Day."

The immediacy of this activity and the opportunity to look at global versus national news makes this an easy activity to use in examining the gatekeeping that takes place in the media.

Name of activity: Creating a Compost Heap

Activity source: Looking Great with Video and Using the Media

Unit with which this activity could be used: TV and News News

Objectives:

Students will learn how to work with school personnel to implement a project.

Students will create a videotape documentary.

Students will share their experience with other classes.

Description of activity:

This activity might work well in conjunction with a special event such as Earth Day. It involves the creation of a compost pile which could utilize school lunch food scraps, lawn clippings, etc. and could be coordinated with a service group such as National Honor Society or Student Council. The mass communications element of this activity is the creation of a documentary covering the project from inception to implementation to completion. The videotape could then be used to teach younger students the value of composting as one element of caring for our "global village."

Name of activity: Program Director

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Television and News

Objectives:

Students will examine stereotypes of the U.S. and other countries.

Students will analyze a particular country for its demographics/characteristics.

Students create a program schedule for a television program.

Description of activity:

In this activity, students will play the role of program directors with each researching a specific country. Two sources which can be helpful in doing this are Culturgrams and World Population Data Sheet both of which provide demographic and background information on many countries.

As program directors, students create a program schedule for the 6:00 p.m. to 12:00 p.m. time slot. Created programs must be described as well as given a rationale. The focus of all programming is to provide the chosen country's people with an accurate picture of "The Real U.S.A." Students need to take into consideration who their audiences are and what kinds of programs will hold their interest.

An additional option is to require planned commercials to accompany the programming mindful that it would be aimed at the audience of the chosen country.

Finally, students write a rationale paper and share these with the class. Discuss such factors as how alike or different the schedules are from real U.S.

schedules, whether their choices would accurately portray the U.S., and how we form stereotypes of people with whom we are not familiar.

Finally, ask students who have traveled to other countries to share their impressions of those countries, their people, and how those impressions either changed or stayed the same after their travels.

and agenda setting power of television news producers and directors.

Students will create a news program emphasizing events of a global nature.

Students will gain understanding of the time restraints on news story selection.

Description of activity:

Whether it be the front page of a newspaper or the half hour of time available for the evening news, those in control of what makes the "news" must make decisions about what gets covered and what does not. Between deadline pressure and time/space constraints, news editors face many difficult choices. In this activity, students work together in groups to create a television news show that recaps international events.

Assignment:

Students will work together in groups to produce, write, and film (or present live if necessary equipment is unavailable) a news program covering events of the current or previous week. Provide students access to news stories covering the week to be used. This way, all groups will be reporting on the same time period. The number of news stories included and their individual lengths will be up to the teams' discretion. Discuss possible formats, the five W's of

Name of activity: That Was the Week That Was

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Television and News

Objectives:

Students will recognize the gatekeeping and agenda setting power of television news producers and directors.

Students will create a news program emphasizing events of a global nature.

Students will gain understanding of the time restraints on news story selection.

Description of activity:

Whether it be the front page of a newspaper or the half hour of time available for the evening news, those in control of what makes the "new" must make decisions about what gets covered and what does not. Between deadline pressure and time/space constraints, news editors face many difficult choices. In this activity, students work together in groups to create a television news show that recaps international events.

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journalism (who, what, when, where, and why), but leave decision-making up to the groups.

Students will plan their programs utilizing a story board on which story order, length, and focus (local, national, international) are recorded. On the day the story boards are due, announce that due to time needed for other course work, the presentations will be limited to a shorter period of time (perhaps from 30 minutes to 15 minutes). This will force students to make editing decisions regarding the importance of stories and the time allotted to each.

Students will then complete their preparations and present their news programs to the class. As a follow up activity, discuss why groups made the editing decisions they did and compare the story choices each group made and how they compare to the other groups.

Radio, Recordings, Film, and Entertainment Activities

Name of activity: Music as Propaganda

Activity source: You and the Mass Media and Teaching Global Awareness

Using the Media

Unit with which this activity could be used: Radio, Recordings, Film, and Entertainment

Objectives:

Students will examine music and lyrics of protest songs to identify persuasive messages and musical effects.

Students will share their reaction to the effectiveness of these songs to get their message across.

Students will recognize the importance of popular music as a reflection of the particular social and cultural attitudes of a time and place.

