

MEDIA LITERACY CURRICULUM

Designed by Beyondmedia Education



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MEDIA LITERACY CURRICULUM

(In 3 Parts: Analyze/Evaluate, Relate/Create, Disseminate)

Grades

7-12

MEDIA LITERACY & VIOLENCE, PART 1 OF 3: ANALYZE & EVALUATE

The goal of this lesson is to introduce students to basic media literacy concepts so that they are able to critically think about the production and dissemination of media around violence.

Objectives

In this lesson, participants will accomplish the following:

- Recognize that all media is constructed.
- Understand the foundations of media literacy
- Understand mainstream media's role in shaping the definition of violence

Time

Minimum time needed 1hr.

Materials Needed:

- TV or projector
- Computer with internet connection
- Handouts/Worksheets for participants (writing utensils)
- Blackboard or Butcher paper & markers
- Copy of a Superbowl commercial that depicts violence (stream from internet or DVD); Internet connection or DVD player

OR

- Handout of a news report on youth violence (www.chainofchange.com/blog)

Activity-Deconstructing Media

Group Discussion (20 mins)

Handouts: Key Terms & Media Map

Resources: www.StopBigMedia.com, medialit.org, www.nmmlp.org

As a group discuss the following questions:

What is media?

What are the major media conglomerates?

What is media literacy?

Deconstructing a commercial or a local news report on youth violence (40 mins)

Handout: Deconstructing Media Worksheet

Resources: www.chainofchange.com/blog, www.hulu.com/adzone, www.youtube.com

Pass out the Deconstructing Media Worksheet. Select either a commercial or a news report that depicts/reports on violence. Participants will deconstruct this media.

For the news report example:

Select an article about youth & violence from www.chainofchange.com/blog. Print & pass out a copy of the report to each participant. Have them read the report to themselves. Once everyone has read it once, have them fill out the Deconstructing Media worksheet individually. It is okay if they do not know all the answers.

Then ask volunteers to read the report out loud to the group. As a group answer the questions from the handout. You may need to have them do research on the Internet if they are unsure of their answers.

For the commercial example:

Screen a commercial that depicts a form of violence to participants. You can stream some commercials from www.hulu.com/adzone or do a general search on www.youtube.com (Superbowl commercials are a good selection since it is easy to find them in a general search, they often depict a form of violence, & it is easy to research who produced the advertisement).

Play the commercial once then ask participants to answer questions 1-3 on the handout.

Play the commercial a second time and ask participants to answer questions 4 & 5 on the handout.

As a group go through your answers.

By the end of this activity make a point of going back over media literacy concepts and their link to the deconstruction activity.

Facilitator teaching points, handouts, & resources:

Make sure as a facilitator that you note that the term media includes a broad range of items, not just television, newspaper/magazine, and radio.

As a facilitator you should complete the Deconstructing Media worksheet for your selected example before the session. To find information on the company you are exploring in your example go to their website and click “about” “terms of service” or “contact” section.

Make sure the commercial example you select displays an act of violence (physical harm/abuse, objectification/stereotype of another person, verbal abuse, etc.)

Commercial ads can be found on:

www.hulu.com/adzone

www.youtube.com

Articles on Youth and Violence:

www.chainofchange.com/blog

Handouts:

Key Terms

Media Map

Deconstructing Media Worksheet

5 Concepts & Questions of Media Literacy

Websites:

Beyondmedia Education

www.beyondmedia.org

Chain of Change

www.chainofchange.com

Center for Media Literacy

medialit.org

New Mexico Media Literacy Project

www.nmmlp.org

Stop Big Media

www.StopBigMedia.com

MEDIA LITERACY & VIOLENCE PART 2 OF 3: RELATE & CREATE

The goal of this lesson is for participants become media makers by using the Chain of Change (CoC) toolkit to create a short video around their perspective on violence.

Objectives

In this lesson, participants will accomplish the following:

- Understand of the transformative power of media for themselves and others.
- Create their own short video on violence

Time

Minimum time needed is 3 hrs. This can be broken into two 90 min sessions.

