



EDUCATOR GUIDE

BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA

A research-based approach to media literacy
and violence prevention

Middle School Unit
Second Edition



BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA

Middle School Unit

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Structure:

This curriculum draws from lessons contained in the First Edition of the Middle School Unit of *Beyond Blame: Challenging Violence in the Media*, Produced by Center for Media Literacy, 2005, Elizabeth Thoman, CML Founder, Executive Editor.

The First Edition of *Beyond Blame* uses the CML Empowerment Spiral as its main structural framework; this Second Edition uses CML's Five Core Concepts and Five Key Questions as its main structural framework, reflecting the evolution of media literacy theory and practice during the intervening years.

Background Information: Beyond Blame

For the last 50 years, there has been a "circle of blame" about media violence: viewers blame media producers and advertisers, and producers and advertisers blame the media consumers. It's time to stop the circle of blame and recognize we *all* share the responsibility for the culture we are creating and passing on to our children.

Media literacy education is an effective, research-based approach to breaking this cycle of blame. Media literacy is the ability to access, analyze, evaluate, create and participate with media in all its forms. When individuals acquire the critical inquiry skills necessary to deal with the information and media they are immersed in, they are better able to make wise decisions. There is a definite pedagogy associated with media literacy education. Children and adults need to

learn these concepts and have continued practice applying this process of understanding in many subject areas and in many media forms.

And it is important to note that true media literacy is not about media bashing or about censorship. Media literacy is about empowerment through education — it is the fundamental skill that citizens in an information society need to be enlightened and informed, and that can give them their own voice, as digital technology increasingly permits.

Beyond Blame is designed as a comprehensive program to reach communities and parents, local organizations, churches and schools. Although providing educational training and curricula is a key component of the program, the concept behind *Beyond Blame* goes further: to engage citizens and spur individual action. It is a concept that only now is being recognized as an urgent priority for the American people, as our society realizes that media are not "passive or objective" relayers of information, and that technology is now providing a voice for all Americans — a voice that, through the internet and other channels, can be heard globally. Through the changes in cultural attitudes toward such issues as tobacco use and the environment in the U.S., Americans have seen that change is possible and that the public does not have to passively accept behaviors that are ultimately harmful to individuals and society as a whole. CML developed and launched its first comprehensive community and school program, *Beyond Blame: Challenging Violence in the Media*, in 1994. As media and technology have evolved, so has *Beyond Blame*. The current curriculum reflects the needs of our youth today but the overall goal has not changed -- to break the cycle of blame about violence in the media by engaging millions of people in a learning process that leads from awareness to action on key issues in the media violence debate.

Status of Curriculum Evaluation:

From 2004 to 2009 the Center for Media Literacy's curriculum, *Beyond Blame: Challenging Violence in the Media* underwent a rigorous evaluation study conducted by researchers at the Southern California Injury Prevention Research Center. The goal of study was to assess whether or not a comprehensive media literacy intervention could mitigate the negative effects of exposure to media violence and reduce the risk for aggression and violence among middle school

children. The research was funded by a grant from the Centers for Disease Control and Prevention.

Employing a quasi-experimental pre/post test research design, researchers assessed the effects of the curriculum on middle school students, comparing classrooms led by intervention and control teachers in schools predominantly serving minority students. The specific goals of the research were to (1) Test changes over time among study children in measures of beliefs and attitudes towards violence and the media, media knowledge, self-reported viewing behaviors, critical assessment of media messages, risk for violence, and conflict resolution skills. (2) Ascertain the impact of the intervention in terms of knowledge, attitudes, behaviors and beliefs at a six-month interval after the intervention. (3) Assess the effect of gender and ethnic differences on any short-term outcomes observed.

Results from the initial pilot study conducted during the 2005 academic year have been published: Webb, T., K. Martin, A. Afifi, J. Kraus, "Media Literacy as Violence Prevention: A Pilot Study Report," *Health Promotion Practice* 2009; doi:117/1524839908328998. Findings from the impact study involving a much larger sample of students are under submission and will be forthcoming.

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The DVD is not intended for use as entertainment and should not be used except as a teaching tool in connection with the classroom curriculum on media literacy. Viewers who wish to view the entirety of the programs which are excerpted on the DVD or who wish to use the DVD for any purpose other than criticism, comment and classroom teaching – are strictly cautioned to purchase copies through commercial channels.

