

# *Media Literacy Teaching Manual*

## **Part 1 Introduction to Media Literacy Core Concepts and Outcomes**

### Core Concept #1: What is media literacy

- 1a Forms and Types of Media
- 1b Definition of Media Literacy
- 1c Effect of Media on the Brain

### Core Concept #2: Media is intentionally constructed

- 2a Components of Media
- 2b Media Creates Emotion
- 2c Media Creates a Fantasy World

### Core Concept #3: Media can be deconstructed

- 3a Basic Persuasion Techniques
- 3b Text
- 3c Subtext
- 3d Target Audience
- 3e Deconstruction and Reconstruction

## Part 2 Introduction to Social Marketing and Steps to Creating a Message

### A. Define a Social Issue

- A1 What Matters to You
- A2 What to Do About It

### B. Picking an Audience

- B1 Whom to Target
- B2 Targeting Teens: the Truth Campaign

### C. Develop a Message

- C1 Creativity Enhancer
- C2 Find a Persuasive Message/ Know Your Audience
- C3 Using Subtext
- C4 Using Natural Instinct for Rebellion

### D. Share the Message

- D1 Creating the Whole Message
- D2 Sharing and Feedback

# Table of Contents

<b>PART 1: INTRODUCTION TO MEDIA LITERACY .....</b>	<b>5</b>
1 WHAT IS MEDIA LITERACY .....	5
<i>1a Define Forms and Types of Media</i> .....	5
<i>1b Why Do Media Literacy?</i> .....	7
<i>1c Effect of Media on the Brain</i> .....	9
2 MEDIA IS INTENTIONALLY CONSTRUCTED: DEFINE COMPONENTS OF MEDIA .....	11
<i>2a Music Creates Stories</i> .....	11
<i>2a Brand Name Logo Alphabet</i> .....	13
<i>2a Slogans and Jingles Call Out</i> .....	15
<i>2a What Do You See?</i> .....	17
<i>2a What you See is Not Always What you Get:</i> .....	19
<i>2a Photos and Text With an Agenda</i> .....	21
<i>2b Name that Emotion!</i> .....	23
<i>2c Fantasy World</i> .....	25
<i>2c Who Creates Our Reality? Movie Bingo</i> .....	27
<i>2c Recreating Reality</i> .....	29
3 MEDIA CAN BE DECONSTRUCTED .....	31
<i>3a Persuasion in Real Life</i> .....	31
<i>3a Persuasion Skits</i> .....	33
<i>3a Persuasion Strategy Pass Around</i> .....	35
<i>3a Persuasion Strategies in Commercials</i> .....	37
<i>3b Text: What did you see and hear?</i> .....	39
<i>3c Subtext Analogy &amp; Commercials</i> .....	41
<i>3c Subtext in Ads: Concentric Circles</i> .....	43
<i>3d Targeting Kids</i> .....	45
<i>3d Different Ads for Different Target Audiences</i> .....	47
<i>3e Putting it all Together, or Taking it all Apart</i> .....	49
<i>3e DIY Counter Ads (Do it Yourself)</i> .....	51
<i>3e Guissimo (A Fantastic Review Game!)</i> .....	53
<b>PART 2 INTRODUCTION TO SOCIAL MARKETING AND CREATING MEDIA .....</b>	<b>55</b>
A DEFINE A SOCIAL ISSUE .....	57
<i>A1 What Matters to Canada?</i> .....	57
<i>A1 What Matters to you?</i> .....	59
<i>A2 So Many Options for Promoting Change</i> .....	61
<i>A2 What To Do About It?</i> .....	63
B PICKING AN AUDIENCE.....	65
<i>B1 Finding the Target</i> .....	65
<i>B1 Finding Your Target Audience</i> .....	67
<i>B2 Targeting Teens: The Truth Campaign</i> .....	69
C DESIGN A MESSAGE.....	71
<i>C1 Two Games to Get the Creativity Going</i> .....	71
<i>C2 Who is Your Audience</i> .....	73
<i>C3 To Be Preachy or Not to Be – That is the Question!</i> .....	75
<i>C4 Don't Push the Red Button!</i> .....	77
D CREATION .....	79
<i>D1 Using Persuasion Strategies to Sell a Positive Message</i> .....	79
<i>D1 Just Do It</i> .....	81
<i>D1 Unintended Subtext</i> .....	83
<i>D2 Giving Feedback on Storyboards</i> .....	85
<i>D2 Finalize Storyboards, Share with Classmates, Give and Receive Feedback</i> .....	89



# PART 1: Introduction to Media Literacy

## 1 What is Media Literacy

1a <u>Define forms and types of media</u> 1b Defining and Why do media literacy 1c Effect of media on the brain
---

### 1a Define Forms and Types of Media

#### Objectives:

To consider the broad range of places and mediums from which we get information.

#### Materials:

“Find Someone Who” Handout for activity 3.

