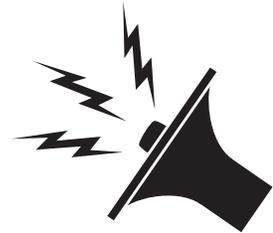


MEDIA LITERACY

— TEACHER 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, students 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 students to recognize persuasion, its power and to think critically about how they interact with persuasive messages.

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.

Materials:

Student Guide – one per student.

Opener

Ask students to answer the questions in the student guide to discover their thoughts on persuasion. Have them compare answers with a partner. Have them take turns sharing their responses with other partner pairs sitting near by.

Activity One

Have students follow in their student guides as you discuss the following questions.

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?

Briefly explain the following techniques.

Repetition – *repeated messages that sink into your brain*

Offer rewards – *“Buy today for no money down.”*

Bribe – *“We’ll give you a toaster if you buy today.”*

Reciprocity - *“I’ve helped you, now you help me.”*

Convince that there is no or low risk involved - *item offered at a discount rate*

Charm – *Pictures of charming, friendly people. A friendly, winning way.*

Social approval – *All your friends have this. (Often shows up in pictures.)*

Appeal to the person’s sense of duty – *It’s the right thing to do. (Political ads, Join the Army, etc.)*

Have students circle any that they have used to persuade someone. Ask them to come up with examples and share with their partner.

Activity Two

Have students look through an entire edition of their local newspaper. Have them identify the persuasive articles, advertisements, headlines, etc. Then, count how many persuasive messages they see.

Students will identify and describe one persuasive message and connect it with a persuasive tactic.

As time allows, have students share the persuasive messages and tactics they selected with the class.

Activity Three

Discuss with the class what a sales pitch is. (*What a salesperson says to you when he or she is trying to sell you something.*)

Have the students look through the newspaper and find a product that appeals to them.

Students should pretend they are on the phone or in a store and they want to sell the product to a consumer. What would they say?

Have students write a sales pitch. In the sales pitch, they should 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?)

Ask for volunteers to share their sales pitch.

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.

Materials

Student Guide – one per student
Flipchart paper
Markers

Opener

Have students look through the local newspaper and choose 3 advertisements. Students should discuss the answers to the following questions with a partner.

Would you buy the products being advertised?
Who is the ad targeting?
What caught your eye about the advertisement?

Have a class discussion about advertising techniques and the way advertisers target specific groups of people: men, women, children, teens, athletes, senior citizens, etc.

Activity One

Have students 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 the ads.

Before students answer the questions in their student guide, lead the students by asking questions like the following:

How do companies use advertisements to sell products?

What hidden techniques might they use to convince you to use the product?

How can facial expressions and body language be used in an advertisement?

How can the images and phrases used in the advertisement affect your opinion of the product?

Now allow students time to answer the questions in the student guide specific to one of the advertisements they selected. As time allows, invite students to share their responses with a partner or the class.

Activity Two

Point to the advertising vocabulary in the student guide and discuss each term with students. Ask them to name examples of each technique from ads they've seen.

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.

Activity Three

Divide students into groups of three and give them space to work.

Each group will work together to create an advertisement with a hidden message.

The advertisement must:

- include the product name
- include a slogan
- include a colorful illustration and graphic design
- be neat and professional in appearance
- contain a hidden message in the text or illustration

Allow students to work on completing all the requirements of the advertisement in class.

Have the students present their ads to the class.

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

Lesson 3: Digital Media and Relationships

LEARNING OBJECTIVES

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

Materials

Student Guide – one per student

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.

Discuss

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.

Answers the questions below 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 negative ways in people's relationships?

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

What are three ways that cell phones and the Internet have made your life different from your parents' lives?

Activity One

Conduct a class discussion with students. Ask them to think about when and how they use technology to relate to others in their life. Tell students they are going to keep a log for one day and make note of every time they use their cell phone, a computer or the Internet to communicate with others in the next 24 hours.

As time permits, have students share their results during the next class period and discuss the implications of their findings.

Activity Two

Have students take the following survey, then discuss.

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: _____

Activity Three

Invite one student to read the introduction to the activity aloud. Discuss the different technology devices and social media platforms that students use in their daily lives.

Have students form groups of 3-4 and complete the chart together. As time permits, invite several groups to share their responses.

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.

Materials

Student Guide – one per student

Opener

Ask students to answer the questions in their student guides.
Discuss their responses to media.

Activity One

Invite one student to read the introduction to the activity aloud. Discuss the concept that persuasive messages and advertising in themselves are not bad, but that it is important to be aware of the messages presented in ads in order to make responsible decisions.

Ask students to find three ads in the newspaper.

With a partner, students will role play their reactions to these ads. Encourage them to “think aloud” through the process they would use to critically analyze each advertisement to make an informed purchasing decision. Have students complete the chart in the student guide as they role play each scenario.

Activity Two

Invite one student to read the introduction to the activity aloud. Allow students time to answer the questions individually. Then lead a class discussion, encouraging students to share their responses and respond to one another with questions and feedback.

Again, it is important in this discussion to emphasize that media and advertising are not bad, but that it is important for students to be aware of the messages they are receiving and to regulate the amount of time they spend on different media devices. Through these lessons, students are learning to practice discernment and to become responsible consumers of media.

Activity Three

Ask students to use the answers from activity two to complete the contract. They can select classmates, family members or other people they know to sign the contract as a witness of their commitment. Encourage students to place the contract somewhere they will see it daily to remind them of their plan for improvement.

Congratulations!

You have helped your students learn many techniques and strategies to help them evaluate all of the media messages they receive. Continue to encourage student to make informed choices as they encounter different forms of media and advertising.