Translation of CML Materials:

Please contact CML regarding translations of products at cml@medialit.com

Basic Organization of Manual

This manual is organized into three major sections:

- I. **Overview and Background.** This initial introduction gives educators the philosophical and pedagogical foundations of the curriculum as well as background in media literacy, youth violence, student empowerment, and connections to skills identified as necessary for the 21st century. This initial section also addresses the teaching strategies employed throughout the curriculum.
- II. **Ten Lesson Plans with Complete Background Information.** Ten lessons (45-55 minutes each) are contained along with the reference materials for educators. The lessons are designed to be presented consecutively. Each lesson lists implementation instructions as well as teaching reference materials presented in each lesson, with directions for locating video clips, charts and visual aids as needed.
- III. **Student Book.** A copy of the Student Book is organized by lesson and is at the back of the Educator Manual.

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I. OVERVIEW AND BACKGROUND

Introduction

Youth violence is a major public health problem in the United States. Each year roughly 5000 young Americans are murdered by other young Americans and another million are seriously injured in assaults. Educators are well aware of the potential for violent behavior amongst youth.

Without a doubt, media exposure to violence is a synergistic source of this national public health problem. On any given day any or all of the roughly 80 million young Americans aged 18 and under may be exposed to violence – via the media, or contemporary America’s main storytellers. The media often depicts violence as a way of life. The causes of youth violence are complex, but research shows that risk factors for violent behavior interact with or influence the effects of exposure to media violence.

Public concern about violence in entertainment media is nothing new nor are school-based or community-based violence prevention programs. But typically media literacy education is not among the strategies employed in violence prevention.

This curriculum ties the critical thinking skills of media literacy with a violence prevention theme that meets national education standards for middle schools in language arts, health and technology.

Research-Based Curriculum

Questions answered in the study include:

1. Does teacher training have an impact on student comprehension of the curriculum? Yes.
2. Do the Five Core Concepts and corresponding Five Key Questions of media literacy work as a strategy for increasing knowledge of media violence and its effects? Yes.
3. Though using the curriculum, was there an increase in the knowledge-based process skills of media literacy? Yes.

Materials

Video clips needed for lessons may be streamed online or used in a DVD provided with print-based curriculum. In the first lesson it is helpful for teachers to provide some media examples for their classes, such as books, magazines, or DVD’s. Each lesson has a listing of video clips needed and also background materials for educators.

All video clips are used for critical analysis for educational purposes covered under Fair Use.

Equipment

Because access to equipment such as computers, LCD projectors and other digital media varies from school to school, this curriculum is designed to accommodate a range of capacity, so that even teachers with little or no access to technology can use the curriculum. A DVD player or the ability to stream video is necessary for delivery of this curriculum.

Glossary

A glossary of all terms is provided in each lesson for consistency.

Curriculum Structure

Philosophy of Education and Frameworks

This curriculum:

- Combines knowledge of several disciplines: media literacy, violence prevention, and teaching strategies that support a process of inquiry and discovery.
- Integrates the *process skills* of media literacy (accessing, analyzing, evaluating and creating media information) with *content knowledge* on violence prevention and language arts while meeting education standards.
- Meets the demands of frameworks for 21st Century education advocated by leading groups such as the Partnership for 21st Century Skills and utilizes the Center for Media Literacy's MediaLit Kit™ Framework.
- Keeps the curriculum content consistent and fairly short so that educators can commit the time and energy to it.
- Insures that the technology demands and teaching strategies used meet the capacity of a wide spectrum of educators.
- Provides screened media clips for school use.

The following two documents – the Center for Media Literacy's Questions/TIPS framework featuring the Five Core Concepts and Five Key Questions of media literacy, as well as the CML Empowerment Spiral – form the basic structure for the curriculum design.

A key to student learning is that these Five Key Questions be labeled and reinforced with students, so that the students come to know the questions and have a shared vocabulary and understanding of how to apply the questions to ANY media content. This practice provides students with a quick method for critically analyzing media messages anywhere, anytime.

For more information on media literacy and the CML MediaLit Kit, please check at www.medialit.com



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.