Materials Needed:

- CoC Toolkit (Flip camera, tripod, CoC manual)
- Computer with USB port
- Blackboard or Butcher paper & markers
- Internet access
- TV or projector

Activity-Screen CoC video (30 mins)

Select and show a short video from www.chainofchange.com (10 mins)

Discussion (20 mins)

Go over the Key Terms handout so that all participants have a common definition for terms used.

Compare mainstream media violence to CoC videos/participants experience with violence. Some questions to ask participants after viewing:

- How do these youth videos compare to mainstream videos?
- How is the violence they experience in their lives different/same as the violence depicted in mainstream media?
- What forms of violence does mainstream media show?
- Who is shown perpetuating violence in mainstream media?

Activity-Plan short video (60 mins)

Introduce CoC discussion questions and takes notes/copy down participants' responses. (Toolkit manual pg. 4) (20 mins)

Based on the discussion about youth and violence select as a group one response to focus on. Based on that, brainstorm short video ideas and plan your short video (Toolkit manual pgs. 5-8) (40 mins)

Activity-Media Production, shoot short video (90 mins)

Prep and shoot video (Please refer to CoC toolkit manual for instructions on how to operate camera equipment and pointers on how to shoot video.)

Facilitator Teaching Points & Resources:

Key Terms handout

Chain of Change project www.chainofchange.com

Beyondmedia. Education www.beyondmedia.org

CoC Toolkit: Flip camera, tripod, manual (please contact Beyondmedia for toolkit)

Facilitator should take the role of the director and assign participants roles for production.

Handouts & Resources for Participants:

Chain of Change Toolkit Manual (www.chainofchange.com)

Media Literacy & Violence Part 3 of 3: Dissemination of Media

The goal of this lesson is for participants to engage others in youth and anti-violence work by hosting a screening & discussion of their short video.

Objectives

In this lesson, participants will accomplish the following:

- Will know how to use the media they create for social change
- Learn how to mobilize support

Time

Minimum time needed is 2 hrs. which can be broken into two-1 hr sessions. Plus the time of the actual screening/discussion which can run about 1 hr.

Materials Needed:

- Blackboard or Butcher paper or paper and writing utensils

Activity-Plan a screening (2 hrs)

Organize participants into 3 small groups. Each group will work on one area of the screening to organize.

Group 1 is responsible for the logistics of the screening such as:

- Find a space/location
- Set a date/time
- Define how many people can attend; who is your target audience
- Decide if there will be refreshments
- Decide if there will be a program
- Decide who will facilitate/MC
- Decide if there will be a presentation to go along with screening/discussion

Group 2 is responsible for the advertising of the screening such as:

- Deciding what type of advertising they will use: paper (flyers, invitations, etc.), viral (evites, facebook, etc.), word of mouth/peer 2 peer, etc.
- Decide where and to whom the advertise will be targeted at (target audience-what groups should attend)
- Implement/create advertising; they will create the paper (flyers, invitations, etc.), viral (evites, facebook, etc.), word of mouth/peer 2 peer, etc.

Group 3 is responsible for the program of the screening such as:

- Decide the order of events of the event and create the actual even program.
- Create the list of open-ended questions for audience members about the video.

- Decided how the discussion will be organized; who will facilitate and who will respond to questions (all participants or selected participants).

Facilitator Teaching Points & Resources:

Push that the participants are in charge, give them ownership over event. Make sure everyone ends up with a role/duty in the planning and the actual event.

Deconstructing Media Handout

Based on the media example, please answer the following questions:

1. What type of media is this? What are some text, images, and/or sound that were used to create it?

2. Who created this media and the message? Who paid for it?

3. Why was this piece of media made? What are they selling/advertising/promoting? Who is the “target audience” for this media?

4. What information/message(s) is this media presenting? How is it presented? How do you interpret this information/message?

5. How does this media affect you? How do you feel after experiencing it? How does this media influence how you view your society?

Key Terms:

Media

the means of communication, as radio and television, newspapers, and magazines, that reach or influence people widely. With the advent of new technology, media is not just what is shown on television, heard on the radio, or read in a magazine/newspaper. Media also includes things such as billboards, video games, the internet, etc.

Mass Media

media that is specifically designed to reach a very large audience such as the population of a nation.

