

2 Media and I (Part - 1)



Those who control the media, control the mind.

Objectives

1. Students should be able to explain the term 'information and broadcasting' media in their own words.
2. Recognize the impact of information and broadcasting media on their own life.
3. Recognize the use of 'information and broadcasting' media.
4. Explain the uniqueness of adolescent mind in their own words.
5. Explain the term addiction, its emotional, physical and economic effects in their own words.
6. Gain knowledge about the methods of dealing with addiction.

1. What is media?

You must have come across the word 'media' quite often. According to you what does 'media' mean? Where is the word 'media' used in your daily life? Make a web chart in your notebook, as given below :

Discuss with the students about the concept of media and different aspects of media, ask them to fill the web chart based on the discussion.

Draw the students attention towards information and broadcasting media. Begin with the definition of media.

1. Meaning of the word

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2. Areas of use

.....

5. Other examples

.....

Media

3. Types

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4. Importance of Media

.....

Read and understand

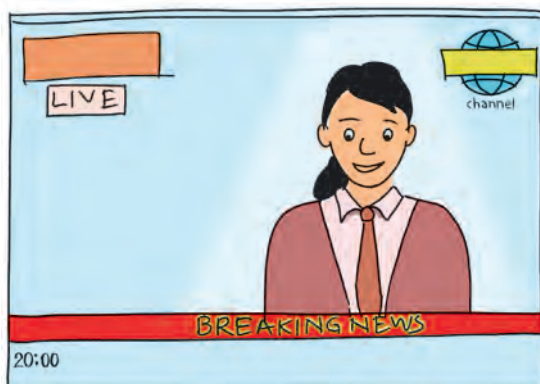
Information and broadcasting media are the sources which provide information to people, for example : newspapers, magazines, TV, internet, radio, documentary, etc. Types of media are prominently used to communicate information and opinions to people.

How does information reach you?

1. How do you come to know of events happening worldwide?
2. How do you come to know about new products in the market?
3. How do you come to know about the latest fashion?
4. How do you come to know about the views and ideas of famous people in your country?

Discuss the answers to these questions with the students and tell them to write the answers in their notebooks.

Discuss, which information media do they mostly use and why? for example - newspapers.



Let's give a thought

Does the information and broadcasting media solely do the work of giving information?

1. Apart from current news what are the other features / items printed in newspapers? What does the editorial consist of?
2. Apart from entertainment programmes what else is shown on the television?
3. In the beginning of the movies some names appear under the titles 'sponsors / media - partners'. What exactly is their role?
4. Have you seen the same news on different news channels? Is it shown in a similar manner or a different manner? Think of the words used and the perspectives shown.

Discuss the questions given. Write down the answers in your notebook.

Make the students aware of the fact that the media broadcasts more than just information. It communicates a perspective.



Let us have some fun

How do you select?

1. Which brand of soap, toothpaste, oil and cream do you use?
2. What type of clothes do you consider stylish?
3. Which things according to you make you look gorgeous?
4. What qualities should a young boy/girl possess according to you?

Ask the students to write their own answers. If anyone wishes to speak on the topic, give them a chance to do so.

Draw the attention of the students to the fact that advertisements and information media have a great impact on our preferences and choices and likes.

How do you come to know about the above things? Where have you seen them? Why did you particularly choose these products? On what basis did you choose them?

Impact of media

The media influences our mind consciously or subconsciously. The products shown in the advertisements attract us to a great extent. The editorials in newspapers, the news and the views shown on the television make a deep impression on our minds. We try to imitate the dressing sense and behaviour of actors in the movies. If we do not remain alert about this impact, then we might end up taking all our decisions according to somebody else's opinion and lose control of our own life.



The effects of media on our mind

1. Inferiority complex develops.



Let us have some fun

Ask the following questions to your parents and grandparents –

1. Which brand of shampoo did they use for removing dandruff?
2. Which conditioners did they use?
3. What did their toothpaste contain?
4. Were they ashamed or conscious about pimples or dark complexion?

Discuss with students if they think that the given issues are important to us today and why?

Read the given advertisement and think about the message it conveys -

1. A boy wearing ordinary clothes is unable to confront hooligans, but when he wears the clothes of a particular 'ABC' brand, he gets the courage to fight the hooligans.
2. A boy drinks an ordinary cold drink and no one notices him, but when the same boy drinks a particular 'DEF' brand of cold drink, then people befriend him.
3. A family which owns a small car is not respected by the people in the society, but when the same family buys a big, costly car people lineup to socialize with the family.