THE EMPOWERMENT SPIRAL

Choices are a part of every-day life. Even deciding to do nothing is a choice! The Empowerment Spiral shows a way of thinking about ideas, media and choices so that you understand more, evaluate more and finally make judgments that will be more successful for you. The following will describe each of the steps involved in making choices:

Awareness

In this step of learning, you will see things in a different way. You will become “aware” of ways of looking at familiar things in a new way. You will experience “ah ha” moments in this stage of learning. When you apply this step to thinking about media in your life, you will become aware of all of the kinds of media and messages you experience every day.

Analysis

This part of your learning will be where you begin to look at the different aspects of an issue. You will begin to understand the “how” and the “what” of experiences to learn the meaning and significance of what you see, hear and read. When you apply this to media, you will learn how different techniques, camera angle, music, dress of the characters, color etc. that media creators use will affect you differently. You will learn that people who make the media you experience have specific ways that they use deliberately to have a specific effect on you.

Reflection

At this stage of your learning you will begin to understand the values of what you are seeing and hearing and begin to personally evaluate events for yourself, and understand the effect they have on you as a person. You will learn to ask the question, “so what”. What does this mean for me and my behavior?

Action

This is the stage of your learning where you will continue to expand your learning by making choices and by doing. You will begin to apply what you have learned in the first three stages to your own actions in your own life. In this stage of your learning, you will determine what you may want to do that will make your life with the media different. You may decide to take big actions to change your life or very small actions to improve your awareness, your exposure or the effect of media in your own personal life.

CML

Mission: Media Literacy

Lesson Outline for 10 Lessons

Activate, Disseminate, Participate!

The goal of this curriculum is to increase awareness of media violence and its negative effects by encouraging students to engage the subject critically using media literacy tools. A basic premise of this curriculum is that, by increasing critical thinking skills, students will begin to make wiser personal choices in terms of their engagement with media.

This curriculum contains ten lessons, each of about one class period (45-55 minutes), providing an exploration of violence and media. Each lesson uses the *Empowerment Spiral* (see description above) as a foundation for organizing the lesson, so that students acquire skills for gaining awareness, conducting analysis, engaging in reflection and taking action.

The first three lessons provide a background on media and violence and on what the problem for our society is: that media violence has four demonstrated effects on people who engage with it:

- Acting aggressively
- Being more afraid of the outside world
- Being less willing to help someone in trouble
- Desiring more and more media violence

The next five lessons provide students with *a methodology for critical analysis of media and violence, using the Five Key Questions of Media Literacy as a tool for understanding and analysis*. The last two lessons give students a chance to practice using all Five Key Questions during a close analysis of a media clip, as well as a chance to examine their personal media “diet” and choices, and constructing their own message(s) about media and violence.

Here is an outline of Key Ideas in each lesson (see next page):



Outline of Key Ideas for the 10 Lessons

<u>Lesson Title</u>	<u>Media Literacy Process</u>	<u>Violence Theme</u>	<u>Content Knowledge</u>
1. What is Media?	Relationship with media Global nature of media	Media uses violence	
2. What is Violence?	Media Genres Media Use Survey	Types of violence Jolts per minute	Conflict
3. Media & Violence: Effects on Society	Counting incidents of violence	Real vs. media violence 4 Effects of media violence	Personal choice
4. Introducing Tools for Media Literacy: Five Key Questions Key Question #1: Who created this message?		Profitability of violence	Movie credits
5. Introducing Tools for Media Literacy: Key Question #2: What techniques were used to attract my attention?		Effect of visuals/photography	Evidence-based analysis
6. Introducing Tools for Media Literacy: Key Question #3: How might others understand this message differently?		Conflict resolution 4 Effects of media violence	Point of view Consequences Personal choice Responsibility
7. Introducing Tools for Media Literacy: Key Question #4: What lifestyles, values and points of view are represented in – or omitted from – this message?		Violence in branding	Branding Global branding
8. Introducing Tools for Media Literacy: Key Question #5: Why was this message sent?		Profit/Power from sending violent messages	Image marketing
9. Using the Five Key Questions: Practice! Practice!	Close Analysis Power of sound	Global media violence	Comparing and contrasting
10. Activate, Disseminate, Participate!	Media Diet Analysis Construction Empowerment Spiral 5 Key Questions PSA	Awareness of 4 Effects	Responsibility of producers



Mission: Media Literacy

Structure of Lessons

Each lesson is structured as follows:

Lesson Number/Title: at top of page

Teacher Background Information

Key Learnings: these always pose questions that define the major objectives of the lesson with the intent that students will be able to address these questions after completing the lesson.