#### Activity Description:

##### 1. Whole class Brainstorming:

Materials: none

**Ask the class where we get information?**

Possible answers will include the usual:

TV

Internet

Radio

Newspaper.

*Encourage deeper thought to include:*

Words on T-shirts,

Ringtones on cell phones,

Posters in the classroom,

Movies, etc.

*Once students catch on, they often have novel ideas about sources of information.*

##### 2. Stand Up Sit Down Activity:

Materials: none

**Ask everyone to stand up who engages in a particular activity:**

Watch TV

Surfed the web,

Talk on a landline phone,

Talk on a cell phone

Read the newspaper,  
Read a magazine,  
Seen a bill board,  
Noticed a brand of product in a movie...

**3. Find Someone Who:**

**Materials: Ice Breaker sheet.**

**Use the attached Bingo game. It is a great opening activity**

Have students walk around room and find someone who can answer yes to the list of activities on the sheet. Students who answered yes can initial the box.

NOTE: The website: [www.ourreality.org](http://www.ourreality.org) has many examples of media created by Alaskan youth, along with multiple online resources. Check it out.

1a Define forms and types of media 1b <b>Defining and Why do media literacy</b> 1c Effect of media on the brain
---

## 1b Why Do Media Literacy?

### Objectives:

Define the words “media”, “literacy” and “media literacy”.  
Relate learning media literacy skills with learning how to read and write.  
Understand why media literacy skills are important.

### Materials:

“What is Media Literacy?” handout

### Activity Description:

#### 1. Pre-Activity

Complete “What is Media?” Activity on p. 5. That activity will be referenced later in this activity.

#### 2. Large Group Discussion - Literacy

What does the word “literacy” means? Literacy is the ability to read and write to a competent level.

#### 3. Pair Share

Have students work in pairs. Invite students to share a memory they have about when they were learning to read or to write.

#### 4. Large Group Discussion

Discussion Questions:

What was it like before you knew how to read or write?  
What is it like now that you know how to read and write?

What do you do much of your writing on?  
What do you use to write many of your papers for school?  
What form does much of reading today take?  
What form does reading take outside of school?

Much of reading and writing takes place today on a computer. Reading on Internet sites, writing papers on the computer, even taking exams, like the SATs online are common.

#### **4. Pair Share**

In new pairs, invite students to share a memory of the first time that they used a computer or got online. How was this different or the same as your first experiences with reading or writing?

#### **5. Large Group Brainstorm**

If literacy is the ability to read and write, brainstorm with the class what “media literacy” means. Record their answers in a web, list, or other format. Type up their answers and distribute this as a handout for the students.

Brainstorming Questions:

What is media? Refer back to the Pre-Activity.  
We live in a “media saturated culture”. What does this mean?  
What does it mean to “read” media?  
What does it mean to “write” or create media?  
What skills are needed to read and write media?  
Why is being able to read and write media important now?

Media literacy is:

- Recognizing that we are bombarded by messages from the media (TV, radio, newspaper, movies, music, internet, etc.) everyday throughout the day. (OBSERVE)
- Identifying the hidden messages in the media and the tools of persuasion the media uses. (ANALYZE)
- Becoming conscious of how those messages affect us. (EVALUATE)
- Taking action - choosing not to let the media influence you, creating anti-ads, talking with friends and family, limiting the amount of TV you watch, not being a walking billboard, etc. (CREATE)

1a Define forms and types of media  
1b Defining and Why do media literacy  
1c Effect of media on the brain

## 1c Effect of Media on the Brain

**Objectives:** Learn the physiological and psychological power that media, especially that which is designed to be persuasive, has on our brain, Understand that media has a role in defining who we are and what we think is normal.

NOTE: At this point it is often useful to let students know that the intent is not to demonize media, or TV, but to gain skills and ability to not be robotrons, and sponges, but to watch while maintaining personal integrity.

### Activity Descriptions:

#### 1. Assume the Position

Materials: none

Ask students to assume the following positions:

Watching TV (short of lying on the desk or floor.)

When the principal walks into the classroom.

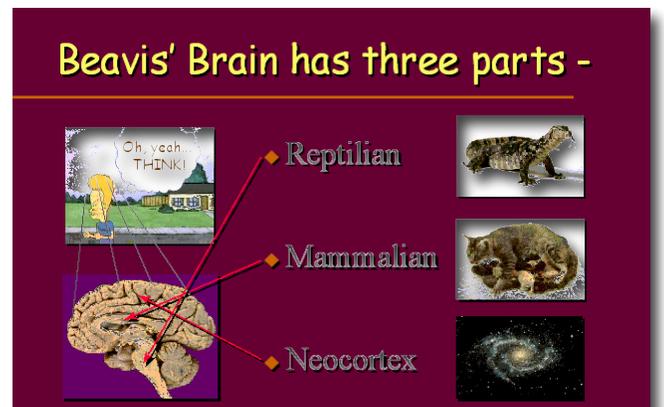
When a very attractive new student walks into the classroom.

