

Analyzing Media Unit Sequence of Five Activities

This sequence of activities is designed to develop media evaluation skills so that students can critically evaluate advertising about health-related topics such as sleep aids, diet, exercise, and prescription and over the counter medications.

Objectives:

After observing media examples and discussing in class, the student will be able to:

- ◆ Define media, persuasion, bias, stereotype, body image, logo, slogan
- ◆ Identify inferred messages, target audiences, appeal strategies
- ◆ Explore the effects media has on our society and on us as individuals
- ◆ Solve problems by working cooperatively
- ◆ Design original persuasion messages (using art and color techniques learned)
- ◆ Use viewing/representing techniques to inform, entertain and persuade
- ◆ Use precise speech

Rationale:

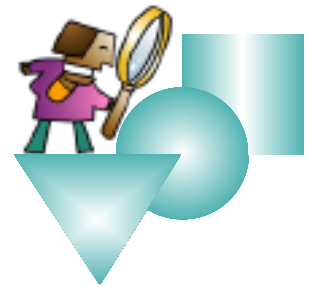
With all the media influences bombarding us daily, we must develop media literacy skills in our students so they can effectively interpret and evaluate information that may have a strong bias. This is especially important when dealing with health-related information.

Description:

After exploring the concept of media and persuasion techniques, students will design and present their own media messages using various formats to be assessed by the rubric provided at the end of the unit.

Media Citings (a new take on “Celebrity Sightings”)

During the course of the media literacy unit, students should keep a Media Log so that on a daily basis they become aware of the prolific amount of media messages to which we are exposed. This log can be kept on copied pages from this activity or can be kept in a spiral/composition notebook. See sample Media Citings: A Media Log at the end of this unit overview.



Activity Overview

Analyzing Media Unit



LESSON 1

ACTIVITIES 1A–1E

Activity 1A – What is Media?

Students will view a video clip demonstrating the “*slice of life*” advertising approach such as “Super Size Me” and then discuss what they have just seen (responses might be ‘commercial’, ‘ad’, or description of the action). Students will determine what this clip is trying to *communicate* to its audience. How the message was delivered? (*Advertising* a certain idea through sight and sound medium of film by acting out a mini story). What was the *message*? Students will explore many forms of media by brainstorming, discussing and recording information they exchange with others.

Activity 1B – What’s Your Point?

On to the next step in building media literacy skills! Using the magazine, newspaper, or product labels they brought to class, students will work with a partner to find the target audience, message, and persuasive appeal of the advertising. Students will record their observations in a graphic organizer and expand the information in their organizers during class discussion.

Activity 1C – Response-Ability

As they watch short clips from movies or television that demonstrate character development, students will describe the appearance, personality, actions, and dialogue of the characters. The teacher will act as facilitator as students share descriptions of people seen in the clips.

Activity 1D – Media Designers

The masterful use of color and design can make a huge difference in the way people relate to advertisements. In this activity, students will learn about elements of art and color used in advertising and look at examples to see how they are applied.

Activity 1E – Media Messengers

Your students will become media designers by applying what they have learned about target audience, persuasive technique, art design, color, text, and direct and indirect messages. They will create an advertisement using original art design on paper or computer following guidelines outlined in the in the rubric provided. Students will present their advertisement to the class with an explanation of the techniques used and the reason they were selected.

Note: The five activities contained in this unit provide students with basic media literacy skills. Some of the activities have been adapted from a much larger unit developed by a project called “*Viewing and Representing Media Literacy in Texas* “. This project was a collaboration between the Texas Education Agency, Discovery Telecommunications, and Texas Cable and Telecommunications Association.



Activity Overview Continued



Background:

Media and the messages they convey are all around us. *Persuasion techniques* are used for advertising, public service, and even entertainment. They can be overt, subtle, or even subliminal. Analyzing how media influences consumer-citizens is crucial to an enlightened society. Understanding the difference between *fact, non-fact, fiction, persuasion, bias, propaganda, brainwashing* and *mind control* is essential to this purpose. Having cognitive recognition of media messages and making positive choices as consumers promote an informed citizenry. Essential questions drive this unit of study. They are:

- *What is media?*
- *What messages do media send and who are their targets?*
- *What impact do media have on beliefs, attitudes, and behaviors of people and the society to which they belong?*
- *What are the positive and/or negative consequences of different types of media use?*

References Used:

"Viewing and Representing Media Literacy in Texas", A Collaborative Project Between The Texas Education Agency, Discovery Communications Inc. , and the Texas Cable and Telecommunications Association

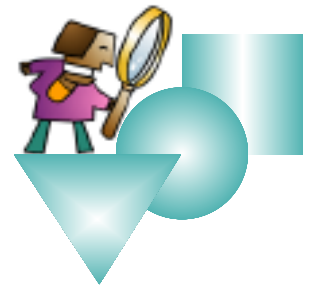
Seligman, Katherine. "Young and Wired: Computers, cell phones, video games, blogs, text messages – how ill the sheer amount of time spent plugged in affect our kids?". San Francisco Chronicle. May 14, 2006. <http://medialit.med.sc.edu/young_and_wired.htm>.

"Help Your Kids See Through the Media-peddled Culture of Celebrity". The Kansas City Star, Mo. March 14, 2006. <http://medialit.med.sc.edu/kids_media_celebrity.htm>.

"Media Smart Youth: Eat, think, and be active". Media Smart Youth. National Institutes of Health. June 23, 2006. <<http://www.nichd.nih.gov/msy/msy.htm>>

Public Broadcasting System website
www.pbs.org/inthemix (video clips on health choices, food labeling, smoking, cliques and stereotyping, political literacy)

National Institutes of Health website
<http://www.nih.gov/>



Activity Overview Continued

Analyzing Media Unit



LESSON 1
ACTIVITIES 1A–1E

Activity "Administrivia":

Intended Grade Level:

6-8

Key Concepts:

Media exploration, persuasion/advertising techniques, inferred messages, media design

Process Skills utilized in lesson:

Interprets, creates, designs, analyzes, demonstrates, relates, predicts, infers, distinguishes, describes, identifies, labels, lists

Previous learning assumed:

Knowledge of TV/radio/magazine commercials, ability to work in groups

Relevant TEKS:

English Language Arts and Reading (6-8) 1. C Student listens actively and purposefully in a variety of settings. Student is expected to understand the major ideas and supporting evidence in spoken messages; 2. B Identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda; 2. E compare his/her own perception of a spoken message with the perception of others; 2. F evaluate a spoken message in terms of its content, credibility, and delivery. Viewing/representing/interpretation. The student understands and interprets visual images, messages and meanings. The student is expected to: 22. A describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;

22. B interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations; 22. C use media to compare ideas and points of vie. Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to: 23. A interpret and evaluate the various ways visual images makers such as illustrators, documentary filmmakers, and political cartoonists represent meaning; 23. B compare and contrast print, visual, and electronic media such as film with written story; 23. C evaluate the purposes and effects of various media such as film, print, and technology presentations; 23. D evaluate how different media forms influence and inform.

Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to: 24. A select, organize, or produce visuals to complement and extend meanings; 24. B produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports; 24. C assess how language, medium, and presentation contribute to the message

6-8. 2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to: (B) (6th grade) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (B) (7-8 grade) analyze a speaker's persuasive techniques and credibility.

(E) (6-8th grade) compare his/her own perception of a spoken message with the perception of others ; (8. 8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: (B) (6-8th grade) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (C) (6-8th grade) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; (8. 9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: (E) (6-8th grade) study word meanings systematically such as across curricular content areas and through current events; (F) (6-8th grade) distinguish denotative and connotative meanings (6-8); (8. 10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: (A) use his/her own knowledge and experience to comprehend; (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems; (F) determine a text's main (or major) ideas and how those ideas are supported with details; (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience; (I) find similarities and differences across texts such as in treatment, scope, or organization; (J) distinguish fact and opinion in various texts;(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; (8. 12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to: (H) describe how the author's perspective or point of view affects the text.



Activity Overview Continued



LESSON 1

ACTIVITIES 1A-1E

Analyzing Media Unit



Sample Media Citings: A Media Log for Teachers Only

Take notes on the media you come in contact with by writing information in the log below.
 Do ONE or more of these 'citings' daily, either at school, home, on the bus, in a mall, restaurant, movie theater, etc. – after all, media is everywhere!

Date	Subject of Media Message	Title or Product Name	Slogan/Target Appeal	Bias/Stereotypes/Hidden Messages	Reaction/Comments
3/14	movie	Pirates of Caribbean Dead Man's Chest audience is under 20	"Capt Jack is back!"		Short action clips of Depp, ghostly pirates looking for chest of treasure in Davy Jones' locker; music loud with chorus; funny one-liners
3/15	Truck testimonial	Ford Truck	"I go where I want, I do what I choose"	Driving a Ford truck gives a person independence	American Idol winner in the round concert stage setting with mic; quirky style that made him well known is highlighted in song; lots of blue (Ford's color)
3/16	candy bar	Almond Joy	Coconut is "O" in Joy	The candy is fun, not wanting you to think it is loaded with fat and calories	packaging in blue/white/brown

What is Media?

Activity 1A

Activity Objectives:

Students will be able to:

- ◆ Define media
- ◆ List different media forms
- ◆ Work cooperatively with others

Activity Description:

Students will view a video clip demonstrating the “*slice of life*” advertising approach such as “Super Size Me” and then discuss what they have just seen (responses might be ‘commercial’, ‘ad’, or description of the action). Students will determine what this clip is trying to *communicate* to its audience. How the message was delivered? (*Advertising* a certain idea through sight and sound medium of film by acting out a mini story). What was the *message*? Students will explore many forms of media by brainstorming, discussing and recording information they exchange with others.

Activity Background:

As you will see in this activity, media is all around us. It is a skill to know how to recognize and analyze all of the information to which we are exposed. This skill is called *media literacy*. Media literacy must be responsive to the rapid pace at which information is delivered and changes. Students, citizens, and workers must all possess media literacy in order to handle all of the information coming their way on a daily basis. Media literacy is at the core of effective communication. Media literacy requires good reading comprehension, writing skills, and the ability to question, analyze, and evaluate information.

The “*slice of life*” approach to advertising uses a mini story to demonstrate the product. The mini-story typically depicts natural, everyday activities. This type of ad is very common when trying to get people to *relate to the product* being promoted. For example, ads that are targeted toward women will show how using the product or service will bring people closer and will emphasize a feminine perspective on the topic. Ads that target men, on the other hand, will show men relating to each other in ways to which men can relate, such as humor, wit, “one-up-man-ship”, etc. Other slice-of-life ads attempt to demonstrate the need for their product by pointing out the *consequences of not using the product* or of using a competitor’s product instead.



Activity Overview Continued

Analyzing Media Unit



LESSON 1
ACTIVITY 1A

Activity Materials:

- VCR/video clip of slice of life approach, such as the trailer from movie Super Size Me: <http://www.imdb.com/title/tt0390521/> or <http://movies.yahoo.com/movie/1808540499/trailer> or clip from the educationally enhanced school-appropriate DVD: <http://supersizemestore.com>
- Paper and pencil
- White paper plates
- Round template
- Scissors
- Glue
- Markers

Activity Management Suggestions:

Ask students: "When we receive communication to inform, entertain, and persuade us, what is used to send a message?"

Answers will include: Magazines, newspapers, television, Internet, video games, music, videos, movies, books (fiction and non-fiction), advertisements, public service announcements, product placement, Internet pop-up ads, pamphlets, telephone, product packaging, and public speeches. Be sure students understand how much media exposure is around them.

Students are asked to bring in materials for the following day – have some materials on hand for those students who cannot or do not bring these materials. The might include magazines, newspapers, or examples of product packaging (cereal boxes, food wrappers, etc.).

Modifications:

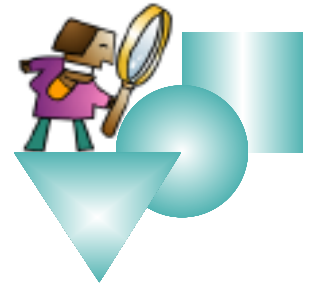
This can be done as an independent activity. No group work is necessary. Students can orally submit media words to teacher, who writes them for all to see. ESL and other special needs children can buddy up with others if necessary.

Extensions:

- ◆ Children can act out the commercial after seeing it a second time. Actors paraphrase the content. Following this, peers can critique pointing out main ideas.
- ◆ Create and maintain a media log with information on advertising with product information and student analysis – reaction and comments.

Activity References Used:

"Viewing and Representing: Media Literacy in Texas", A Collaborative project between the Texas Education Agency, Discovery Communications Inc. , and the Texas Cable and Telecommunications Association, Level One.



Activity Overview Continued

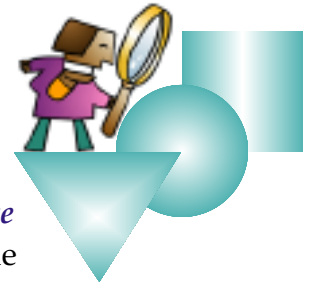


LESSON 1
ACTIVITY 1A

Analyzing Media Unit

What is Media?

Student Information Page Activity 1A



Activity Introduction:

You've probably not thought much about it, but messages that try to *influence* how we think, what we buy, and how we believe are sent to us everyday. The messages we receive are all around us trying to influence many aspects of our daily lives. On your way home from school, when you read a magazine, watch TV, or listen to the radio you are receiving these messages. When you look at how communication takes place and look at it critically (consciously think about it and analyze it), you make more informed choices and become better consumers. The goal of this unit is to give you the keys to recognize and to deal effectively with these messages.

Activity Background:

As you will see in this activity, media is all around us. It is a skill to know how to recognize and analyze all of the information to which we are exposed. This skill is called *media literacy*. Media literacy must be responsive to the rapid pace at which information is delivered and changes. Students, citizens, and workers must all possess media literacy in order to handle all of the information coming their way on a daily basis. Media literacy is at the core of effective communication. Media literacy requires good reading comprehension, writing skills, and the ability to question, analyze, and evaluate information.