Media Literacy: identifies the connections the lesson will make

Violence in Media: identifies the connections the lesson will make

National Common Core Standards English/Language Arts (Grade 7)

National Health Education Standards (Middle School)

National Educational Technology Standards (Grades 6-8)

Objectives for Students: cites understanding/tasks students will accomplish.

Language of the Discipline: provides terminology important for both teachers and students.

Materials: Identifies Background Materials and Worksheets to be used, Equipment needed, and Clips to be used. All Clips and Materials have been screened for school use. The KWL Chart is introduced in Lesson 1. All other references to the KWL Chart in subsequent lessons refer back to the one in the first lesson, so students will add to their KWL Chart as they move forward through the Lessons.

Lesson: All ten lessons are sequenced, and directions for the teacher presentation and estimated time for the major student activities are provided for the teacher. Each step of the lesson has a notation related to the four elements of the Empowerment Spiral to assist teachers in guiding the student activities as they progress.

Homework: Some lessons have homework.

Student Book: All student worksheets for each lesson are contained in order in the Student Book, which also provides “My Journal” pages for reflection exercises.

Lesson Design

The lessons in this curriculum are intended to provide information to students as well as to allow them time to work with concepts -- and especially time to talk – in making connections to their personal lives. Students are actively involved in the lessons.

Teachers will find that the design of the lessons allow the teacher to present information to students in structured and organized ways and also provide structures that will promote student discussion, group work, investigation, data gathering, analysis, discovery and ultimately student ownership for his/her own learning. The instructional strategies should be familiar to teachers but in case the terminology differs or teachers would like to review selected strategies, a summary is provided.

Lessons should take about one class period (45-55 minutes). Lessons are activity-based and utilize collaborative learning strategies. Reading, writing, speaking, listening, video viewing, and critical thinking skills are emphasized.

Process of Inquiry

A focus on CML’s Five Key Questions helps students build the habit of routinely subjecting media messages to a checklist of questions. These questions, and learning to apply them to media content, provides students with a lifelong method for navigating their way as citizens in a global media culture. These questions are just a beginning for critical analysis, but they are a beginning rooted in sound media studies theory.

Here are some questions for educators:

1. Am I trying to tell the students what the message is? Or am I giving students the skills to determine what they think the message(s) might be? *In using the Five Key Questions of media literacy, students embark on a guided journey of inquiry and discovery.*
2. Have I let students know that I am open to accepting their interpretation, as long as it is well substantiated, or have I conveyed the message that my interpretation is the only correct view? *Key Question #3 encourages multiple perspectives; however, it is important that students acquire the skills to provide evidence for their point of view. They need to learn the difference between what they see and hear and what they might think, believe or feel.*

3. At the end of the lesson, are students likely to be more analytical? Or more cynical? *Lessons are designed to encourage skepticism and to acquire new skills of analysis. Cynics assume; skeptics question.*

What Media Literacy is **NOT**

- Media Literacy is NOT media bashing
- Merely producing media is NOT media literacy
- Just bringing videos or CD-ROMS or other mediated content into the classroom is NOT media literacy
- Simply looking for political agendas, stereotypes or misrepresentation is NOT media literacy
- Looking at a media message or experience from just one perspective is NOT media literacy
- Media literacy does NOT mean “don’t watch”

Close Analysis

To stop and look at how a media message is put together takes multiple viewings or experiences from several different perspectives and is called *Close Analysis*. Part of the goal in a close analysis is to *separate out what viewers are actually seeing and hearing from what they think, feel and believe* as they engage with the media text, or product.

At its most basic, a close analysis has four steps:

1. Look only at visuals
2. Listen only to sounds
3. Apply the Five Key Questions
4. Review Insights

As the first two steps are undertaken, a neutral way for the teacher to start the process of inquiry is by asking the question, “*What did you notice?*” This question avoids leading the audience to conclusions or opinions and instead invites them to identify evidence from the text itself.

(A detailed overview of how to do a close analysis is provided in Lesson 9.)