Then, discuss how each felt. Alert? Engaged in surroundings? Relaxed? Our brains really are connected to our bodies, and experience similar levels of alertness and receptivity when involved in different activities.

#### 2. Large Group Brain Discussion 1

Materials: Beavis Picture

*Lecture points:* The Reptilian part of the brain is associated with survival. It is the part of the brain that is activated in a life and death emergency, when there isn't time to make thoughtful decisions.



The Limbic or Mammalian region of the brain is hundreds of thousands of years old. Scientists think this is where memories are stored.

The newest region is the Neocortex. Its age can be counted only in thousands of years. Scientists tell us this is where language is stored.

A note for students, the Neocortex goes through a significant growth spurt during adolescence. This is one reason risk taking is higher in youth than adults; the ability to critically think through consequences is still developing.

By appealing to our reptilian and limbic parts of the brain, advertisers encourage us to act and feel, but not to think. Advertisements are effective at creating visual and emotional memories that don't necessarily interact with the cortex, or logical abstract reasoning part of the brain.

By designing ads that appeal to young people in this manner, They "grab" attention, which also powerfully tells kids to "stop thinking." That is, they decrease usage of the neocortex region, and reduce analysis, critiquing and development of empathy. Stopping thinking is one of the developmental mechanisms behind attention deficit.

### **Discussion Questions:**

- ❖ **Do you think advertisers know about how the brain works?**
- ❖ **How could they use the information?**
- ❖ **On a strictly physiological basis, which do you think is more primal, words or pictures?**

### **3. Large Group Brain Discussion 2 (for a more advanced brain discussion)**

#### **Materials: Simplified Brain Behavior Handout**

This image provides more detail about how the parts of the brain and their associated functions.

An important part of the brain discussion is to consider that how the neo-cortex grows during adolescence, is dependent on what it is exposed to. The brain responds to stimuli. For example, if a teen is exposed to significant violence and stress, the brain stem, or reptilian part of the brain will branch and grow, leaving the neo-cortex less developed.

#### **Discussion Questions:**

- ❖ **What could happen if the neo-cortex does not adequately develop during adolescence?**
- ❖ **What can you do to increase neo-cortex growth?**

## *2 Media is Intentionally Constructed: Define Components of Media*

2a Define Components of Media

2b Media Creates Emotion

2c Media Creates a Fantasy World

### **2a Music Creates Stories**

#### **Objectives:**

Understand how different music can create a different story.  
Recognize that media is consciously constructed.

#### **Materials:**

Same video clip with three different music backgrounds (labeled *SequenceOne*, *SequenceTwo*, and *SequenceThree* on the resource CD)

#### **Activity Description:**

##### **1. View Media & Discuss**

Play the video clip without any sound at all. Ask the students to tell the possible stories about the guy in the clip.

Play the video clip with music #1. What is the story?

Play the video clip with music #2. What is the story?

Play the video clip with music #3. What is the story?

Discuss how different music can tell a completely different story using the same video clip.



2a Define Components of Media

2b Media Creates Emotion

2c Media Creates a Fantasy World

## 2a Brand Name Logo Alphabet

### Objectives:

Identify the components (color, font, etc.) of media that help us recognize particular brands or products.

Recognize that media is consciously constructed.

### Materials:

Logo Alphabet (from New Mexico Media Literacy Project)

Answer key

### Activity Description:

#### 1. Pair Share

Explain that each letter in this logo alphabet comes from a particular brand. Tell students to turn to the person sitting next to them and see how many brands they can identify. Give students two minutes or so.

#### 2. Large Group Discussion

As a large group, identify each brand.

Why do we remember the brands even if it is not a product we use?

Colors, fonts, images, slogans or jingles, commercials, ads help us recognize the brands or the products even if we do not use them. Advertisers spend millions of dollars thinking about the best way to make us remember and want to use their products. Media is very purposefully and consciously constructed.



2a Define Components of Media

2b Media Creates Emotion

2c Media Creates a Fantasy World

## 2a Slogans and Jingles Call Out

### Objectives:

Experience and understand the power words add to a message.

### Materials:

Jingles and Slogan Document

### Activity Description:

Read the first part of the slogan to students and let them call out the name of the associated business or product.

You're in Good Hands  
Allstate

Is It In You  
Gatorade

What's on your list today  
Fred Meyer

You can do it. We can Help.  
Home Depot

Every Kiss Begins With  
Kay Jewelers

The Captain Was Here  
Captain Morgan

Can You Hear Me Now  
Verizon Wireless

Twoallbeefpattiespecialsauce  
lettucecheesepicklesonionson  
asesameseedbun  
McDonalds

NOTE: You can personalize this list with your favorites. When you get to Captain Morgan, many students will first think it is Captain Crunch. When a student guesses Captain Morgan, be prepared for all eyes to turn to that student.

If the students have seen the Supersize Me documentary they may already know the two all beef patties... line.