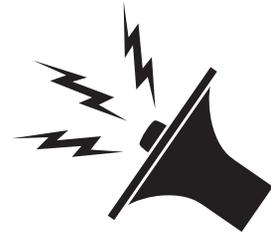
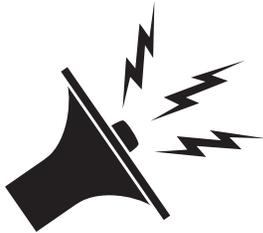


MEDIA LITERACY

— STUDENT GUIDE —

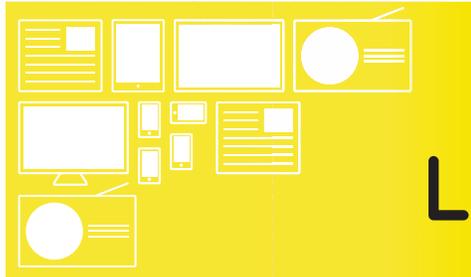


Information is everywhere.



We take it in whether we want to or not. Some of the messages we receive affect us positively, while others are negative messages. These messages come in the form of information we read in books, magazines, billboards, newspapers or other printed or digital materials. We also hear messages on a consistent basis from parents, friends, teachers, radio, television, video games, etc. Influences come in all forms. How we interpret the information and what we do with it can make a big difference in how we conduct our daily lives.

In this module, you will explore the power of persuasion, deconstructing media messages, moderation in digital relationships and how we are informed. The activities in this module are intended to inspire you to recognize persuasion, its power and to think critically about how you interact with persuasive messages.



MEDIA LITERACY

Lesson 1: The Power of Persuasion

Learning Objectives

Students will be able to identify persuasive language in their everyday worlds.
Students will be able to discern positive and negative persuasion.

Opener

Answer the questions below to discover your thoughts on persuasion. Compare your answers with a partner. Take turns sharing your responses with other partner pairs sitting near you.

Define persuasion in your own words.

List areas where you see persuasion in your everyday life.

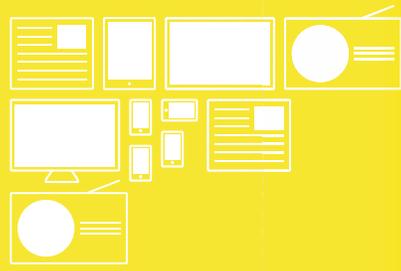
Look around the classroom. List persuasive messages that are all around in the classroom.

How do you feel about persuasion? Discuss with your partner. In general, do you think persuasion is good or bad? Why?

Think about your daily life. What influential people persuade you?

How do those people persuade you?

Do you persuade others? How?



MEDIA LITERACY

Activity One

Think about how you use persuasion in your daily life.

How do you get your parents/teachers to agree to let you do something?

What kind of information do you have to supply them? What kind of things do they want to know?

What kind of techniques do you use to get them to change their minds about something?

Look at the following techniques. Circle any that you have used to persuade someone.

Think of examples for each technique. Share with your partner.

REPETITION

**CONVINCE THAT THERE
IS NO OR LOW RISK INVOLVED**

OFFER REWARDS

CHARM

BRIBE

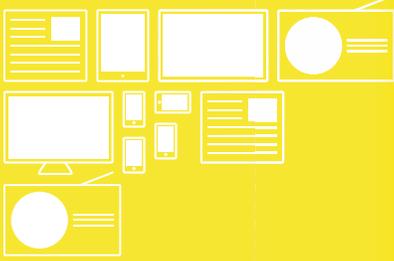
SOCIAL APPROVAL

RECIPROCITY

I've helped you, now you help me.

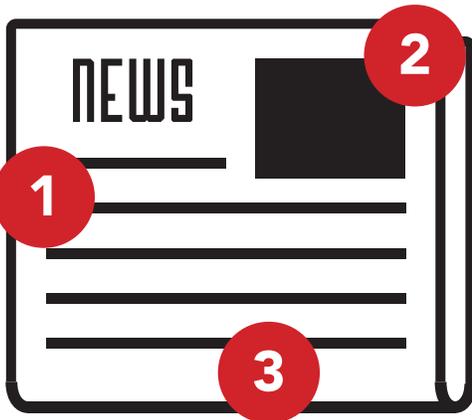
DUTY

Appeal to the person's sense of duty



MEDIA LITERACY

Activity Two



Look through an entire edition of your local newspaper. Carefully skim through the paper and identify the persuasive articles, advertisements, headlines, etc. Count how many persuasive messages you see.