GLOBAL EDUCATION ACTIVITIES

Radio, Recordings, Film, and Entertainment Activities

Students will recognize the importance of popular music as a reflection of the particular social and cultural attitudes through its broadcasting of popular music.

Description of activity:

With the development of radio, the ability of music to affect listeners' attitudes increased dramatically. Today, popular music stations play their top songs an average of once an hour. Constant repetition reinforces a song's message in the listener's mind.

Radio's global airwaves enabled the Beatles' music to be heard behind the Iron Curtain and helped them become popular in China. In the U.S., the influence of country-western music has spread like wildfire gaining popularity in large metropolitan areas as well as in small towns and in the country. People who have never seen a cow except in photographs, have probably heard a

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Objectives:

Students will examine music and lyrics of protest songs to identify persuasive messages and musical effects.

Students will share their reaction to the effectiveness of these songs to get their message across.

Students will recognize the importance of popular music as a reflection of the particular society and time from which it springs.

Students will become more aware of how radio affects political and social attitudes through its broadcasting of popular music.

Description of activity:

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Radio's global airwaves enabled the Beatle's music to be heard behind the Iron Curtain and helped disco become popular in China. In the U.S., the influence of country-western music has spread like wildfire gaining popularity in large metropolitan areas as well as in small towns and in the country. People who have never seen a cow except in photographs, have probably heard a

country-western song on the radio. Many songs carry a message that can affect listeners' political opinions.

In this activity, students are asked to analyze the political attitudes advanced by specific songs' lyrics and then to compare those viewpoints to their own.

Assignment:

Find a song of your choosing that contains a message of protest. The topic of protest could be war, civil rights, violence, government ineffectiveness, racism, animal rights, etc.

1. Supply a copy of the lyrics of the song.
2. Write a short paper in which you analyze the message the musicians are trying to get across, how they attempt to do so, and whether you think they were successful and why. Consider the following elements in your analysis:
 - 1) the musicians' notoriety/reputation/known beliefs, if any
 - 2) the lyrics
 - 3) the melody
 - 4) any subliminal messages
 - 5) what emotions are appealed to by the lyrics and music
 - 6) what message(s) in the song are repeated often (refrain or chorus for example) that help drive home a particular thought
3. Turn in both the copy of the lyrics and the paper together.
4. Be prepared to discuss your findings in class. You may bring in the actual tape, and we will try to play some of the songs the class has chosen.
5. Choose a song suitable for discussion/listening in a classroom setting. Avoid vulgarities, explicit lyrics, etc. If in doubt, it is most likely not suitable.

A follow up to this assignment would be to discuss the use of music by the U.S. Army's Operations and Training Branch, Propaganda Division, Office of Psychological Warfare whose purpose has been to compete with communist efforts to indoctrinate through music.

Finally, this activity could conclude with a look at the role of radio efforts such as Voice of America and Radio Free Europe to link people to ideas in an effort to counteract the media efforts made by their own country's governments.

GLOBAL EDUCATION ACTIVITIES

Print Media Activities

Name of activity: Is a Picture Worth a Thousand Words?

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Print Media

Objectives:

Students will interpret photographs based on their frame of reference.

Students will gain insight into the power of photojournalism in presenting people and events around the world.

Students will draw conclusions regarding the type of information that can and cannot be gleaned from a photograph.

Description of activity:

As we have moved from a verbal to a more visual society, our reliance on pictures, whether on TV or in magazines and newspapers, has increased substantially. In this activity, students will learn about the difficulty in capturing a person or situation accurately and the attendant problem of interpreting the information as a viewer.

The teacher brings to class a collection of photographs from magazines and/or newspapers. Before showing them to the class, the teacher removes the identifying captions. Action shots, people in conflict, provocative or mysterious looking people make effective photographs for this exercise.

As the photos are presented to the class, they are asked to describe briefly (25 words or less) what they "see" in the picture including: the person's nationality, age, occupation, annual income, what the person is doing in the photo, etc.

GLOBAL EDUCATION ACTIVITIES

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As the photos are presented to the class, they are asked to describe briefly (25 words or less) what they "see" in the picture including: the person's nationality, age, occupation, annual income, what the person is doing in the photo, etc.

After each photo has been displayed, share the identity and captions that go with each photo. Discuss what interpretations were based on, what they saw as significant, and what information they found both helpful and misleading.

Follow this discussion with a conversation about first impressions, stereotypes, and the power of the photojournalist to control our views of the world and how we look at people and actions in places with which we are unfamiliar.

partners.