The "*slice of life*" approach to advertising, uses a mini story to demonstrate the product. The mini-story typically depicts natural, everyday activities. This type of ad is very common when trying to get people to *relate to the product* being promoted. For example, ads that are targeted toward women will show how using the product or service will bring people closer and will emphasize a feminine perspective on the topic. Ads that target men, on the other hand, will show men relating to each other in ways to which men can relate, such as humor, wit, "one-up-man-ship", etc. Other slice-of-life ads attempt to demonstrate the need for their product by pointing out the *consequences of not using the product* or of using a competitor's product instead.

Activity Materials:

- Paper and pencil
- White paper plates
- 1 copy *Student Data Page*
- Scissors
- Glue
- Markers

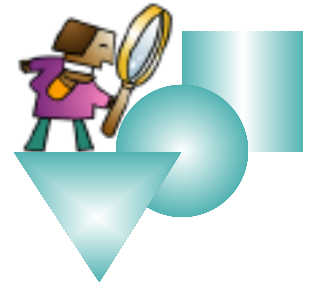


LESSON 1
ACTIVITY 1A

Activity Instructions:

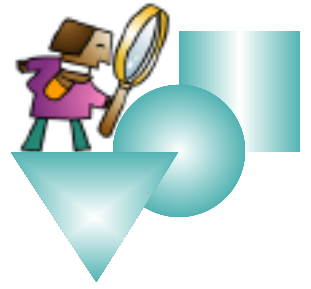
After intro about “communication” and “messages”.

1. Watch the video clip, thinking about the main idea of what you see.
2. Be prepared to discuss the question “What have we just seen?”
3. Are there other ways to receive a message or information? What are they?
4. On a piece of paper, brainstorm by writing down as many words as you know about ways to receive messages or information.
5. After three minutes, break into groups of three and share your words with your peers. Add items that you didn’t think of, but would like to include.
6. With your class and your teacher, share the ideas each group recorded by having the teacher or a student record the ideas on a large graphic organizer on the overhead, board, or paper. Continue to add to your own list as new ideas come up.
7. Identify the single, focus word that should go into the middle of this circle and record it on the large graphic organizer.
8. Write your ten top media words on your own media organizer on the *Student Data Page*. Cut it out and glue it onto the paper plate provided.
9. On the outer ridge of your plate, give examples of the media you’ve chosen (if it’s radio, write down the station you listen to; for TV, your favorite show; for Internet, an example of a website, for book, your favorite novel, etc.) Art work as well as words may be used.
10. Display plates in classroom.
11. *For homework:* bring in a magazine, a newspaper, or an example of product packaging (cereal box, food wrapper) for tomorrow’s lesson.

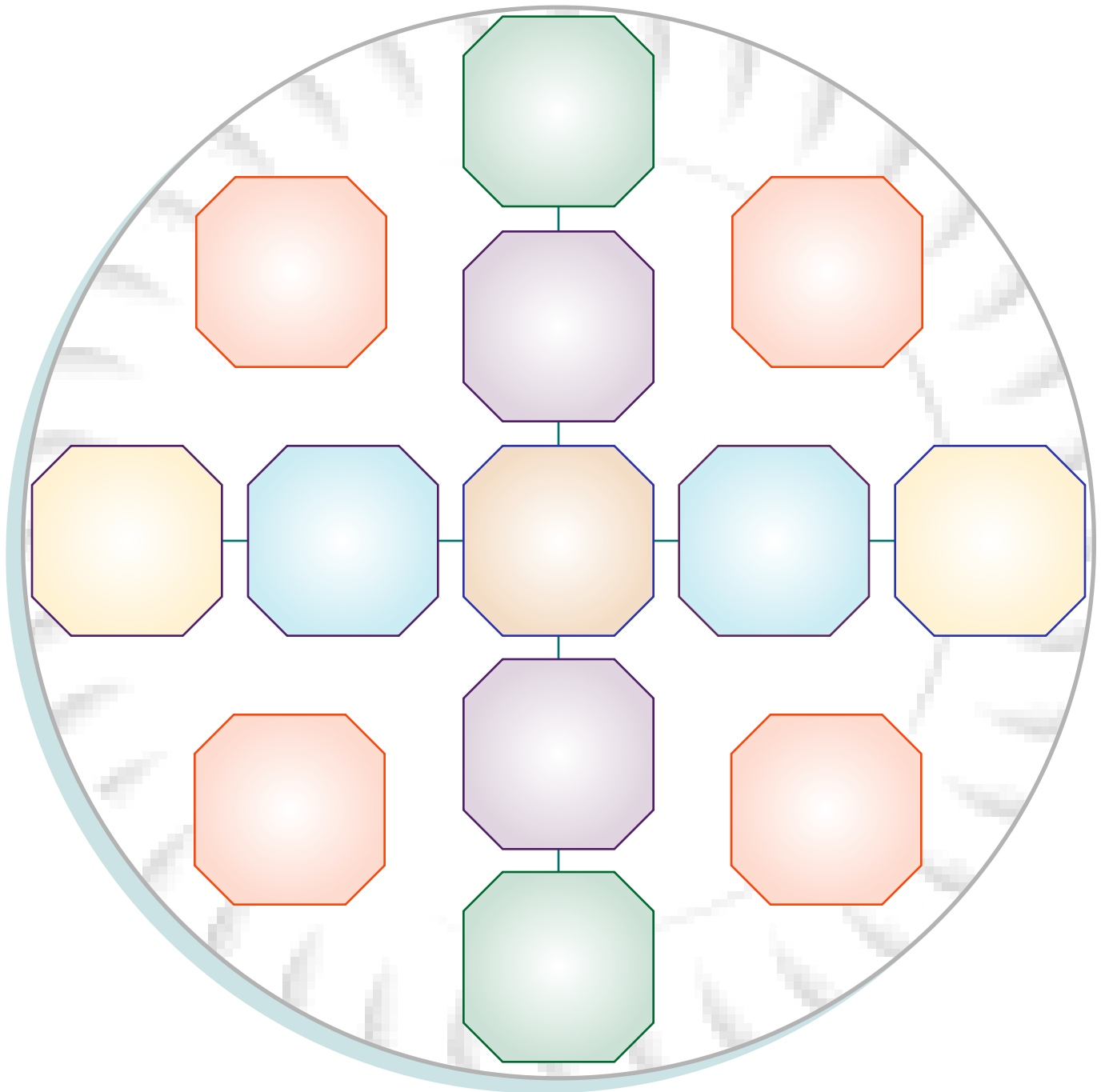


What is Media?

Student Data Page Activity 1A



Answers will vary depending on student choice of words to describe and give examples for the concept of “media”



What's Your Point?