Then, identify one persuasive message and connect it with a persuasive tactic. Describe the message, what tactic it uses and how it uses the tactic below.

Describe the message.

What tactic does the message use?

How does the message use the tactic?

A banner with a yellow background on the left and a dark blue background on the right. The yellow section contains icons for a newspaper, a smartphone, a tablet, a laptop, and a speech bubble. The text 'MEDIA LITERACY' is written in large, bold, black letters across the yellow section. Below this, 'Activity Three' is written in white, bold letters on the dark blue background.

MEDIA LITERACY

Activity Three

Look through the newspaper and find a product that appeals to you. Pretend you are on the phone or in a store and you want to sell the product to a consumer. What would you say?

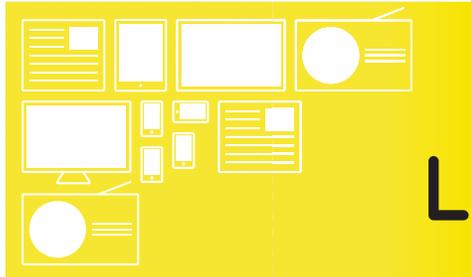
Write a sales pitch. In the sales pitch, use a tactic listed in Activity One.

How to write a sales pitch

- 1 Be brief
- 2 Summarize the product (What does the product do?)
- 3 List the benefits (How can the product help the buyer?)
- 4 Ask for what you want (Do you want the person to buy the product?)

Write your sales pitch below.

SALES PITCH



MEDIA LITERACY

Lesson 2: Advertising

Learning Objectives

Students will be able to identify specific tactics used in advertising.
Students will be able to identify hidden messages in advertising.

Opener

Look through the local newspaper and choose 3 advertisements.
Discuss the following questions about each advertisement with a partner.

Would you buy the products being advertised?

Who is the ad targeting?

What caught your eye about the advertisement?



Select one of the advertisements and look for hidden messages – messages that are not written out exactly but are suggested by certain images or phrases in the ad.

Identify the hidden messages in your advertisement by answering the questions below.

What is this ad selling?

What are the people in the ad doing?

What do their clothes and surroundings tell you?

What messages do their facial expressions and body language convey?

If there are two or more people in the ad, how are the people connected to each other?

If there are words in the ad, what do they say?

What do you think the advertiser wants you to conclude about the product without putting it in words?



Look at the vocabulary terms below.

Work with a small group to brainstorm examples of each technique from advertisements you have seen. Share your thoughts with the class.

Transference

Attempts to make the audience associate positive words, images, and ideas with a product and its users.

Name calling

Comparing one product to another and saying it is weaker or inferior in quality or taste.

Glittering generality

Using words that are positive and appealing, but too vague to have any real meaning, like “pure and natural.”

Testimonial

A product is endorsed by a celebrity or by an expert.

Bandwagon

The advertiser tries to make you feel like everyone else has the product and if you don't have it too, you'll be left out.

Snob appeal

The opposite of the bandwagon technique, snob appeal makes the case that using the product means the consumer is better/smarter/richer than everyone else.

Repetition

A product's name or catchphrase is repeated over and over, with the goal of having it stick in the viewer or listener's mind.

Flattery

The advertiser appeals to the audience's vanity by implying that smart/popular/rich people buy the product.

Plain folks

The advertiser says or implies that people just like you use a product. (This often takes the form of a testimonial.)

Emotional appeals

The advertiser appeals to people's fears, joys, sense of nostalgia, etc.

Facts and figures

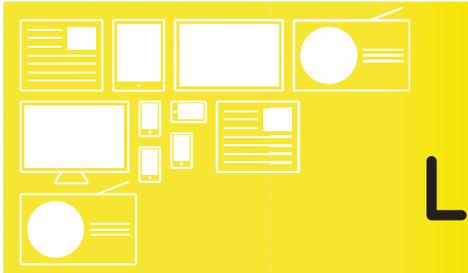
Using statistics, research, or other data to make the product appear to be better than its competitors.

Special offer

The advertiser offers a discount, coupon, free gift, or other enticement to get people to buy a product.

Urgency

The advertiser makes you feel like you need the product right away.



MEDIA LITERACY

Activity Three

Continue to work together in your small group to create an advertisement with a hidden message. Draw the ad on flipchart paper.