Discuss

1. What message is conveyed to us through these advertisements?
2. Is it possible to develop courage, win friends by buying / using a product?



Let us have some fun

Discuss

What did the students learn from the experience of creating advertisements.



Form groups among the students. Give them different object like safety pins, combs, vegetables, fruits, hangers, etc. and tell them to create advertisements for these objects and present them.

Read and understand

Many a times advertisements make us feel that we lead a substandard lifestyle and lack something. Hence we purchase products which may not be actually necessary for us. Also many natural resources are unnecessarily destroyed for manufacturing such products. Use the internet to know about the effects of unnecessary products on the environment.

Therefore before buying any new product ask yourself the following questions –

1. Do I really need this thing?
2. Will I face any problem / difficulty if I don't buy this now?
3. Will this product harm the environment? If yes, what is the alternative for this product?
4. Am I buying this product by getting influenced by its advertisement?

Show the film 'story of stuff' to the students.

Think about what can be done.



Let us have some fun

Discuss

What difference did you find in the given news headlines?

What effect will it have on the its respective readers?

"Effects of fee hike : Engineering seats remain vacant"

"Students prefer arts and commerce streams, engineering out of flavours"

"Admission to engineering colleges on decline"

Compare these news headlines which appear to describe the same incidence.

2. News reaching us

Do this

Read the news write up / editorial about any incident from three or four different newspapers and note the difference.

Discuss with students

1. Was there any difference between the different write ups/editorials?
2. What was the difference?
3. What effects do these differences have on the reader's mind?

Read and understand

In India, like Doordarshan, there are many other news channels, newspapers and magazines most are privately owned. Each one may have its own political, social agendas and also economic interests which they show through the media available to them. Hence, one has to be very careful and alert before believing any analysis. One needs to look objectively at any news and draw his/her own conclusion from it.

3. Male image



Let us have some fun

Think about the heroes in the films you have seen. Do you wish to be like them? Have you ever tried to behave like them or imitate them? Which aspect of a hero / actor do you like to imitate?

Discuss the given questions.

Allow a student to read out the answers if they wish to.

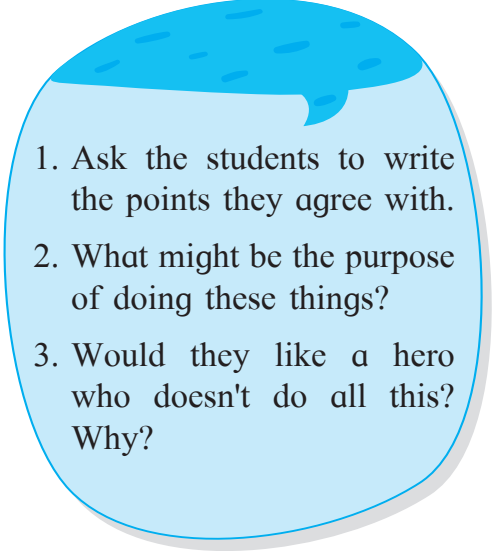
However do not insist on it.

Tick the things that actors do –

1. Smoke cigarettes.
2. Drink alcohol.
3. Take / consume drugs.
4. Fight physically.
5. Try to attract the girls.
6. Drive the vehicle with full speed.
7. Carry out stunts at the risk of their life.



8. Break the traffic rules.
9. Wear stylish clothes, goggles, watches, etc.
10. (Write other things.)

- 
1. Ask the students to write the points they agree with.
 2. What might be the purpose of doing these things?
 3. Would they like a hero who doesn't do all this? Why?

Read and understand

As a man, the hero is portrayed as strong, rash, carefree, one who doesn't care for others feelings, one who has the solution to all the problems, and one who never fails. Such an image is liked by youngsters. To create such an image, the hero is shown as addicted / intoxicant, smoking, chasing, breaking traffic rules. Also the hero always gets what he wants.



Let us have some fun

Read the following advertisement:

1. 'PFB' bikes for those who do not fear!
2. 'DEF' watches - make an impression!
3. 'ABC' nutritional supplement only for clever children!

Make a list of such advertisements, you may have seen.