Media Conglomerate

a term that describes companies that own large numbers of companies in various mass media such as television, radio, publishing, movies, and the Internet. There are only 6 major media conglomerates that own the majority of U.S. media.

Media Literacy

is the process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms. It uses an inquiry-based instructional model that encourages people to ask questions about what they watch, hear, and read.

Mainstream Media

a synonym for mass media and defined not as independent media. Media produced by a media conglomerate.

Independent Media

media that is produced without support from major media conglomerates.

Violence

rough or injurious physical force, action, or treatment; an unjust or unwarranted exertion of force or power, as against rights or laws; damage through distortion or unwarranted alteration.

Encourage participants to add their own definitions/examples of violence.

Media Literacy Concepts from New Mexico Media Literacy Project (http://www.nmmlp.org/media_literacy/ML_concepts.html)

The study and practice of media literacy is based on a number of fundamental concepts about media messages, our media system, and the role of media literacy in bringing about change. Understanding these concepts is an essential first step in media literacy education.

We've organized Media Literacy Concepts into three levels: Basic, Intermediate and Advanced. Basic concepts focus on how media affect us. Intermediate concepts examine more closely how we create meaning from media messages. Advanced concepts examine the interaction of media and society, and the role of media literacy in bringing about change.

Basic concepts

1. Media construct our culture. Our society and culture – even our perception of reality - is shaped by the information and images we receive via the media. A few generations ago, our culture's storytellers were people – family, friends, and others in our community. For many people today, the most powerful storytellers are television, movies, music, video games, and the Internet.
2. Media messages affect our thoughts, attitudes and actions. We don't like to admit it, but all of us are affected by advertising, news, movies, pop music, video games, and other forms of media. That's why media are such a powerful cultural force, and why the media industry is such big business.
3. Media use "the language of persuasion." All media messages try to persuade us to believe or do something. News, documentary films, and nonfiction books all claim to be telling the truth. Advertising tries to get us to buy products. Novels and TV dramas go to great lengths to appear realistic. To do this, they use specific techniques (like flattery, repetition, fear, and humor) we call "the language of persuasion."
4. Media construct fantasy worlds. While fantasy can be pleasurable and entertaining, it can also be harmful. Movies, TV shows, and music videos sometimes inspire people to do things that are unwise, anti-social, or even dangerous. At other times, media can inspire our imagination. Advertising constructs a fantasy world where all problems can be solved with a purchase. Media literacy helps people to recognize fantasy and constructively integrate it with reality.

5. No one tells the whole story. Every media maker has a point of view. Every good story highlights some information and leaves out the rest. Often, the effect of a media message comes not only from what is said, but from what part of the story is not told.

6. Media messages contain “texts” and “subtexts.” The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message.

7. Media messages reflect the values and viewpoints of media makers. Everyone has a point of view. Our values and viewpoints influence our choice of words, sounds and images we use to communicate through media. This is true for all media makers, from a preschooler’s crayon drawing to a media conglomerate’s TV news broadcast.

8. Individuals construct their own meanings from media. Although media makers attempt to convey specific messages, people receive and interpret them differently, based on their own prior knowledge and experience, their values, and their beliefs. This means that people can create different subtexts from the same piece of media. All meanings and interpretations are valid and should be respected.

9. Media messages can be decoded. By “deconstructing” media, we can figure out who created the message, and why. We can identify the techniques of persuasion being used and recognize how media makers are trying to influence us. We notice what parts of the story are not being told, and how we can become better informed.

10. Media literate youth and adults are active consumers of media. Many forms of media – like television – seek to create passive, impulsive consumers. Media literacy helps people consume media with a critical eye, evaluating sources, intended purposes, persuasion techniques, and deeper meanings.

Intermediate concepts

11. The human brain processes images differently than words. Images are processed in the “reptilian” part of the brain, where strong emotions and instincts are also located. Written and spoken language is processed in another part of the brain, the neocortex, where reason lies. This is why TV commercials are often more powerful than print ads.

12. We process time-based media differently than static media. The information and images in TV shows, movies, video games, and music often bypass the analytic brain and trigger emotions and memory in the unconscious and reactive parts of the brain. Only a small proportion surfaces in consciousness. When we read a newspaper, magazine, book or website, we have the opportunity to stop and think, re-read something, and integrate the information rationally.