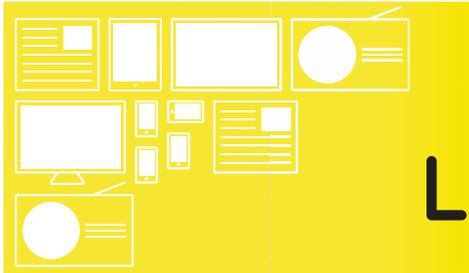
The advertisement must

- **INCLUDE THE PRODUCT NAME**
- **BE NEAT & PROFESSIONAL IN APPEARANCE**
- **INCLUDE A SLOGAN**
- **CONTAIN A HIDDEN MESSAGE IN THE TEXT OR ILLUSTRATION**
- **INCLUDE A COLORFUL ILLUSTRATION & GRAPHIC DESIGN**

Present your ad to the class.

Ask the class to pick out the hidden message after each presentation.

Insert Local Sponsor Here



MEDIA LITERACY

Lesson 3: Digital Media & Relationships

Learning Objectives

Students will be able to make informed choices on their time spent with media.

Opener

According to a recent study by the Kaiser Family Foundation, youth ages 8-18 spend 7.5 hours a day with a smart phone, computer, television or other electronic device. They spend an additional 1.5 hours each day texting, and 1/2 hour each day talking on cell phones. Considering the ways teens can multitask, this can mean up to 11 hours of media content packed into that 7.5 hours per day.

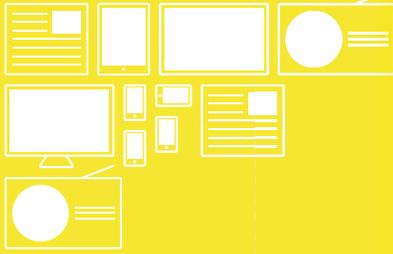
Think about your own personal, daily interactions with technology. With so much technology in our lives today, it is important to think about how it can affect our relationships with one another. Discuss the questions below with a partner to help you become more self-aware.

How much do you use technology?

How would your life be different without cell phones or Internet?

What are three ways that cell phones and the Internet are used in positive ways in people's relationships?

What are three ways that cell phones and the Internet are used in negative ways in people's relationships?



MEDIA LITERACY

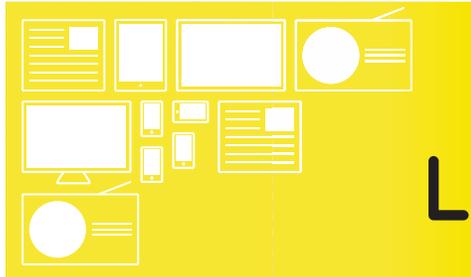
Activity Two

TECHNOLOGY USE SURVEY

- 1 Do you own a cell phone?** Yes No
If yes, at what age did you get your cell phone?
- 2 Does your cell phone have access to the Internet?** Yes No
- 3 Does your cell phone have a camera?** Yes No
- 4 On average, how much time do you spend per day**
Talking on your cell phone?
Texting?
On Facebook or other social media sites?
Watching TV?
Listening to your iPod?
Surfing the net for fun?
Doing on-line research for school?
Playing video games?
- 5 How do you think your life would be different**
Without your cell phone?
Without the internet?
- 6 Do you have a Facebook account?** Yes No
If yes, how often do you check it?

If yes, how often do you update your status message?
- 7 What sites do you visit /use most often?** (Check or list all that apply.)
____ YouTube ____ Facebook ____ Twitter ____ Instagram

Others: _____



MEDIA LITERACY

Lesson 4: Critical Thinking

Learning Objectives

Students will be able to recognize their positive and negative media habits.
Students will make a plan to improve their overall media habits.

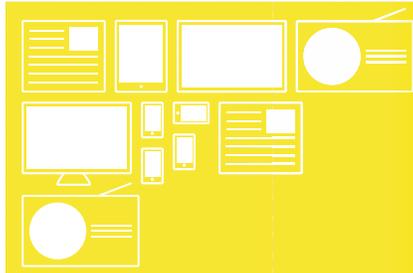
Opener

Think about your responses to media.

Do you tend to buy or not buy things in response to advertisements?

What are some examples of items you bought because of an advertisement?

Do you think your friends are influenced by the media? How?



MEDIA LITERACY

Activity One

Persuasive messages and other advertising techniques are not bad – they just simply require you as a consumer to think more critically in order to evaluate the information you read and hear. Knowing these techniques exist and how they work allows you to make careful and informed decisions before you purchase a product.

