

Media Literacy “Reach Out” Campaign 2009

Overview:

Media Literacy can help youth recognize and understand messages. The definition is the ability to access, analyze, evaluate, and produce communication in a variety of forms. A media literate person can think critically about what they see, hear and read. It also helps the person ask questions about what they watch, see, hear and read. Most importantly a person can critically assess how the mass media normalize, glamorize, and create role models for unhealthy lifestyles and behaviors.

The Youth Action Team, MVMMS Action Team, and the Melrose Substance Abuse Coalition’s goal is to involve elementary school age youth (Grades 3 -5) with the idea behind media literacy. We want to teach the youth to recognize how a message tries to influence them and lessen the impact of that message.

Action Plan:

Feb 12 '09: Coalition Coordinator presents to Administrators to generate elementary school interest in project.

Rest of Feb '09: Schedule is set with interested elementary school principals. Lesson materials are prepared by Youth Action Team Advisor and middle school students.

March '09: Pre-survey administered to 3-5 graders. Lessons begin and run every two weeks (or as principals see fit).

May '09: Post-survey administered. Lessons end for year.

5 Categories Encompassing the Campaign:

Form- Media messages come in different forms. How is this message delivered?
(magazines, television, radio, newspapers, etc.)

Construction- Each media message is a collection of words, images, and sounds. What are used to create this message?

Interpretation- People interpret media messages differently. How does this message make you feel?

Reality- Media messages represent (someone’s) reality. What is the message maker’s point of view?

Purpose- Each media message has an author and a purpose. Why was this message sent and is it trying to sell me something?

4 Part Campaign: (Ideal time frame is every 2 weeks)

Lessons

1. Identify different forms of communication.
2. Understand how different people interpret messages (using symbols).
3. Distinguish between programming and advertising.
4. Apply knowledge using the internet (www.pbskids.org/dontbuyit).

LESSON #1

Objective: Students will be able to identify different media – forms of communication.

Materials: Magazines, newspapers, telephone, radio, computer

Project: Separate students into groups and give each group a communication medium.

Ask each group to do a quick talk about everything they know about the object.

Each group will share what they said and we will ask what these items have in common.

List the items on the board and identify them as Media. Define and discuss what is “Media.”

Take Home: Assign students to gather newspapers and magazines and ask them to cut out different media to glue onto a poster board.

LESSON #2

Objective: Understand how different people interpret familiar symbols.

Materials: Sheets of paper with familiar symbols (ex. Golden Arches, stop sign, etc.)

Project: Show the images and have the students identify them.

After, ask, “How did you know that the picture said ____?”

Explain that a symbol is a picture or a word that sends a message.

Take Home: Have the students go on a community or school scavenger hunt looking for symbols and have them record their findings.

LESSON #3

Objective: Students will be able to distinguish between programs and advertising.

Materials: 15 minutes (or less) of a children show

Project: Allow students to identify what were the commercials and have them give reasons for their answers.

Discuss the difference between commercials and programming.

Ask students, “What makes a commercial a commercial? What’s different about it?”

Take Home: Pass out a sheet with additional media literacy activities.

The sheet will have activities for parents to do with their children.

- Ask your child some questions the next time you watch a TV commercial.....
- The next time your child is watching television, sit down and join them.....
- The next time you and your child pass a billboard, see a television commercial, or notice a print ad in a magazine or newspaper, ask her about the advertising message.
- Create your own commercials or ads.

LESSON #4

Objective: Use the internet to link the previous 3 lessons and review media literacy.

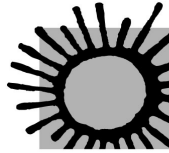
Materials: www.pbskids.org/dontbuyit

Project: Each student will follow us through different activities on the website.

The activities are review for the 3 previous lessons.

The internet is used by basically everyone and the youth are becoming involved with it at an earlier age. Teach them what to look out for. (ex. Pop-ups, flashy ads)

Take Home: Review sheet of what was taught and the website link for the parents to check out with their kids.



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Additional Media Literacy Activities

1. Ask your child some questions the next time your watch a TV commercial. Is the advertisement trying to sell you something? If so, what? Is that product healthy for you? How is the sponsor of that product trying to get you to buy it?

- By making you feel unlovable. (“You won’t be like if you don’t try this product.”)
- By making you feel left out. (“Everyone is buying it, so don’t be left out.”)
- By making you feel inadequate. (“If you don’t buy this product, you won’t be able to do things as well as everyone else.”)

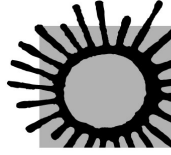
How do you feel about the product now?

2. The next time your child is watching television, sit down and join them. What does your child like about the program? Talk with your child about whether people in real life look like the people on television or in the movies. What are the differences? How do the people they see in movies and televisions make them feel about themselves? Do they want to look like the people they see on TV? Do they want to live the lifestyles they see represented? Is this realistic?

3. The next time you and your child pass a billboard, see a television commercial, or notice a print ad in a magazine or newspaper, ask her about the advertising message. What is the ad really selling? A product? A feeling? A lifestyle? Does he/she believe everything the ad says? Can the product actually do what the ad promises? What else might the product or service do that the ad doesn’t mention? Is the ad misleading in any way? Who is the ad targeting? Why?

4. Create your own commercials or ads. Ask your child to pick or create a product or service and then create an advertisement for it. Your child could act out a television commercial, write a radio script, or draw a print ad or billboard. Talk about why he used the images and words that he did. You can get into the act and create an ad, too! Talk about the thought process that you went through to create the ads.

Taken from ncadi.samhsa.gov website.



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Survey

(Administer before Lesson 1 (Pre) and after Lesson 4 (Post). This survey is **Pre** or **Post**...circle one.)

Please answer the following questions as best as you can.

1. What grade are you in?: _____
2. Media messages are only seen on TV. Circle **TRUE** or **FALSE**.
3. A symbol is a picture or word that sends a message. Circle **TRUE** or **FALSE**.
4. Each media message is a collection of:
 - a. Words
 - b. Images
 - c. Sounds
 - d. All of above
5. People interpret media messages differently. Circle **TRUE** or **FALSE**.
6. Do you think about what an advertisement or a commercial is trying to tell you? Circle **YES** or **NO**.
7. Is there a difference between programming and advertising? Circle **YES** or **NO**
8. There is a flashing advertisement on the computer for bouncy ball that bounces 100 miles in the air. Would you click it? Circle **YES** or **NO**

Thank you!