Empowerment Spiral

The Empowerment Spiral gives students a way to go about making choices, through Awareness, Analysis, Reflection and Action. Each lesson features steps in the Empowerment Spiral; labeling these steps helps students connect to *why* they are engaged in a particular activity during the lesson. **You will find that each segment of the lesson refers to the skills in the empowerment spiral that are used in that particular segment.**

As you use the Empowerment Spiral model and the Five Key Questions, refer to them and label them for students so that a new “habit of mind” starts forming for the class. With practice, students become accustomed to labeling the question(s) as “# 1” or “# 5” as they come across media messages. Students may also learn that before making a choice, being conscious of awareness, analysis or reflection can be beneficial in their decision-making process before taking action (or not).

Recommended Instructional Techniques

Classroom Organization

The curriculum emphasizes analysis, reasoning, critical thinking and evaluating rather than memorizing facts and statistics or parroting information given to them in a lecture format. The goals of this curriculum are realized through whole group lessons, small group discussion, activities, and team problem solving. Consider your classroom environment when implementing this curriculum; try a circle or small table groups. Use a variety of modalities as you present lessons and watch videos, so that students are actively engaged.

Norms

Before implementing the curriculum, it is helpful to set ground rules to govern discussion and sharing within the classroom. These are designed for classroom management, but also to protect middle school students from themselves. It is important to create a safe environment in which students can contemplate, consider alternatives and connect to their own lives. But, it’s important that students NOT tell their peers personal stories that are more appropriately told in private. Suggested norms are included.

Teachers may find that it is helpful to review norms for behavior before each of the lessons begins, especially for the first few lessons, so that students become used to these norms being part of the expectations for behavior, setting ground rules that will govern discussion and sharing in the classroom. Suggested norms are provided, but teachers should feel free to adjust, expand or change these as they may best fit their classroom needs.

These Norms are:

- 1. Be respectful of one another, the ideas shared and our learning community.*
- 2. Listen to understand.*
- 3. Be open to new ideas.*
- 4. Do not share inappropriate personal stories.*
- 5. Actively participate in all lessons and activities.*

Responding to Difficult Questions or Situations

Because discussing issues around violence can be sensitive, it is helpful for educators to anticipate some possible responses to students asking inappropriate questions or sharing stories that are too personal.

For example, a teacher's response might be, "That's an interesting question (or story), but it's not part of this curriculum. I suggest you ask (or discuss with) your mom or dad, or a respected older adult in your family, or doctor, youth pastor, etc."

KWL Chart

Using the graphic organizer provided, students write what they KNOW about a given topic then share with a peer. Next, students write what they WANT to know. This they then share with the class while the teacher records suggestions. Finally, at the end of the unit, students write what they LEARNED about the topic. They check to see if there were misconceptions in the KNOW column and make corrections; they also check to see if their questions in the WANT column have been answered. Teachers may add another column or use the back for the KWL to record 'unanswered questions'; this will encourage additional research.

Note: Students will use the same KWL Chart from Lesson 1 throughout all the lessons.

My Journal

The main purpose of Journal pages is to encourage students to reflect and to articulate their understanding of the terms and concepts presented. A My Journal page is included at the end of each lesson in the Student Book.

PNI Chart (Positive, Negative, Interesting)

While students watch a video clip or participate in a conversation or activity, they jot down their personal responses in either the **Positive** column (positive response), the **Negative** column (negative response) or the **Interesting** column (interesting ideas).

Three-Minute Pause

Students watch short excerpts of videos, no longer than 3 minutes. At pre-determined spots the teacher stops (pauses) the video. Students work in pairs or small groups to summarize, clarify understanding, ask questions and predict what is next. (These are reciprocal teaching strategies and can be combined with a PMI chart or other techniques.)

Think Pair Share

Students are presented with a question or idea. Allow 2 minutes of think (or wait) time for students to think alone. Ask students to share with a partner (pair) to clarify understanding and then share either in a small group or whole group.

Numbered Heads Together

Students number off (1-2-3-4). Then, propose a question or new idea to the class. Students think independently first and jot down notes. Then, (1) pair odds or evens or (2) ask students to pair with the same number or (3) number the corners of the room. Have students report to the appropriate numbered corner or meet with the appropriate person/team and discuss the question or new idea. Share with the whole class.

Repetition of Charts

Because the Four Effects of Media Violence and the Five Key Questions of Media Literacy underpin the entire curriculum, they are repeated for your convenience.