With a partner discuss why it is important to think critically about the persuasive messages you receive throughout your life. Talk about how to start habits of discernment - thinking about a message before accepting it.

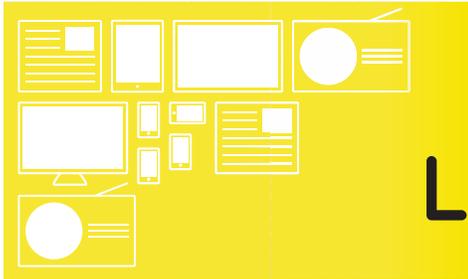
Find three advertisements in the newspaper that appeal to you. Pick ones that you have an immediate reaction to and that make you feel as though you want to purchase the product being offered.

Role play with your partner what your thought process will be as you respond to each persuasive message. Actually say what you would think out loud for this exercise.

Examples

“Wow! 50% off that sweater is a really good deal! ... But I really can’t afford to spend money on clothes right now. Besides, I know their tactic, they’re trying to sell me the sweater for a discount, so that I’ll come into the store and buy more things.”

“This really is a great deal on that bike I have been saving for. I can identify the hidden messages in this ad that this bike will make me look cool and have more friends. However, this is the bike my trainer recommended and I have researched other reviews that say it is reliable. I have the money saved up so I am going to make this purchase.”



MEDIA LITERACY

ADVERTISEMENT 1

What is the product being sold?

What persuasive messages are being used?

What thought process will you use to evaluate if this is a product you truly need or want?

ADVERTISEMENT 2

What is the product being sold?

What persuasive messages are being used?

What thought process will you use to evaluate if this is a product you truly need or want?

ADVERTISEMENT 3

What is the product being sold?

What persuasive messages are being used?

What thought process will you use to evaluate if this is a product you truly need or want?

The header graphic features a yellow background on the left with icons for a smartphone, a laptop, a tablet, and a speech bubble. To the right, the words "MEDIA LITERACY" are written in large, bold, black letters. Below this, a dark blue horizontal bar contains the text "Activity Two" in white.

MEDIA LITERACY

Activity Two

Think about all the ways you consume media – TV, Internet, smartphone, word of mouth, radio, etc. You are constantly bombarded by thousands of media messages each day. As you move forward, you can use the information you have learned in these lessons to equip yourself as a responsible media consumer.

What tools or strategies have you learned to help you evaluate the media messages you encounter?

How are you already practicing good habits as a media consumer? For example, do you read advertisements carefully and evaluate their message before making a purchasing decision? Or do you limit your exposure to social media to a certain number of hours each day to ensure you are investing in other areas of your life?

In what areas could you improve? For example, do you spend too much time on your phone being exposed to an overwhelming amount of media each day? Or do you tend to make impulse buys based on advertisements that catch your attention?

Choose one specific area in which you would like to improve. Use the space below to describe how your actions and decisions in this area are having a negative impact on your life. Have you made purchases that you really couldn't afford? Have you neglected friends because you are spending more time watching TV? Then describe what actions you would like to take to make a change in this area. Include three new habits you could incorporate that would help you create this change.

The header features a yellow background on the left with icons of various media devices (laptop, smartphone, tablet, TV, camera, etc.). To the right, the words "MEDIA LITERACY" are written in large, bold, black letters. Below this, a dark blue horizontal bar contains the text "Activity Three" in white.

MEDIA LITERACY

Activity Three

Making a plan is a great way to begin creating changes in your lifestyle or habits. However, it is also important to commit to that plan and find others to keep you accountable and to help you stick to it.

Fill in the contract below and share it with two people who are important to you. Have these people sign the contract with you as witnesses that they will help you accomplish your goal of becoming a more informed consumer of media.

Date: _____

In order to become an informed and responsible media consumer, I commit to making a change in the following area:

(describe the area you listed above in which you would like to improve.)

To make the changes I desire, I commit to developing and practicing the following habits every day for the next month

1)

2)

3)

Signed,

Your Signature

As a witness, I agree to help _____ *(insert your name)* as he/she works on the habits listed above. I will check in with him/her frequently to see how he/she is doing and to see how I can help.

(Witness Signature #1)

(Witness Signature #2)

Congratulations!

You have learned many techniques and strategies to help you evaluate all of the media messages you receive. Now you can make informed choices as you encounter different forms of media and advertising.