Discuss the following points with students -

1. What do these advertisements suggest?
2. How might they affect the youngsters?
3. Are the situations shown in the advertisements true?
4. Can you think of other similar advertisements?



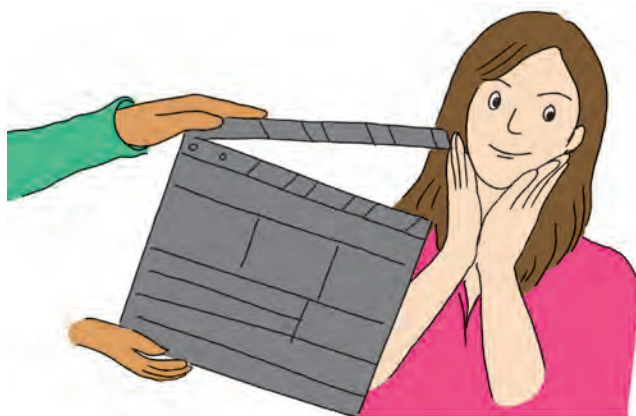
Think about this

Our country has produced many great men and women. They were not only courageous and capable, but they also fought to protect people and justice.

Then do you really need to do the things shown in media to be an ideal person? What according to you are the qualities of an ideal man / woman?

4. Women's image

Remember the TV serials and the films you have seen. Tick the things done by or expected from the heroine.



1. Sing songs.
2. Dance.
3. Always look beautiful and wear costly clothes, shoes and jewellery.
4. Get caught in danger and be saved by the hero.
5. Plot against other women as shown in the serials.
6. Obey the male members (father, brother, hero) of the family.
7. Overcome challenges
8. (Write other things.)

1. Write down your points
2. Compare the actions of a hero and a heroine. What do you find?
3. What message about women is being conveyed?

Discuss - Are real women similar to those shown in films and TV serials? How does such a portrayal affect the viewers?

Read and understand

Since a long time, women have been projected as weak and given a lower status. On one hand, a woman is shown to be one who does not have her own views and always seeks man's support. On the other she is portrayed to be a cunning and manipulative person.



Think about this

1. Most of the time the heroine of a movie is shown in short, revealing dresses.
2. Advertisements show that only those girls who are fair get married.
3. Advertisement make us believe that having a scar or marks on the face and body, is a matter of life and death.
4. The weight loss advertisements mostly target women.

Make a list of similar advertisements that you have seen.