Students will design, write, and produce a news journal with an international flavor.

Students will create ads to market their journal.

Description of activity:

This book, *The International News Journal*, provides an extensive project in which students study trading partnerships, form a classroom corporation, research and write about a country, produce a news journal, and evaluate their classroom corporation. The project includes a number of interrelated activities which examine such topics as what the U.S. imports, international trade, Japan-U.S. relations, and advertising and production of a news journal. Activity types include role playing, writing, discussion, simulation, and research.

The central concept of this project is an economic approach to aid students' understanding of the interrelationships between the U.S. and the world economy. However, portions of this project can be tailored to give it a mass communications emphasis by concentrating on those elements which involve the production of the journal, the advertising of it, and the graphics that make a print medium product attractive.

Name of activity: The International News Journal

Activity source: The International News Journal

Unit with which this activity could be used: Print Media

Objectives:

Students will examine the relationships between the U.S. and its trading partners.

Students will design, write, and produce a news journal with an international flavor.

Students will create ads to market their journal.

Description of activity:

This book, The International News Journal, provides an extensive project in which students study trading partnerships, form a classroom corporation, research and write about a country, produce a news journal, and evaluate their classroom corporation. The project includes a number of interrelated activities which examine such topics as what the U.S. imports, international trade, Japan-U.S. relations, and advertising and production of a news journal. Activity types include role playing, writing, discussion, simulation, and research.

The central concept of this project is an economic approach to aid students' understanding of the interrelationships between the U.S. and the world economy. However, portions of this project can be tailored to give it a mass communications emphasis by concentrating on those elements which involve the production of the journal, the advertising of it, and the graphics that make a print medium product attractive.

Name of activity: World Newspaper Paste-Up

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Print Media

Objectives:

Students will analyze the relative importance of current events.

Students will create the front page of a newspaper focusing on global issues.

Description of activity:

Students create the front page of a World Newspaper in this activity. The teacher brings to class enough papers for students to work in pairs to create these papers. In doing this activity, students will begin to understand the importance of news events in relation to other events occurring at the same time. The papers can be produced using poster board or construction paper or, if the facilities are available, and the students have the training, desktop publishing can be used. Discuss how newspapers reflect the attitudes of the people on their staff as evidenced by story choices, amount of space given stories, headline size and content, and location on the page.

When completed, display the papers on the classroom walls and discuss the similarities and differences between papers. Include in the discussion what criteria the students applied in making their decisions and which papers were the most global in their coverage.

Name of activity: A Global Magazine

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Print Media

Objectives:

Students will create, plan, write, and edit a global magazine.

Students will become aware of their own perceptions of who is important historically and across cultures.

Students will gain awareness of the contributions and importance of people in other cultures.

Description of activity:

This activity focuses on students creating a global publication featuring people from around the world whom they deem worthy of recognition for significant contributions to our world whether positive or negative. The class is divided into groups for this project in which they will compete for publication by presenting their finished "magazines" to an independent jury from a fictional foundation. This jury could be made up of other students, teachers, administrators, local journalists, etc. Each group will feature 10 personalities with pictures and story about each.

Following the presentations, discuss how teams decided whom to include in their magazines, what criteria they employed, and what they think of the jury's choice. Further discussion could revolve around issues of the role of perceptions about people from other cultures, achieving consensus, and how their magazines compare with what is available on the newsstand.

Name of activity: Advertising Across Cultures

Activity source: "ABC World's Funniest Commercials" and "Clio Awards, 1987"

Unit with which this activity could be used: Advertising

Objectives:

Students will recognize similarities and differences in TV ads across cultures.

Students will critically view ads to determine what ad strategies are employed.

Description of activity:

This activity best follows a study of advertising principles and strategies so that students are familiar with some of the methods advertisers use to sell their products and services. **GLOBAL EDUCATION ACTIVITIES**
Advertising Activities
 Ads from both the U.S. and other countries. While you record their impressions of what "works" in these ads. This does not require that they be able to understand the language of ads from all nations covered. Rather, through observation of the use of visuals, music, etc. they can observe how foreign ads compare and contrast with American ads.

A handout with questions to evaluate the ads will aid students by giving them some specific areas of ad content on which to concentrate. When this has been completed, discuss the similarities and differences in ads across cultures.

Ads from other countries can be gotten by taping TV specials about commercials on your own TV or by checking local libraries for copies of shows such as the annual Clio Awards.