Activity 1B

Objectives:

Using magazine or newspaper advertisements and working with a partner, students will be able to:

- ◆ Recognize the target audience, message, and persuasive appeal of magazine advertisements and identify these components for a specific advertisement
- ◆ Work cooperatively with a partner
- ◆ Follow written instructions to complete a task
- ◆ Participate in a group discussion to share and explain information

Activity Description:

On to the next step in building media literacy skills! Using the magazine, newspaper, or product labels they brought to class, students will work with a partner to find the target audience, message, and persuasive appeal of the advertising. Students will record their observations in a graphic organizer and expand the information in their organizers during class discussion.

Activity Materials:

- Magazines
- Newspapers
- Advertisements pre-selected by teacher and laminated
- 1 copy *Student Data Page* per student
- Teacher summary sheet

Activity Background:

Media messages can be overt, subtle, or even subliminal. Advertising, whether it is in the form of TV or magazine ads, music, movies, news broadcasts, etc. , uses carefully researched techniques to make you think the way of the advertiser. The magazine or newspaper advertisements being used for this activity provide examples of both a clear message and a subtle or 'hidden' message. Understanding the difference between *fact, non-fact, fiction, persuasion, bias, propaganda, brainwashing* and *mind control* as presented in various forms of media is a critical skill necessary for students to become informed consumers.

The *target audience* in advertising refers to the group trying to be reached by the advertising; usually this is the group most likely to buy the product. The *message* refers to what an advertisement tells you about the product and what it infers about the product. *Infer* means something is not directly stated, but you can logically assume it based on the information provided or your own observation. It is important



Activity Overview



to think about the message being given. Determine if the advertising message provides fair, objective information about the product. If an ad gives only good information, it may not include all the information you need make a decision about buying the product. *Persuasive appeal* refers to how the message attempts to convince you to do something. It is important to think about what the advertising wants you to do and why.

Activity Management Suggestions:

- ▼ For *target audience* (Who this type of media is trying to reach) – Let students discover the groups for themselves. Once they define the categories, see if smaller categories can be combined in broader terms just so that every group has the same vocabulary for discussing these ideas (for example, different income suggestions might be broadly interpreted as ‘poor’, ‘middle income’, ‘wealthy’ or age might be grouped as ‘child’, ‘teen’, ‘younger adult’, ‘middle-aged adult’, ‘elderly adult’. Ask class how they might group the different categories before teacher suggests groupings. (they will likely break down into categories of age, income, city/rural-farm/part of U. S. , gender, culture)
- ▼ For *media message/ hidden message* (What this type of media actually says) – what it implies / infers / don’t want you to think. Allow discussion time for students to identify the messages. The following examples can be given if necessary.
 1. Tiger Woods as spokesman for cars, sports equipment, or clothing says “buy this product”; what it *implies* is “buying this product makes you more like Tiger Woods”.
 2. Tony the Tiger selling cereal *says* “buy it because it’s g-rrre-aa”; what you *infer* is that “a lovably and bouncy character is a good reason to buy this cereal so you don’t have to check and see if it’s actually full of sugar and incredibly harmful for your child”.
 3. McDonalds *says* that their food is convenient, tastes good, and inexpensive; what they *don’t want you to think* is the high fat and sugar content means you are eating too many calories of unhealthy food.
 4. News broadcasts give you the news, but extensive research into set design which includes colors and shapes, anchor-persons and their clothing, voice, and hair style, and many other factors *imply* that “you should watch this news broadcast because it is the most reliable”. This is important because the more people who watch that channel (ratings), the more money they can charge for advertising.



Activity Overview Continued



LESSON 1
ACTIVITY 1B

Analyzing Media Unit

- ▼ For *persuasive appeal* (How this media message convinces you to do something). Allow discussion time for students to identify the groups for themselves. Once students define the categories, see if smaller categories can be combined in broader terms just so that every group has the same vocabulary for discussing these ideas. They should fall into the following three broader types which the teacher can suggest:

1. Lifestyle – shows how product enhances sports, vacation, business, etc.
2. Testimonial – which can be any of the following: Mascot (Tony the Tiger, Ronald McDonald, Pillsbury Doughboy)
Fictional character (‘Mr.’ Wendy (Dave Thomas) on Wendy’s commercials or Joe Isuzu on car ads)
Celebrity spokesperson (often a sports figure)
Ordinary person (like an average Mom endorsing that great cleaning product)
3. Slice of life – “clipped” from something that could really happen.

Modifications:

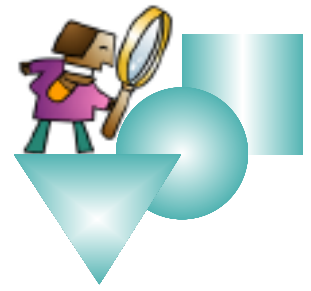
For students needing more assistance or who are unprepared: pre-select and laminate advertisements that clearly show audience, message, and type of appeal.

Activity References Used:

List of American Advertising Characters

<http://www.answers.com/topic/list-of-american-advertising-characters>

“List of American Advertising Characters”. Wikipedia. Last modified June 11, 2006. Wikipedia Foundation, Inc. June 28, 2006. <http://en.wikipedia.org/wiki/List_of_American_advertising_characters>



Activity Overview Continued

Analyzing Media Unit



LESSON 1
ACTIVITY 1B

What's Your Point?

Student Information Page Activity 1B



Activity Introduction:

Now that you have identified types of media and examples of each type, you will have an opportunity to see how the messages are designed to influence your beliefs, attitudes, or behaviors. Advertising – whether it is in the form of TV or magazine ads, music, movies, news broadcasts, etc. uses carefully researched techniques to make you think their way. Understanding media influences will help you make better choices as a consumer and citizen.

Activity Materials:

- Magazine or newspaper advertisements
- 1 copy *Student Data Page* per student
- 1 copy *Student Information Page* per group

Activity Instructions:

1. Using the magazine or newspaper advertisements you have selected, talk about them with your partner and fill in the data sheet with information on each advertisement.
2. Answer the following questions for each and summarize your answers on the *Data Tree* on your *Student Data Page*:

TARGET AUDIENCE

1. Who is this advertisement trying to reach? Describe the people you think would be most likely to buy this product.

MESSAGE

2. What does this advertisement tell you about the product?
3. What does it infer about that product?
Infer means something that is not stated, but you can logically explain based on the information provided or your own observation.
4. Complete this sentence with as many answers as you can:
If I buy this product...
5. Does it mention both good and bad things about this product? If yes, tell what is good and what is bad. If not, which part does it tell and why does it only give part of the information?

PERSUASIVE APPEAL

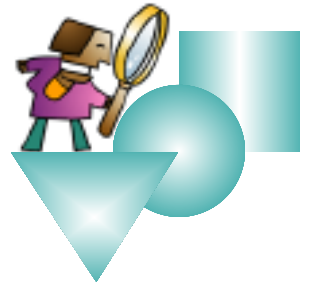
6. How does this message convince you to do something?
 7. What part of this advertisement attracts your attention? Describe the advertisement using as many adjectives as you can.
 8. What part of the advertisement do you like best? Why?
3. Be prepared to share your findings with class while teacher gathers information into information tree on board / overhead / computer.



LESSON 1
ACTIVITY 1B

What's Your Point?