13. Media are most powerful when they operate on an emotional level. Most fiction engages our hearts as well as our minds. Advertisements take this further, and seek to transfer feelings from an emotionally-charged symbol (family, sex, the flag) to a product.

14. Media messages can be manipulated to enhance emotional impact. Movies and TV shows use a variety of filmic techniques (like camera angles, framing, reaction shots, quick cuts, special effects, lighting tricks, music, and sound effects) to reinforce the messages in the script. Dramatic graphic design can do the same for magazine ads or websites.

15. Media effects are subtle. Few people believe everything they see and hear in the media. Few people rush out to the store immediately after seeing an ad. Playing a violent video game won't automatically turn you into a murderer. The effects of media are more subtle than this, but because we are so immersed in the media environment, the effects are still significant.

16. Media effects are complex. Media messages directly influence us as individuals, but they also affect our families and friends, our communities, and our society. So some media effects are indirect. We must consider both direct and indirect effects to understand media's true influence.

17. Media convey ideological and value messages. Ideology and values are usually conveyed in the subtext. Two examples include news reports (besides covering an issue or event, news reports often reinforce assumptions about power and authority) and advertisements (besides selling particular products, advertisements almost always promote the values of a consumer society).

18. We all create media. Maybe you don't have the skills and resources to make a blockbuster movie or publish a daily newspaper. But just about anyone can snap a photo, write a letter or sing a song. And new technology has allowed millions of people to make media--email, websites, videos, newsletters, and more -- easily and cheaply. Creating your own media messages is an important part of media literacy.

Advanced concepts

19. Our media system reflects the power dynamics in our society. People and institutions with money, privilege, influence, and power can more easily create media messages and distribute them to large numbers of people. People without this access are often shut out of the media system.

20. Most media are controlled by commercial interests. In the United States, the marketplace largely determines what we see on television, what we hear on the radio, what we read in newspapers or magazines. As we use media, we should always be alert to the self-interest of corporate media makers. Are they concerned about your health?

Do they care if you're smart or well-informed? Are they interested in creating active participants in our society and culture, or merely passive consumers of their products, services, and ideas?

21. Media monopolies reduce opportunities to participate in decision making. When a few huge media corporations control access to information, they have the power to make some information widely available and privilege those perspectives that serve their interests, while marginalizing or even censoring other information and perspectives. This affects our ability to make good decisions about our own lives, and reduces opportunities to participate in making decisions about our government and society.

22. Changing the media system is a justice issue. Our media system produces lots of negative, demeaning imagery, values and ideas. It renders many people invisible. It provides too little funding and too few outlets for people without money, privilege, influence, and power to tell their stories.

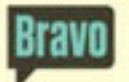
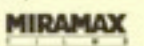
23. We can change our media system. More and more people are realizing how important it is to have a media system that is open to new people and new perspectives, that elevates human values over commercial values, and that serves human needs in the 21st century. All over the world, people are taking action to reform our media system and create new alternatives.

24. Media literate youth and adults are media activists. As we learn how to access, analyze and interpret media messages, and as we create our own media, we recognize the limitations and problems of our current media system. Media literacy is a great foundation for advocacy and activism for a better media system.