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Ads from other countries can be gotten by taping TV specials about commercials off your own TV or by checking local libraries for copies of shows such as the annual Clio Awards.

Name of activity: Baby, What an Ad Campaign

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Advertising or Ethics, Censorship
and Controls

Objectives:

Students will examine the effects of advertising promotion in developing nations.

Students will form opinions about what is ethical and unethical in advertising.

Students will create a code of ethics for advertising globally.

Description of activity:

With advertising a fact of life, students will see the particular effects of this in developing nations. This activity recounts the promotion of infant formula in Third World nations. With the urge to modernize very strong in these nations, their citizens are especially vulnerable to advertising campaigns.

Begin the activity with a discussion of the students' attitudes and practices regarding advertising. For example, do ads successfully create a "need" in their lives? What elements of an ad make it a good advertisement? Next, provide students with the handout, "Breast Versus Bottle," and allow them time to read it thoroughly. Follow this by having them answer the questions on the accompanying study guide to get them to react to what they have just read. Discuss these reactions paying special attention to how they feel about the appropriateness of the infant formula ads for the market to which they were targeted.

In small groups, have students create a code of ethics for advertising for companies that advertise globally. When this is done, look back at the "Breast Versus Bottle" article to see what practices spelled out in it would be allowed under their codes of ethics.

Finally, show the film, "Bottle Babies," which illustrates the advertising that was done in these Third World nations and the effects that resulted (see Appendix for film information).

Name of activity: Body Image

Activity source: Teaching About the Consumer and the Global Marketplace

Unit with which this activity could be used: Advertising

Objectives:

Students will compare U.S. and other cultures' images of beauty and fashion.

Students will identify values present in the images they examine.

Description of activity:

This activity is based on one of the activity cards in the book listed above which focuses on how body image varies by culture. Advertisements and articles concerning body image, dieting, makeup, fashion, etc. are a constant factor in society today. This exerts an enormous amount of pressure on people to match the images presented. By looking at ads and articles in both U.S. and other nations' magazines, students can evaluate differences between cultures. A comparison of images in People Magazine and National Geographic, for example, will give students the opportunity to see very different images across cultures. Even within the U.S. these differences are evident by comparing magazines such as Redbook and Ebony.

Have students attempt to identify what values seem apparent in particular countries or cultures, including the U.S.

Name of activity: Global Advertising

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Advertising

Objectives:

Students will gain an understanding of what multinational corporations (MNC) are.

Students will examine ads placed by MNCs and their marketing strategies.

Students will gain understanding of the scope and power of MNCs.

Description of activity:

Have students examine magazines such as Business Week, Fortune, Forbes, Money, Time, etc. to identify their content and the type of reader they try to attract. Eight handouts of MNC ads are provided with this activity which can then be examined to identify what types of companies are represented, what markets they are aimed at, what similarities are present, etc. Other ads can also be gleaned from magazines such as those named above. Students should then share their findings for discussion.

Next, ask students to list as many MNCs as they can and how many dollars of revenue they think each MNC takes in annually and how much of that business is done outside the U.S. Following this, distribute the "Largest U.S. Multinationals" handout which shows the top 20 U.S. multinationals and their revenue outside the U.S. as well as total annual revenue. A point of discussion that should become apparent is the interdependence that exists in our global economy.

Name For closure, students could design their own ads aimed at attracting MNCs to build industrial plants or offices in their hometown. Considerations would include supply of qualified potential workers, standard of living, transportation access, proximity to government centers and likelihood of community support for such an endeavor.

Students will create methods by which consumers can deal more effectively with the media.

Students will draw comparisons between ads that work and ads that are responsible.

Students will evaluate the effect of the media on people around the world.

Description of activity:

Students will play a game in this activity in which they act as representatives of the auto division of Global Products, Inc. (GPI). This is a multinational corporation which has decided to compete with other members of the auto industry such as General Motors, Ford, Toyota, etc. Students will compete as teams by preparing the following: a picture of the car, a name for it, an explanation of why it's the best car for worldwide use, an ad slogan for print media, a jingle that can be set to music, and a one-page ad for magazine use.

Included in the activity is a fact/figure chart for tailoring the car to the country/market area to which they have been assigned. This tailoring must take into account the demographics of the people as well as the economic and geographic characteristics of the assigned country.

When completed, each team presents its car to the class. Following the presentations, the class can vote on the best for worldwide use, which had the best slogan, etc.