Student Data Page Activity 1B



Message:

Hidden Message:

Persuasive
Appeal:

Target Audience:

Response-Ability Activity 1C

Activity Objectives:

After viewing movie or television clips, students will be able to:

- ◆ Identify the verbal, physical, and emotional cues that media sources provide
- ◆ Identify and interpret the response that we make to media stimulus
- ◆ Define and identify stereotype, bias, and body image in media messages
- ◆ Participate in a group discussion to share and explain information

Activity Description:

As they watch short clips from movies or television that demonstrate character development, students will describe the appearance, personality, actions, and dialogue of the characters. The teacher will act as facilitator as students share descriptions of people seen in the clips and answer the following questions:

1. Does everyone in the class agree?
2. Do you know anyone who might also fit the description you've given?
3. When you get to know someone, does it change the way you respond to them?

Stereotype is an oversimplified or biased mental picture that is commonly believed to characterize a type of individual or group. The teacher will act as facilitator as students share answers to the following questions:

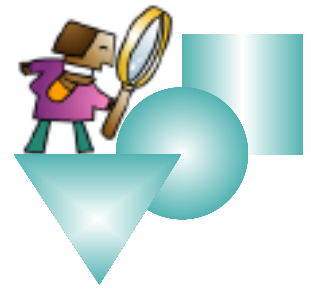
1. Explain stereotyping?
2. Give an example.

Bias is a personal and often unreasoned judgment for or against one side in a dispute.

1. What does that mean to you?
2. Give an example.

Body image is a perception of your body and/or physical appearance. Body image is based on your visual observations, emotional responses, and how you interpret the way that other people respond. It may be influenced by media messages. Cautioning students to avoid comments that might be hurtful to others during discussion, the teacher will act as facilitator as students share answers to the following questions:

1. What is the 'perfect' body? Why? Give examples.
2. What is 'beauty'? Why? Give examples.
3. What is 'ugly'? Why? Give examples.



Activity Overview

Analyzing Media Unit



LESSON 1
ACTIVITY 1C

Summarize by asking:

1. How many people fit the 'ideal' of beauty or perfection?
How important is this to them?
2. How important does this appear to be in advertising,
television, movies, etc. ?
3. Do we judge people based on first impressions,
stereotypes, bias?
4. How do stereotypes make you feel?

Activity Background:

“The way we see the world around us is our perception of it. These perceptions determine the decisions we make and what we do. Perception is probably the most important part of our thinking. Unfortunately, most mistakes (up to 90%) in thinking are mistakes in perception - seldom in processing or logic.”

Edward de Bono

Our responses are influenced by our environment and the media messages that surround us. Awareness of these often mixed messages will help us make more objective responses to people and situations. In order to make more objective responses, we must have an awareness of stereotype and bias. *Stereotype* is an oversimplified or biased mental picture that is commonly believed to characterize a type of individual or group. *Bias* is a personal and often unreasoned judgment for or against one side in a dispute.

Another issue that has come to forefront recently is that of *body image* and the effect of media on how people of all ages, but especially young people, feel about themselves. Body Image is a perception of your body and/or physical appearance. Body image is based on your visual observations, emotional responses, and how you interpret the way that other people respond. It may be profoundly influenced by media messages. The pursuit of perfection seen in advertisements leads many young people to make unhealthy choices as they strive to achieve the “perfect” look seen in the media.

Activity Materials:

Suggested video / TV clips:

- Nutty Professor (affable, clumsy, overweight man)
- Legally Blonde (dumb blonde becomes successful lawyer)
- Princess Diaries (nerd to beauty)
- Monk – TV (“crazy” man can’t be smart)
- Colombo – old TV (rumpled, confused detective)
- I Love Lucy – ditzy wife
- Cheers – ‘dumb’ bartender, Norm, Sam as jock, etc.
- 1 copy *Student Data Sheet* per student
- 1 class set of *Student Information Page*



Activity Overview

Analyzing Media Unit



LESSON 1
ACTIVITY 1C

Activity Management Suggestions:

Be aware that both bias and stereotype include some emotional or inflammatory concepts such as racial, cultural, or personal appearance issues. *Students should be cautioned to discuss these topics in a responsible way, avoiding comments that may be hurtful to classmates.*

- For **bias**: Examples may be: news media (Fox News – conservative vs CNN - liberal) Note that even labeling them this way is assigning bias!
Jerry Springer-type broadcast that is designed to inflame.
- For **stereotype**: If they are having difficulty answering, prompt with “the ‘perfect’ mother is...” “jocks are always...”
“geeks are...”

In the Mix (<http://www.pbs.org/inthemix/>) is a PBS website that offers video clips discussing bias, stereotype, self-image, media influences, etc. *In the Mix* has a wide variety of teacher materials that can be used as support for this unit. *Use professional judgment in choosing video clips that deal with topics approved by your school and/or district. Be sure to preview all video clips carefully before allowing student to view them. If you are unsure – ask!*

Modifications:

Choose materials that clearly demonstrate stereotyping and bias to facilitate students in need of extra assistance.

Extensions:

Students might choose to research regulations that govern advertising.

Activity References Used:

de Bono, Edward. Edward de Bono’s Web. Last updated June 19, 2006. Cavendish Information Products Ltd. June 23, 2006.

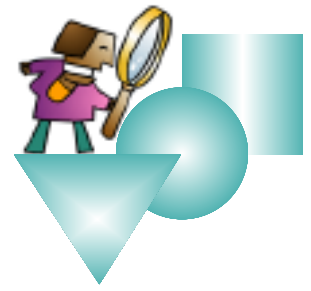
<http://www.edwdebono.com/cavendish/pdebdatt.htm>

“Exploring Media Messages”. In *The Mix: Educators*. No copyright given. Public Broadcasting Service. June 28, 2006. <http://www.pbs.org/inthemix/educators/lessons/selfimage1/index.html>

“TV Stereotypes”. Media Awareness Network. 2006. Media Awareness Network. June 28, 2006. http://www.media-awareness.ca/english/resources/educational/lessons/elementary/stereotyping/tv_stereotypes.cfm

“Understanding Stereotypes.” *discoveryschool.com*. 2006. Discovery Education. June 28, 2006.

<http://school.discovery.com/lessonplans/programs/stereotypes/>



Activity Overview

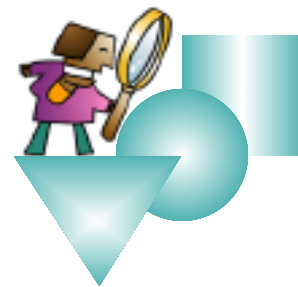
Analyzing Media Unit



LESSON 1
ACTIVITY 1C

Response-Ability

Student Information Page Activity 1C



Activity Introduction:

Media surrounds us every day with messages that are designed to influence our beliefs, attitudes, or behaviors. Do they work? What are the positive and negative consequences of seeing and hearing so many different messages? In this activity, you will have an opportunity to analyze your responses to media messages and compare them with the responses of your fellow students.