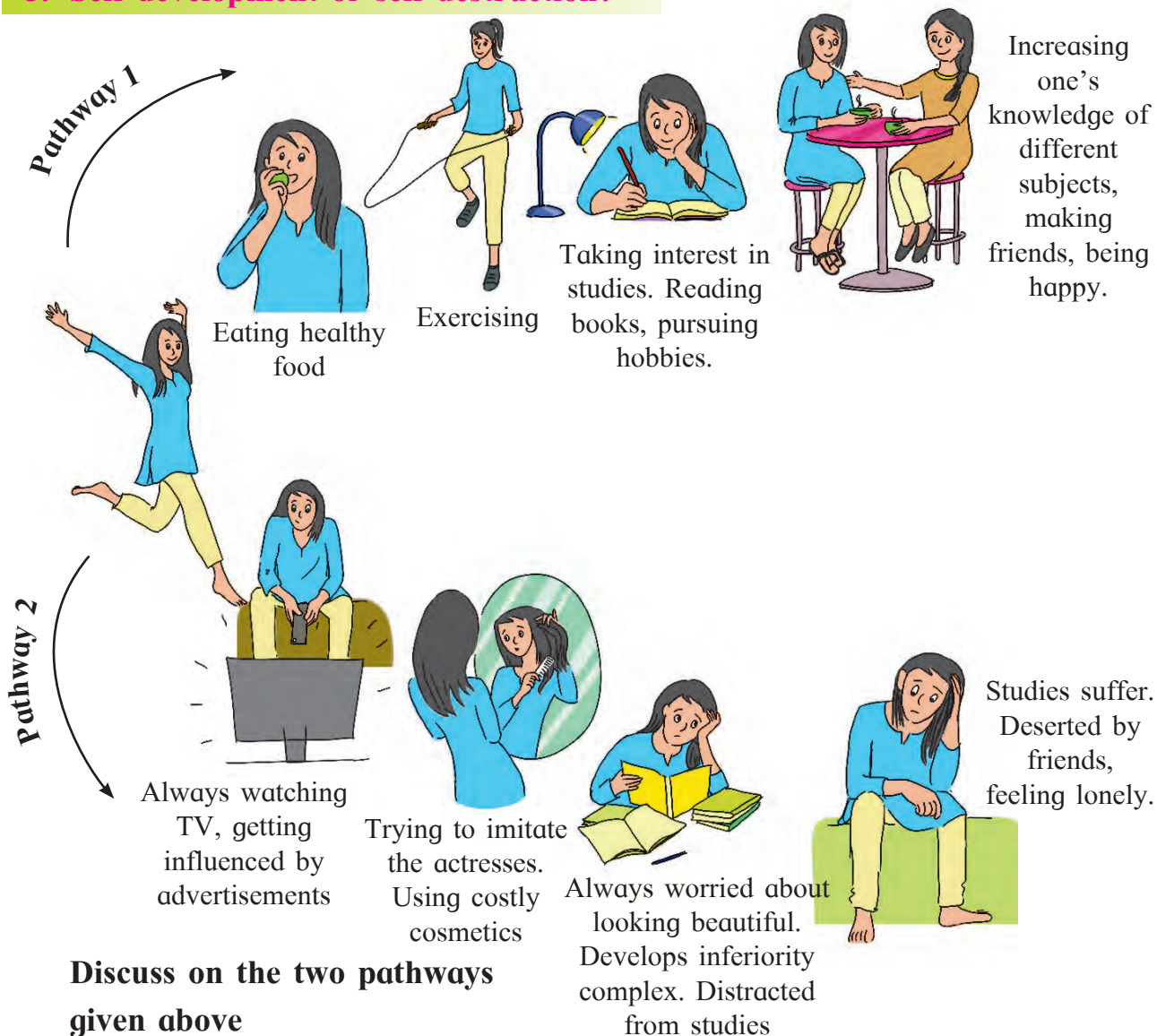
Discuss the following points with students -

1. What do these advertisements suggest?
2. How might they affect the young girls?
3. Are the situations shown in the advertisements true?
4. Can you think of other similar advertisements?

Read and understand

The heroine is projected as one who is fair, beautiful, slim and tall. She is shown to depend on the hero for support. If she is not good looking she does not get anything in life. She is shown to be very emotional, fragile and sensitive. Young girls are misled to believe that looking good is the main aim of a woman and a woman's status in society mainly depends on how she looks.

5. Self development or self destruction?



Effects / impact of the media on adolescent minds

Last year we studied that the adolescent mind has some special features. The important ones are as below:

1. The adolescent brain is emotionally developed but it still does not have the capacity to think rationally. Hence, the emotions of adolescents are very strong. They see only the immediate benefits but not the long term disadvantages/ losses.
2. Due to this, they tend to undertake risks.
3. Since the centres of self control in the brain are not fully developed, they lack control on their mind and get carried away very easily.

Discuss with the students whether they have observed the facts mentioned alongside in their daily life.

Let's see the possible dangers of media on adolescents.

Glorifying addiction : Films, serials and advertisements glorify addictions. This may increase the possibility of adolescents falling a prey to addictions. To understand this fully, let us first try to understand addiction.

Addiction

Addiction is being a slave to a habit or practice to such an extent that it takes a lot of effort to overcome it.

1. Physical effects of addiction :

Harmful effects of chewing tobacco, pan masala, ghutka, smoking



2. Physical effects of drug abuse

Given below is a list of the physical effects of drug abuse. Draw a human figure in your notebook and fill in the words from the list to indicate which body part they will affected.

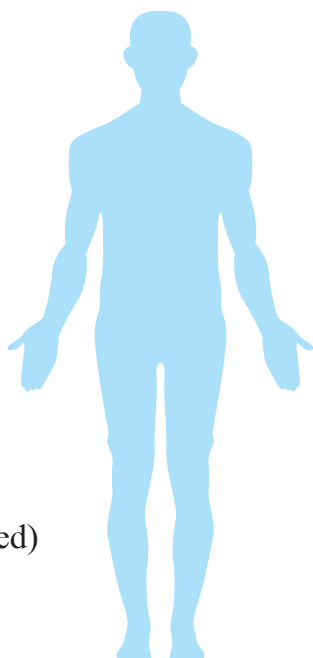
Vomiting

Lung cancer

Abdominal pain

Diarrhea

Contraction of HIV
(if injections are used)