Name of activity: Global Automobiles of the ads' merits in terms of success and

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Advertising

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When completed, each team presents its car to the class. Following the presentations, the class can vote on the best for worldwide use, which had the best slogan, etc.

Name Follow this up with a discussion of the ads' merits in terms of success and truthfulness.

Source: Global Issues in the Intermediate Classroom

Unit with which this activity could be used: Advertising

Objectives:

Students will be able to discuss the influence of American ideas on other cultures.

Students will be able to name ideas and products Americans have borrowed from other countries.

Students will identify some of the effects advertising has in transmitting ideas from one culture to another.

Description of activity:

This activity gives students a chance to view ads from 10 nations around the globe and asks them to try to identify the nation for which each ad is aimed. Follow this with a discussion of what clues the students tried to use to make their guesses. Discuss the presence of McDonald's as a worldwide restaurant chain and whether these ads would be successful in the U.S. Why or why not?

Ask students to brainstorm examples of products, ideas, and activities imported to the U.S. from other cultures. Discuss how these have changed our lives and how what we've exported may have changed lives in other nations.

Name of activity: Global Burgers

Activity source: Global Issues in the Intermediate Classroom

Unit with which this activity could be used: Advertising

Objectives:

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Ask students to brainstorm examples of products, ideas, and activities imported to the U.S. from other cultures. Discuss how these have changed our lives and how what we've exported may have changed lives in other nations.

Name of activity: You Gotta Have It

Activity source: Teaching Global Awareness Using the Media

Unit with which this activity could be used: Advertising

Objectives:

Students will recognize that ads can create "needs."

Students will identify some former luxuries are now considered needs.

Students will compare media images from around the world of what goods are considered desirable for status.

Description of activity:

American TV commercials are generally considered to portray what the desired lifestyle is in the U.S. As part of this activity, students will complete a survey about a number of products and whether these products are considered necessities or luxuries (such as back massagers, air conditioning, etc.).

The teacher will need to distribute several U.S. as well as several foreign nation magazines. Students will compare, contrast, and evaluate how the good life varies from nation to nation.

Discuss findings and look at variations in what is considered a necessity versus a luxury. Have students retake the survey and examine changes in their perceptions.

Name of activity: Open and Controlled Media: A World View

Activity source: You and the Mass Media

Unit with which this activity could be used: Ethics, Censorship, and Controls

Objective:

Students will examine definitions of censorship and examples of censorship in a variety of situations.

Students will study the press laws of a variety of nations and analyze the relationship between these laws and a variety of variables in these nations.

Students will write an essay spelling out their understanding and position on censorship.

Description of activity:

GLOBAL EDUCATION ACTIVITIES

This activity **Ethics, Censorship, and Controls Activities** is an writer Richard Wright. "I found that to tell the truth is the hardest thing on earth, harder than fighting in a war, harder than taking part in a revolution." Accepting this statement makes the existence of censorship very easy to accept. Students are asked to think of a variety of examples of censorship that may occur in such arenas as government, religion, schools, etc.

The activity next presents the population, number of daily papers, number of non-daily papers, number of radios, number of TV sets, and the press laws for eighteen nations around the world such as Australia, Cuba, West Germany, China, Japan, and the U.S. Students are asked to analyze the relationship between the size of the media and the press laws in these nations to determine which have open or free media and which have controlled or closed media. The activity culminates with students writing essays in which they examine their

Name of activity: Open and Controlled Media: A World View

Activity source: You and the Mass Media

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Students will study the press laws of a variety of nations and analyze the relationship between these laws and a variety of variables in these nations.

Students will write an essay spelling out their understanding and position on censorship.

Description of activity:

This activity begins with the following quote from American writer Richard Wright. "I found that to tell the truth is the hardest thing on earth, harder than fighting in a war, harder than taking part in a revolution." Accepting this statement makes the existence of censorship very easy to accept. Students are asked to think of a variety of examples of censorship that may occur in such arenas as government, religion, schools, etc.

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The activity culminates with students writing essays in which they examine their

own views of censorship based on what they have discovered in this activity. Seventeen suggested topics are available from which to choose such as "Is censorship in a free society desirable?" and "Censorship is not just a political matter."

Objectives:

Students will identify differences between "propaganda" and other terms involving information transfer such as teaching, preaching, advertising, instruction, etc.

Students will examine the concept of propaganda as it relates to government, religion, and even teachers.