Activity Materials:

- Movie and/or television clips provided by teacher
- 1 copy *Student Data Page* per student
- 1 class set *Student Information Page*

Activity Instructions:

1. Watch each of the clips shown by your teachers.
2. As you watch, write the name of the people you see on the data sheet and use as many adjectives as you can to describe their appearance, personality, actions, what they say and what others say about them.

3. Share your description of people you have seen in the clips. Does everyone in the class agree? Do you know anyone who might also fit the description you've given? When you get to know someone, does it change the way you respond to them?



4. Stereotype is an oversimplified or biased mental picture that is commonly believed to characterize a type of individual or group. What does that mean? Give an example of a stereotype.

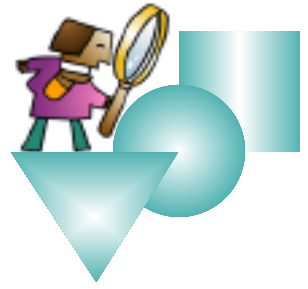


5. Bias is a personal and often unreasoned judgment for or against one side in a dispute. What does that mean to you? Give an example of bias.

6. Body image is a concept of your body or someone else's body based on your visual observations, emotional responses and how you interpret the way that other people respond. It involves both the way you see your body visually and the way you think about your body. What is the 'perfect' body? What is 'beauty'? What is 'ugly'? Give examples.

Response-Ability

Student Data Page Activity 1C



Physical appearance:

What character says:

Personality:
(Use as many adjectives as you can)

CHARACTER
WHEEL
Character Name:

What the character does:

What others say/
think about them:

What character thinks
(internal dialogue):



LESSON 1
ACTIVITY 1C

Media Designers

Activity 1D

Activity Objectives:

Observing examples of advertisements, students will be able to:

- ◆ Define artistic elements of line, texture, shape, size, and space), elements of color (warm, cool, psychological impact)
- ◆ Analyze media message sample to determine persuasion appeals, target audience, messages, design

Activity Description:

The masterful use of color and design can make a huge difference in the way people relate to advertisements. In this activity, students will learn about elements of art and color used in advertising and look at examples to see how they are applied.

Activity Background:

See Student Information Pages

Activity Materials:

- 1 copy *Student Data Pages* per student
- Magazine ads – either from previous class or new ads selected by student / teacher

Activity Management Suggestions:

Have students relate information in this activity to their art class.

Modifications:

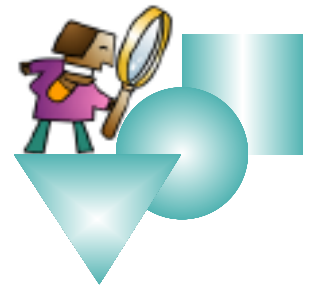
Students could work on a media message in groups of 3 or 4 instead of independently.

Extensions:

- View video footage to show how “design” and music are used in action media from www.pbs.org/inthemix (*Note: Preview the clips carefully before allowing students to view them. Use professional judgment about the content of these clips. If in doubt that the content would be approved by your school/district, ask!!*)
- Students will show various advertisements to five other people and record their responses to determine how effective art elements / pictures / design elements are.

Activity References Used:

1. Viewing/Representing Media Literacy in TX Unit 1,
2. Video clips from www.pbs.org/inthemix



Activity Overview

Analyzing Media Unit



LESSON 1
ACTIVITY 1D

Media Designers

Student Information Page Activity 1D



Activity Introduction:

By now you realize that media is everywhere! It is expensive to produce and a lot of study and analysis goes into producing effective media. Review what you know about kinds of media, target audience, messages, and persuasion appeal. This will be done with the “popsicle” technique, where students are randomly selected to provide one bit of learned information. Armed with your media literacy skills, you will move forward into the next step: *looking at how media is designed*. In this lesson, you will learn how to target an audience with art elements like design and color, use persuasion techniques including art and music, and design messages (using logos, slogans, and jingles). You will eventually become “media producers” yourselves.

Activity Background:

DESIGN VOCABULARY

- ▼ **Line** is a stroke or mark. How is **line** used to draw attention to a product? Lines can be smooth, jagged, blurred, vertical, and horizontal. Lines can “frame” an object. **Horizontal** lines suggest **stability** and a resting position. **Vertical** lines suggest **movement** or energy. See **Figure 1**. (**Note:** these are general guidelines; good design often gets the point across by using unique design elements that do not follow traditional design “rules”).
- ▼ **Texture** is the appearance of a product. How does **texture** draw attention to a product? Texture can be fuzzy, smooth, glossy, and three-dimensional. It affects us emotionally and perceptually. See **Figure 2**.
- ▼ **Shape** is the outline of an object. **Form** is how an object takes on a three dimensional look. Organic shapes are natural. Geometric shapes appear to be man made. See **Figure 3**.

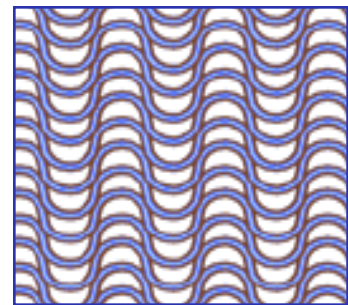


Figure 1 Line

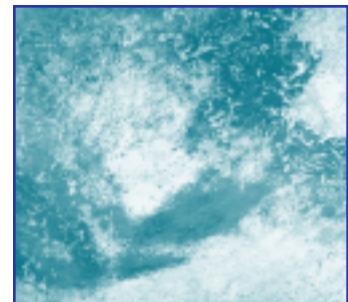


Figure 2 Texture



Figure 3 Shape

LESSON 1 ACTIVITY 1D

- ▼ *Size* is an important element in art. How large or small the shape/form are will be part of a design. *Larger* objects in a picture *command more attention*. The placement of a small object high in a frame makes it look larger. See *Figure 4*.



Figure 4 Size

- ▼ *Space* can be positive or negative. *Positive* space is *occupied* by objects. *Negative* space is *empty* space or the space around or behind an object. See *Figure 5*.

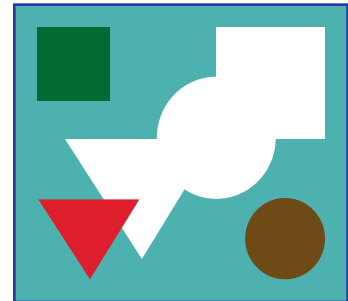


Figure 5 Space

COLOR VOCABULARY

- **Warm Colors** are red, orange, yellow and brown. When used, they may speed up our perception of time, draw our eyes more readily to something, and are often associated with happiness and comfort. See *Figure 6*.

RED – passion, excitement, energy, strength, courage

ORANGE – adventurous, confident, creative, most associated with appetite

YELLOW – brightness, warmth, spirituality, goodness, playfulness

BROWN – strength, solidity, maturity

- **Cool Colors** are green, blue, violet, blue-violet, and pink. These colors may slow down our perception of time. They are suitable for backgrounds and recede into the distance and are often associated with feelings of peace, contentment, but sometimes sadness, or depression. See *Figure 7*.