Brain damage

Breathing problems

Heart attack

Kidney and Liver damage

Constipation

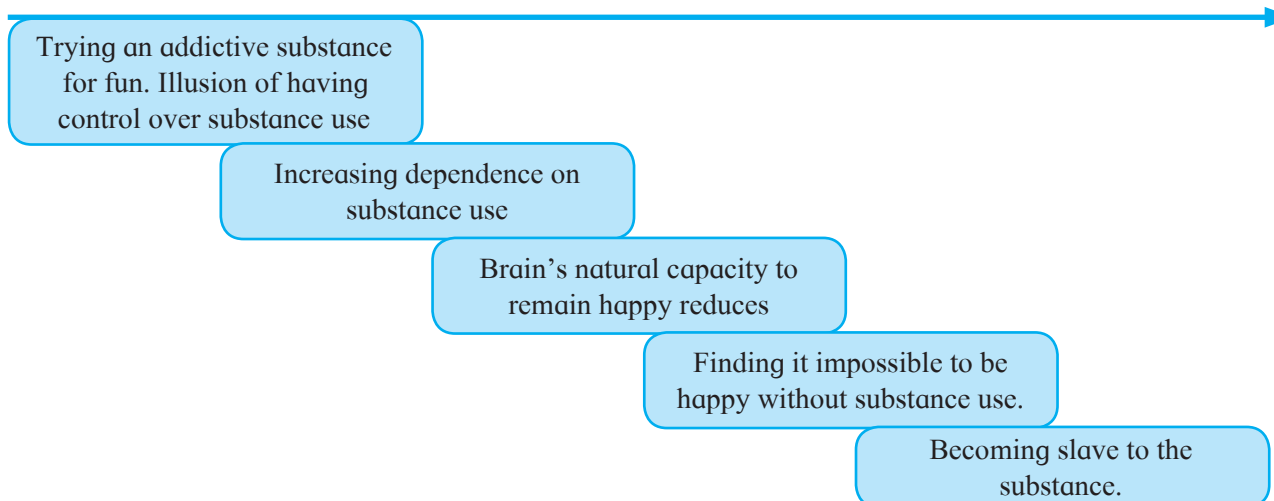
Possibility of accident if driving
under influence of drugs.

3. Self development or self destruction?



Discuss on the two pathways given above

4. Process of being addicted



Being happy is the natural tendency of the brain. This natural tendency starts diminishing because of the regular use of addictive substances and the person finds it necessary to turn to addictive substances for being happy. Addiction is a disease.