Students will create materials to present a situation in a fashion which makes that situation appealing to a particular audience.

Description of activity:

Since a key element of the terms mass communications and mass media is the word "mass," the issue is raised that large numbers of people are affected by the messages delivered through mass communication. A common element of many of these messages is persuasion. By examining the concept of propaganda, students will have the opportunity to see how the media can work persuasively in ways other than the obvious advertising which attempts to persuade them to buy goods or services.

In this activity, students will first find a dictionary definition of "propaganda," and then provide five additional definitions from five different sources such as from magazine articles, books, etc. Having done this, students will work in groups to come to a consensus about what propaganda is, and then the class as a whole can discuss the group definitions to arrive at an acceptable

Name of activity: Propaganda: The Worm in the Apple

Activity source: You and the Mass Media

Unit with which this activity could be used: Ethics/Censorship/Controls

Objectives:

Students will identify differences between "propaganda" and other terms involving information transfer such as teaching, preaching, advertising, instruction, etc.

Students will examine the concept of propaganda as it relates to government, religion, and even teachers.

Students will create materials to present a situation in a fashion which makes that situation appealing to a particular audience.

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definition for the whole class. Following this agreement, students will be asked to determine if a variety of information-sharing activities should be considered propaganda such as teaching, persuasion, indoctrination, and discussion. Next, students will be asked to determine if particular groups employ or employed propaganda. These include the Nazis from 1933-1945, the Soviet Union, the U.S. government, parents, teachers, etc.

Following this discussion, students will be asked to react to newspaper headlines within which the name of the country involved is changed to see if this changes the students' perception regarding the presence or absence of propaganda.

Finally, students will work in groups to try an exercise in propaganda. In this exercise they create a plan to be presented to the mayor aimed at bringing X back to their town, assuming that X is something which no longer exists in the community. X could be high wage jobs, cleaner air, more trees, baseball, more churches, etc. The plan will include a slogan for X, a commercial for the radio, a television commercial, a poster, a jingle, and a speech which the mayor could deliver at a parade.

For additional information on propaganda, students could do research in a variety of books, some of which are listed in the Appendix of this paper.

SUMMARY

The mass communications course I teach is a one semester introductory survey course which is an elective for juniors and seniors. It is offered only during the fall semester, and this past year was the first time it was offered at our school.

With the course length limited to approximately 19 weeks, it is impossible to include all the topics and materials I would like to cover with the students. Adding global issues to this mix compounds the problem, but I believe it is well worth it. While I could never include all of the activities listed in the previous section, I did use four of them this past year, and I plan to add more in the future. Overall, students seem to accept this type of inclusion as a natural part of the course, and I have not called it to their attention that we are going to suddenly include global issues in the course. Since mass communications is global by its very nature, it seems a quite straightforward concept to make it an integral part of the study.

The four activities I did use this past year are "Media Awareness: Presurvey/Postsurvey," "That Was the Week That Was," "Music as Propaganda," and "Is a Picture Worth a Thousand Words?" The survey activity was a nice introductory activity because it gave me an initial idea of where the students

stood, not only in terms of global awareness, but in terms of media awareness in general. Disappointingly, though not so surprisingly, a number of students had difficulty coming up with five newspapers and five magazines from which they could get information about world events. As a follow up in discussing this survey, I shared with the students the story of the two Tlingit Indian boys in Alaska who were convicted of robbing and beating a pizza delivery man. The court referred their case to their tribe for sentencing, and the elders sentenced them to a year to 18 months banishment on separate Alaskan islands where no other people inhabit the area. They would have no contact with the outside world, including, of course, the mass media (St. Cloud Times, 1994, p. A3). This generated a discussion of how tied to the media the students are. Common responses during this discussion indicated a willingness to be alone for a week to a month, but a fairly major concern over not having music available. Not many were too concerned with keeping up on world events.

The second activity, "That Was the Week That Was," was the most involved of the four activities that we tried. Students got involved enthusiastically, and the project was enjoyable for them and me with one major exception. When I announced that the amount of time for their shows was cut in half, near mutiny occurred. However, once they got past the indignation, and recognized the purpose of the cut in time was to force them to make some tough decisions on what stories to delete and what stories to trim, they accepted this challenge and did quite well in paring down their storyboards to meet the time restraints. One of the strongest tendencies in this exercise was for students to want to eliminate national and international stories so they could focus more time and energy on local stories in which they had greater personal interest. However, I had a

requirement that their shows' makeup had to include a mix of stories, so they adhered to this, and the shows were actually quite enjoyable and varied.