GREEN – nature, youth, vigor, harmony, contentment

BLUE – honesty, generosity, integrity, calmness, peace

VIOLET – richness, royalty, inspiration, beauty

BLUE-VIOLET – sadness, melancholy, mystery, fantasy

PINK – romantic, tender, calming



Figure 6 Space

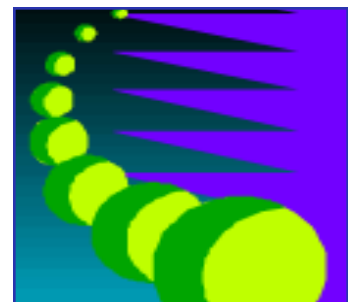
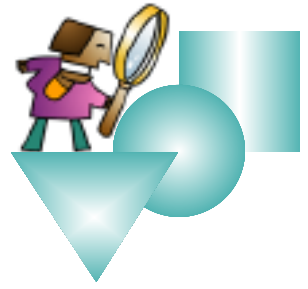


Figure 7 Space



LESSON 1
ACTIVITY 1D

- The value of a color means its lightness or darkness. The intensity of a color is its brightness or dullness. There are two categories of color:



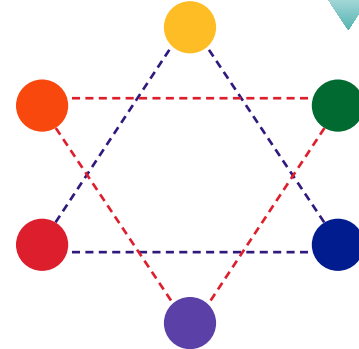
PRIMARY COLORS: red, yellow, blue



SECONDARY COLORS:

combinations of primary colors (red and yellow for example, form a secondary color – orange)

Secondary colors: orange, green, violet



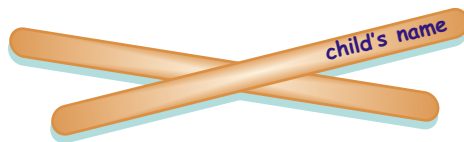
LOGO: A symbol repeated many times so that the consumer associates with the product (McDonald’s golden arches, Nike swoosh)

SLOGAN or MOTTO: A catchy phrase that sums up the message of the product (“I’m Lovin’ It” from McDonald’s, “Quench Your Thirst” from Gatorade, “Can you hear me now?” from Verizon. or “Just Do It” from Nike). Short, powerful words are often used.

JINGLE: An original musical song associated with the product that invites auditory memory (“Plop, plop, fizz, fizz, oh what a relief it is” for Alka Seltzer or “Like a good neighbor, State Farm is there.” “Give yourself a break today...at McDonald’s”. After 1985, more musical connections were inserted using already established compositions (“I Heard it Through the Grapevine” by Marvin Gaye to advertise Raisin Bran, “I Want a Sunday Kind of Love” by Etta James for Dockers)

Activity Materials:

- Popsicle sticks (with each child’s name written on one end)
- Paper
- Markers
- Crayons
- Magazines
- Scissors
- Glue
- Computer
- 1 copy *Student Data Page*

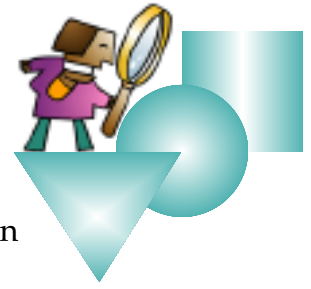


LESSON 1
ACTIVITY 1D

Activity Instructions:

Let's see what you've learned so far about **MEDIA**...

- Begin thinking about things you know about the words *media*, *target audiences*, *messages*, and *persuasion appeal*. I will say "Tell me one thing you know about messages" (for example). I will draw a stick out of the container. The name on the stick is the lucky answer giver. When you have answered correctly, your stick goes into another pile until everyone has had a chance to answer at least once with different pieces of information. We will do another round if we are missing important ideas, concepts.
- There is a vocabulary used to make media messages. Let's look at some samples of design (art, color, slogans, etc.).
- Each student should select an advertisement to analyze from one of the magazines. Use your *Student Data Page* as a guide to apply your media literacy skills and analyze the ad, writing your analysis on the *Student Data Page* as you go.



Line:vertical shows energy
Is this organic or inorganic
in shape/form?



Size:large or small in
relation to others?
Space:organic or inorganic?



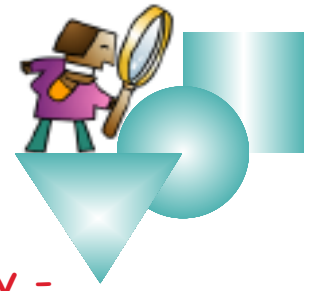
Texture:makes object
seem three-dimensional;
affects tone, perception



Space:occupied in a
positive way

Warm Colors

- *Speed up our perception of time*
- *More readily draw the eye*
- *Often associated with happiness and comfort*



RED - passion, excitement, energy - strength, courage



ORANGE - adventurous, confident, creative - most associated with appetite



YELLOW- brightness and warmth, spirituality - goodness, playfulness



BROWN - strength, solidity - maturity

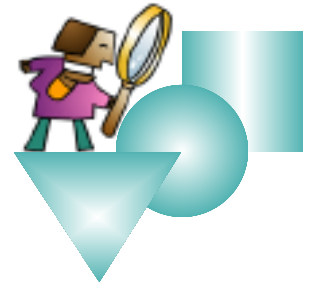


LESSON 1
ACTIVITY 1D

Analyzing Media Unit

Cool Colors

- *Slow down perception of time*
- *Suitable for backgrounds, recede into distance*
- *Associated with feelings of peace, content, but also depression and sadness*



GREEN - nature, youth, vigor - harmony, contentment



BLUE - honesty, generosity, integrity - calmness, peace



VIOLET - richness, royalty - inspiration, beauty



BLUE-VIOLET - sadness, melancholy - mystery, fantasy



PINK - romantic, tender - calming



LESSON 1
ACTIVITY 1D

Media Designers

Student Data Page Activity 1D

Now, let's go back to the magazine examples we looked at when we talked about target groups, messages, and persuasion appeals. Take these same ads and let's analyze them using our design information. Fill in the information about your magazine ad:

Student Name: _____ Date: _____
Students: Put a check in the box when you have answered each question.
Brand name and product: _____
Describe your ad in words (two or three sentences describing what is happening):

Student
What is the target audience? _____
Age: _____
Gender: _____
Income level: _____
Cultural Group: _____
Geographic region: _____

What is the persuasion technique? Select:
Lifestyle _____
Testimonial _____
Slice of life _____

How is art design used?
Line _____
Texture _____
Space _____
Shape and form _____
Size _____

How is color design used?
Color #1: _____ Meaning: _____
Color #2: _____ Meaning: _____
Color #3: _____ Meaning: _____

What is the slogan/jingle /logo?

What is the direct message?
Do/think this: _____

What is the indirect (inferred/implied) message?
If you buy this product/think like this, you will...