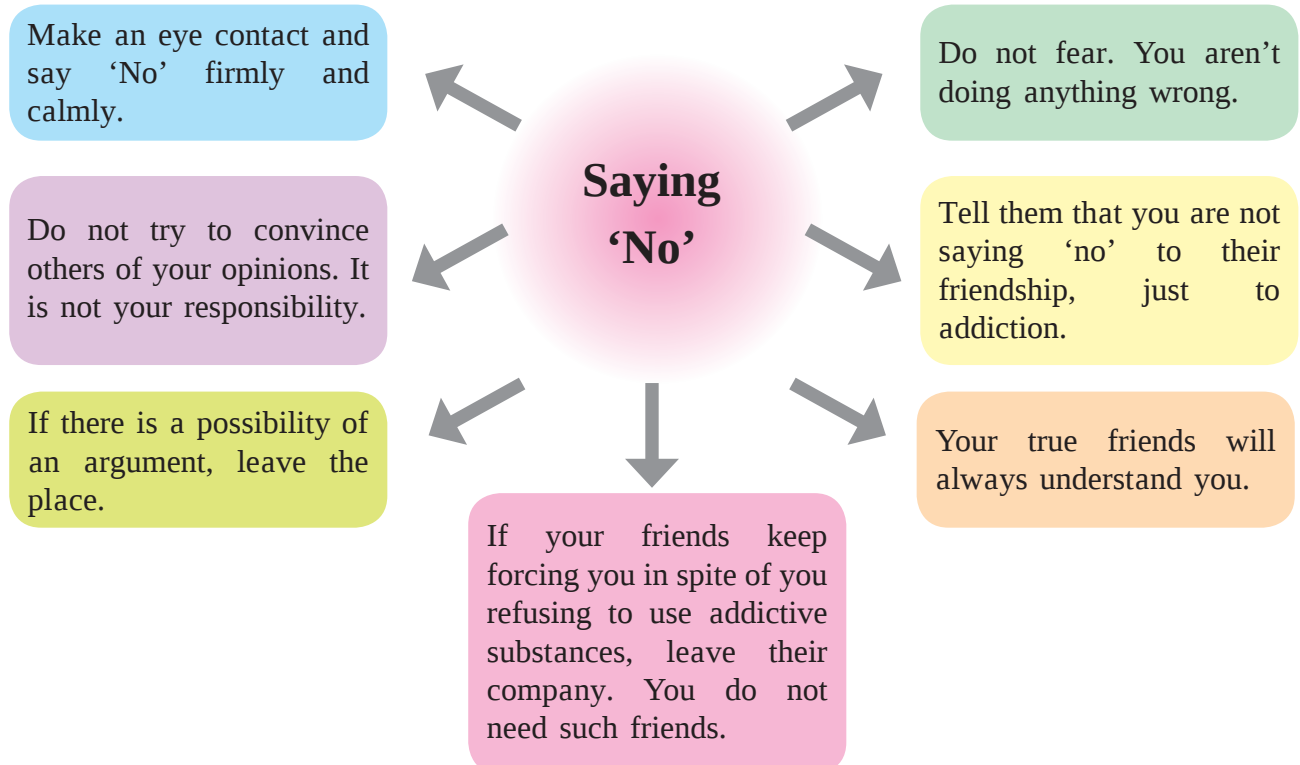


Think about this

- Increasing number of men and women are turning into tobacco, cigarette and alcohol addicts. In last 10 years, according to one survey in India, suicides due to drug related problems have exceeded the suicides related to dowry, poverty and loans.
- An average of around Rs. 60 per day is spent on addiction by the regular addicts which comes to about Rs. 21,900 per year. This money could be used for education, buying home necessities, amenities etc.
- If a person in the age bracket of 14-18 years develops a habit of consuming an addictive substance, the risk of that person turning into an addict in the future is as high as 60%. On the other hand the success rate of de-addiction worldwide is as low as 5-6%. Hence prevention is always better than cure in case of addictive substances. It is better not to try them at all.

5. Art of saying 'No'

Learn to say 'No' to your friends who insist on trying addictive substances.

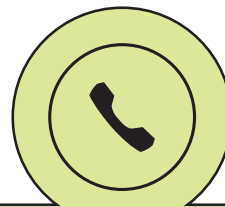


6. Prevention of addiction

If you or anyone among your acquaintances is addicted -

- Visit a de-addiction centre.
- Do not isolate or outcast the addict. He / she needs support.
- Seek help of experts.
- Try to indulge in some hobbies.
- Leave the company of other addicts.

The responsibility of your life, your health and your safety is yours and yours alone.



Do you or does someone you know need help in quitting alcohol or drug addiction?
Dial the toll free number
1800-11-0031
between 9.30 a.m. to 6.00 p.m.
any day except Sunday.
This is the helpline set up by
the Government of India.

Try this

Make a group of 4 students. Discuss the symptoms and habits of addicts. Also try to remember and discuss the socio-economic and emotional effects it has on the family of the addict. Make a poster about the same.

Successfully handling / managing the effects of media.

1. Understand

Being aware of the impact of media on self and try to understand it.

2. Identify

Learn to recognize the effect and its intensity on yourself. Are you or any one of your friends addicted to any drug?

3. Challenge

If at all you have developed any bad habit then try to follow the methods given in this chapter.

4. Implement

Implement the changes you have decided. If you are not successful in doing so, think over it again, take help from parents and experts.

Assessment (Weightage 15 %)

Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Buying new things	Honestly made a list of all the things he/she buys and how many of them are unnecessary. Also planned to reduce them.	Made a list but did not plan on reducing unnecessarily bought things.	Did not make the list.	
Writing about how one makes a choice	Answered the five questions thoughtfully.	Answered the five questions vaguely.	Incomplete work. Copied from others.	
Discussion about addicts	Actively participated. Discussed using the points in the textbook.	Participated in the discussion	Did not participate in the discussion	