The third global activity I utilized was "Music as Propaganda." As mentioned above in the discussion of the survey, the students like music, and this made "Music as Propaganda" an easy activity to teach. I introduced this activity by playing some protest songs that I found while providing them with copies of the lyrics so they could follow along. We discussed the issues the songs raised, and the attitudes the songs expressed. We also talked about how music, especially through its repeated play, can be very influential. Examples of songs I used include "Durban Deep" by Elton John and "Feel Like I'm Fixin to Die Rag" by Country Joe and the Fish. The first song protests working conditions at a coal mine in South Africa. The second satirizes the Vietnam Conflict claiming that we didn't know what we were fighting for. Students came up with a wide variety of protest songs of their own ranging from antiwar songs to songs protesting domestic abuse.

The final global activity that I used this past year was "Is a Picture Worth a Thousand Words?." For this activity, I chose to use pictures of individuals including U.N. Ambassador Madeleine Albright, National Security Adviser Anthony Lake, U.N. Secretary-General Boutros Boutros-Ghali, athlete Al Joyner and Florence Griffith Joyner, boxer Joe Louis, a woman Mexican factory worker, Dr. Seuss, and a professional bowler. Amazingly, one student guessed the professional bowler. However, there was a tendency to guess occupation based heavily on what the above people were wearing in the photos used, and to judge people by the particular facial expression they displayed at the time their photos were taken. For example, Albright's photo was not very flattering, and many

students thought she was either a cranky teacher or a harried housewife. These kinds of reactions play right into a discussion of stereotyping, and this provided for a good discussion of how we categorize people by what we see, and, therefore by what the media show us.

While I may modify some of these activities next time around, each was successful enough and well enough received that I look forward to integrating more global issues activities into this course.

Furthermore, as the electronic information age progresses, we become even more closely tied to our global neighbors. This ability to access information from around the world is exemplified in and has become nearly limitless over the Internet. One good source for getting accustomed to this new medium is a book by Ed Krol called The Whole Internet: User's Guide and Catalog (1994).

Besides information on how to get on the Internet to find things, it also contains a section of samplings from the Internet. Among these are such collections as "World Constitutions" accessible via: *ftp wiretap.spies.com; login anonymous; cd Gov/World*. It provides constitutions and similar documents from countries around the world which might be useful in looking at freedom of the press issues (318). Other sources included are "Film Database" and "British Sitcom Archive." "Film Database" accessible via: *gopher info.mcc.ac.uk /Miscellaneous Items/Film database* is an indexed database of over 6500 films released prior to 1986 which includes cast lists, synopses, and other information. This might prove useful in a film study of American versus foreign films (328). "British Sitcom Archive" accessible via: *gopher info.mcc.ac.uk /Miscellaneous Items/list of UK sitcoms* includes "all situation comedies that have ever been made in the UK and

broadcast on UK terrestrial TV" (336) and might be utilized in a comparison of entertainment styles.

For those who would like to access the Internet for environmental information, a system known as The EnviroLink Network, located at Carnegie Mellon's John Heinz III Graduate School of Public Policy and Management is available. Begun in 1991 with 20 members, it now has 550,000 regular users and provides an easy access to environmental information. Through World Wide Web, EnviroLink is accessible at: <http://www.envirolink.org> (St. Cloud Times, 1995, p. A7).

For magazines from other countries, one close source in most schools is the foreign language department which will probably have magazines from the countries whose languages are taught in the school. A readily available magazine to which most school libraries subscribe is Maclean's from Canada which, though very much like Time and Newsweek, does provide a little different perspective.

The availability of global issues curricular ideas may not be readily available through regular textbook catalogs, especially since mass communications is usually an elective course and doesn't command huge revenues for the textbook publishing giants. However, that may be just as well since the media change so quickly that textbooks are invariably out of date anyway. On the positive side, members of the media seem to like publishing a never ending wealth of information about themselves, making keeping one's eyes and ears open a worthwhile exercise. As technology continues to advance, our access grows ever more user friendly, and finding information across the globe is no more difficult than finding a book at the local library.

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APPENDIX

Suggested Resources for Further Research

The following sources are provided to offer additional avenues of search to supplement those provided in this paper.

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Suggested Resources for Further Research

The following sources are provided to offer additional avenues of search to supplement those provided in this paper.

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