Media Messengers

Activity 1E

Activity Objectives:

After looking at sample advertisement, students will be able to:

- ◆ Identify the verbal, physical, and emotional cues needed to design an original persuasive message/advertisement
- ◆ Apply the concepts of art design, color, and text to design an original persuasive message/advertisement
- ◆ Present the advertisement
- ◆ Explain and justify the techniques used

Activity Description:

Your students will become media designers by applying what they have learned about *target audience, persuasive technique, art design, color, text*, and *direct and indirect messages*. They will create an advertisement using original art design on paper or computer following guidelines outlined in the in the rubric provided. Students will present their advertisement to the class with an explanation of the techniques used and the reason they were selected.

Activity Background:

Creating an advertisement is an *authentic assessment* to indicate that students understand the influences of media sources and are able to apply them in an original creation.

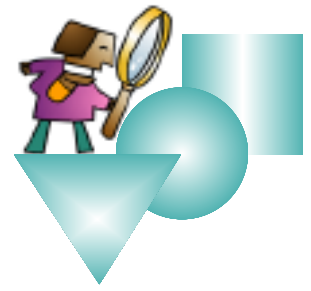
Activity Materials:

- 1 copy *Student Data Page*
- 1 class set of *Student Information Page*
- Paper
- Art/drawing supplies or computer graphics program
- Rubric

Activity Management Suggestions:

Allow students to look at sample advertisements and review terms and concepts prior to beginning their design. Students can work in pairs or alone.

This activity can be linked to a specific content area, such as sleep ads, weight loss ads, etc. if desired.



Activity Overview

Analyzing Media Unit



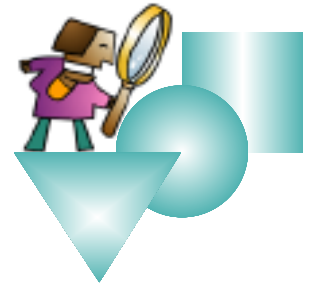
LESSON 1
ACTIVITY 1E

Modifications:

- For higher functioning students: script and produce a video taped TV advertisement, news broadcast, or short play.
- For students needing more assistance: work with a partner to plan and produce their advertisement.

Extensions:

- Peer evaluations during presentation using same rubric
- Research and evaluate the influence of product placement in movies and television.
- Encourage students to research target audiences for products, possible contacting advertising research companies.



Activity Overview

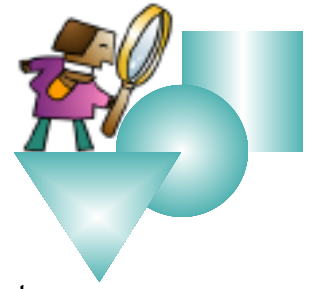
Analyzing Media Unit



LESSON 1
ACTIVITY 1E

Media Messengers

Student Information Page Activity 1€



Activity Introduction:

You have been looking at the *elements of advertising* and developing an awareness of *clear messages* and *hidden messages*, use of *graphic art*, and *persuasion techniques*, so now it's time for you to put all this together and create your own advertisement. Think about how you will use all these elements to persuade someone to think your way!

Activity Materials:

- 1 copy *Student Data Page*
- 1 class set of *Student Information Page*
- Paper
- Art / drawing supplies or computer graphics program
- Rubric

Activity Instructions:

- Complete the *Student Data Page* with your ideas for designing an *original advertisement* for your product or topic/concept/idea that shows your *target audience*, *persuasion technique*, *art design*, *color selection*, *text*, *direct message*, and the *indirect message* you would like to convey.
- Conference with the teacher, as needed, to confirm that your ideas are complete and you have approval to continue.
- Create your advertisement using original art design on paper or computer graphic techniques following guidelines in the rubric provided by your teacher.
- Present your advertisement to your class with an explanation of the techniques you used and why you selected them.



LESSON 1
ACTIVITY 1€

Media Messengers

Student Data Page Activity 1€



STUDENTS: Put a check in the box when you have answered each question. Conference with the teacher, as needed, to confirm that activity is complete.

Student Name: _____ Date: _____

Brand name and product: _____

Describe your ad in words (two or three sentences describing what is happening):

Student Teacher

What is the target audience? _____

Age: _____

Gender: _____

Income level: _____

Cultural Group: _____

Geographic region: _____

What is the persuasion technique? Select:

Lifestyle _____

Testimonial _____

Slice of life _____

How is art design used?

Line _____

Texture _____

Space _____

Shape and form _____

Size _____

How is color design used?

Color #1: _____ Meaning: _____

Color #2: _____ Meaning: _____

Color #3: _____ Meaning: _____

What is the slogan/jingle /logo?

What is the direct message?

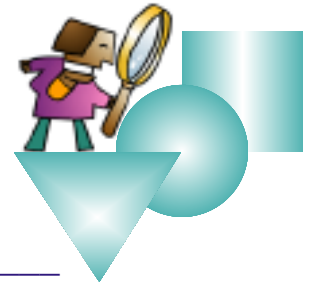
Do/think this: _____

What is the indirect (inferred/implied) message?

If you buy this product/think like this, you will...

What might you name this product?

Media Messengers Rubric



Student name: _____

Project title: _____

Message: _____

Design: _____ Due Date: _____

Content: _____ Presentation Date: _____

Text: _____

Presentation: _____ **Note:** Unsatisfactory – 1 — Grade: 0 – 69

TOTAL SCORE: _____ Includes incomplete or not completed.

CATEGORY	Exemplary – 4 90 – 100	Proficient – 3 80 – 89	Developing – 2 70 – 79
MESSAGE	Direct message and an indirect (inferred / implied) message are easily identified and clearly appropriate for intended audience.	Direct message is identified and appropriate for intended audience, but indirect message is unclear.	Direct message is neither clearly identified nor appropriate for intended audience and indirect message is not clearly identified or missing.
DESIGN	Art is used appropriately to enhance the topic, aids in comprehension, and well situated on the page; Clean design; high visual appeal; good balance with text ; color used effectively for emphasis.	Art and color are used appropriately most of the time, enhance the topic, and are situated in logical places on the page. Design is fairly clean and has good visual appeal.	Art and color are used ineffectively or excessively. Design does not enhance the topic and some graphics are ill-placed. Cluttered design and low visual appeal.
CONTENT	Reflects essential information; is logically arranged; concepts are clearly persuasive.	Reflects most of the essential information; is logically arranged; some persuasion used.	Contains extraneous information; is not logically arranged; little persuasion is used.
Text: slogan/jingle/logo	Easy to read/appropriately sized; amount of text is appropriate for intended audience; text effectively used for emphasis; no mis-spellings or grammatical errors.	Most text is easy to read; amount of text generally fits intended audience; text presented without too many excess words; fewer than three mis-spellings or grammatical errors.	Text is too small to read easily; text amount is excessive for intended audience; contains numerous spelling and grammatical errors.
PRESENTATION	Communication is clear and understandable; demonstrates mastery of media and persuasive concepts.	Communication is clear; demonstrates an understanding of media and persuasive concepts.	Communication is uneven; limited understanding of media and persuasive concepts.

Signature of Evaluator: _____