

Think First

JEA
press rights
commission

Free expression
through
responsible
journalism

Marina Hendricks
Newspaper Association of America Foundation
Arlington, VA
September 21, 2008

An Ounce of Prevention

Overview and Rationale:

While a thorough grounding in the cases that have shaped student press law is essential for young journalists, such knowledge also may have a chilling effect. This lesson is designed to help students think about content, its potential ramifications and how the practice of fair, accurate journalism can be their best defense against censorship and related threats.

Goals for Understanding:

Essential question:

How could our publication be shaped by knowledge of major student press law cases?

Critical engagement questions:

What can lead to censorship or limits on student expression?
How do we guard against self-censorship?

Overviews and Timeline:

Activity 1 (two classes or meeting periods)

Students will review cases after Tinker and Hazelwood (through the instructor's PowerPoint) to gain an understanding of how these decisions have affected the student press. **THEY CAN ALSO USE ADDITIONAL WEB SITES MENTIONED IN COURSE**

Activity 2 (two classes or meeting periods)

Students will be divided into groups to prepare presentations for the class on each case. They will explore what could have been done differently, role-playing from the various perspectives of both plaintiffs and defendants.

Activity 3 (two classes or meeting periods)

Students will brainstorm on story ideas for upcoming issues and discuss how to cover topics fairly and accurately. They will develop story budgets for at least two issues.

Activity 4 (two classes or meeting periods)

Students will review the current advertising policy (if one exists),

Think First

Materials were produced for this Web site by the Journalism Education Association (<http://jeapressrights.org>) and the Center for Scholastic Journalism (<http://jmc.kent.edu/csjs>).

Free expression through responsible journalism

identify potential loopholes and revise the policy accordingly. If no policy exists, they will review examples and draft their own. **WORK IN CASES TO SHOW HOW THEY APPLY; SAME WITH STORY IDEAS?**

Assessment:

The story budgets and advertising policy will be used to shape upcoming issues of the student newspaper. Grading will be based on participation in class discussions and demonstrated ability to analyze situations in a mature, logical fashion.

References:

Those cited in the "Beyond Tinker and Hazelwood" PowerPoint

(once again ... the model lesson plan)



Think First

Materials were produced for this Web site by the Journalism Education Association (<http://jeapressrights.org>) and the Center for Scholastic Journalism <http://jmc.kent.edu/csaj>).

Free expression through responsible journalism