1982

1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006

Today

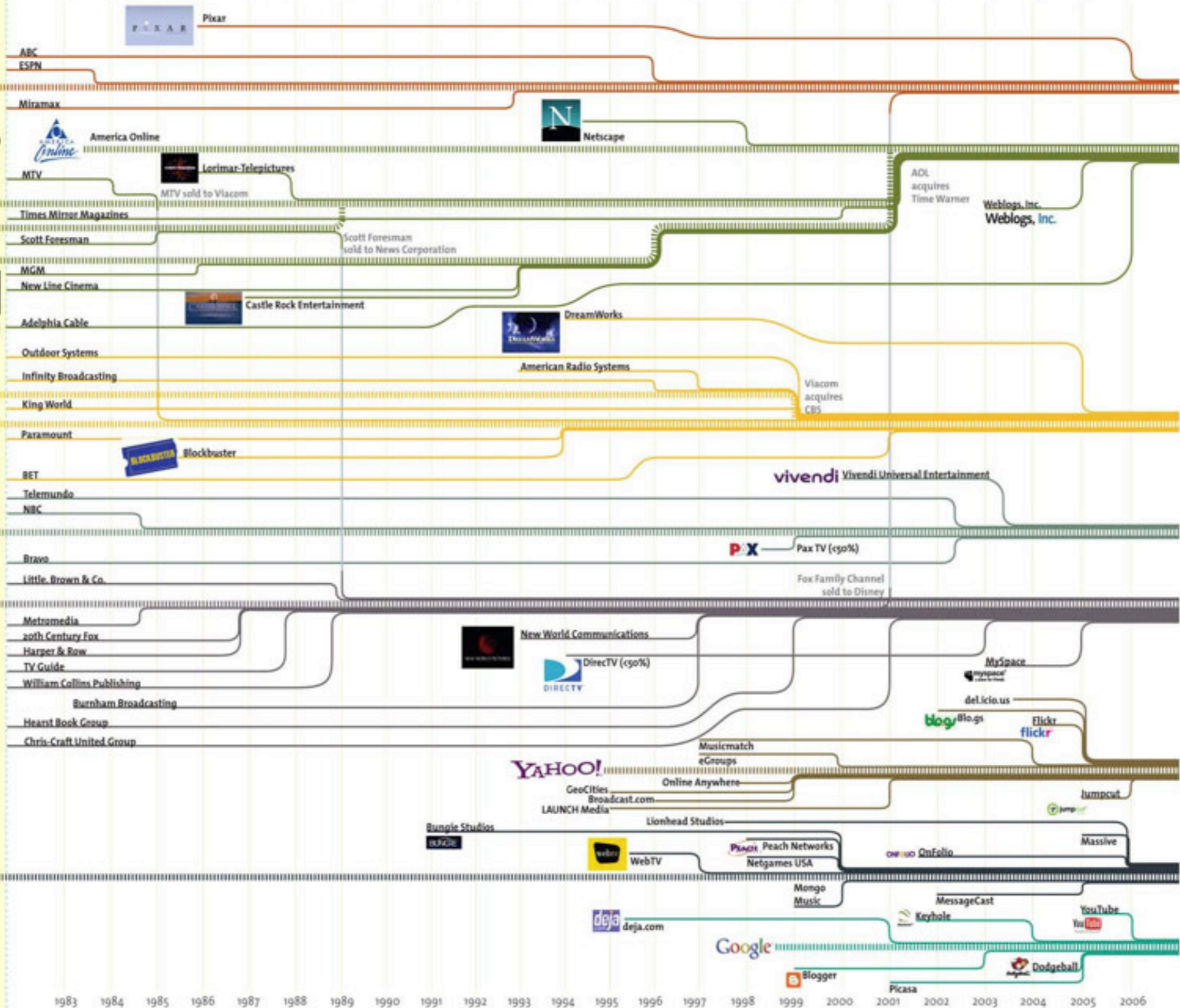


News Corporation



Microsoft

Legend:
 - Gobblers
 - The Gobbled



MARKET VALUE: \$72.8 BILLION

Other holdings include: A&E, Lifetime, Radio Disney, US Weekly, Discover, Hyperion, Buena Vista Music



MARKET VALUE: \$90.7 BILLION

Other holdings include: Cinemax, CNN, Court TV, HBO, Turner Classic Movies, People, Fortune, Sports Illustrated, DC Comics, MapQuest



MARKET VALUE: \$53.9 BILLION

Other holdings include: Comedy Central, Showtime, VH1, Westwood One, UPN, Simon & Schuster



(OWNED BY GENERAL ELECTRIC) MARKET VALUE: \$390.6 BILLION

Other holdings include: Bravo, CNBC, History Channel, MSNBC, Universal Pictures



MARKET VALUE: \$56.7 BILLION

Other holdings include: Fox News, FX, National Geographic Channel, Fox TV, Fox Searchlight, New York Post, HarperCollins



MARKET VALUE: \$40.1 BILLION



MARKET VALUE: \$306.8 BILLION



MARKET VALUE: \$154.6 BILLION