Pre-Post Test

Since the overall challenge is to teach children to contribute to global society through wise, effective, safe and responsible choices through the use of communication systems and tools, it is imperative to evaluate whether these goals are being met or not in connection with the expenditure of precious time and resources in delivering curricula . Although assessment of media literacy is in a primitive state, CML has devised some pre-post tests that assist with providing some traditional measures of learning with the following goals:

Pre-test: To provide an evaluation of media literacy learning and a baseline for the future.

Post-test: To determine whether students improved their understanding of the Five Core Concepts and Five Key Questions of Media Literacy and if they are able to apply those concepts to *the particular* messages in *the particular* content area that they've been assigned to study. Assuming that students have practiced applying the Five Key Questions during the course of their studies and internalized the process of inquiry, it is likely that they can apply this methodology to *any* message in *any* content area.

The complete Pre-Post Test is contained on page 143 of this Guide.

II. TEN LESSONS WITH COMPLETE BACKGROUND INFORMATION

Norms *Plus* 10 Lessons
(45-55 minutes each)

Activate, Disseminate, Participate!



NORMS

1. Be respectful of one another, the ideas shared and our learning community.
2. Listen to understand.
3. Be open to new ideas.
4. Do not share inappropriate personal stories.
5. Actively participate in all lessons and activities.

CML

Mission: Media Literacy

Lesson 1: What is Media?

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is media?
- What is your relationship with media?
- “Activate your mind, disseminate your views, participate in your world”

Media Literacy

- Introduction to media
- Engaging with media involves a relationship between the Media Text, Production, and Audience.

Violence in Media

- Awareness of violence or implicit violence in media examples
- Violence is used in media as a technique to attract attention

National Common Core Standards for English/Language Arts (Grade 7)

- Reading Informational Text--Craft and Structure-- (RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Reading Informational Text--Integration of Knowledge and Ideas--(RI) 8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Speaking and Listening--Comprehension and Collaboration—(SL) 1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Speaking and Listening (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.

2.8.5 Analyze how messages from media influence health behaviors.

National Educational Technology Standards for Students

- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency –b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

Objectives

Students will:

- define media.
- understand that communication is the basis for all media.
- explore how media involves relationships.
- complete K and W in a KWL Chart: How does media influence you?
- explore print media for messages, audience and perspectives.
- begin to see how media provides opportunities to activate, disseminate and participate.
- see some examples of implied versus explicit violence portrayed in media.

Language of the Discipline



Media: The term refers to the industries that communicate information and entertainment through newspapers, television, radio, films, magazines, etc. Media also refers to the form and technology used to communicate information and entertain.

Mass media: The communications industry, which seeks to reach the mass of the people. Collectively, the industry employs a massive number of people who occupy positions such as writers, reporters, journalists, actors, disc jockeys, talk-show hosts, producers, editors, etc.

Marketing: Refers to the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and/or services to create exchanges that satisfy consumer and organizational objectives.

Target Audience: The intended group for which something is performed or marketed; the specific demographic group to which advertising is directed.

Global: Worldwide in scope.

Details: Details are specifics related to the discipline. In this example, when discussing media, one would include details about newspapers, films and music. Details about mass media would be the specific elements that separate 'mass media' from just 'media'.

Relationships: In the context of media literacy, there is a relationship (or connection between and among) Production (the producer and/or production team), Text (the media product/content) and Audience (those who engage with the text).

* Based on the Media Triangle by Eddie Dick, Media Education Officer for the Scottish Film Council.

Materials

1. Magazine ads of interest to teens on DVD.
2. Other samples of print media (video game packaging, CD inserts, movie ads, etc.). Please include some samples showing implied or explicit violence.
3. Media Triangle
4. KWL Chart (to be used in subsequent lessons)
5. My Journal (Student Book)

Lesson 1

Review Norms for Student Behavior for the entire unit (in Educator Guide, page 24).

(Awareness) (10 min)

1. Distribute examples of media at tables (DVDs, CDs with inserts, newspapers, magazines. Include some 'counterculture' examples with familiar teen examples.)

Teacher Asks:

- ✓ How are these examples of media the same?
- ✓ How are these examples of media different?

2. Brainstorm definition of media (5 min)

- Think/Pair/Share: Students think of a definition and examples for media independently, then share their ideas with a partner or small group.

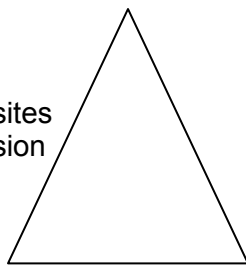
3. Teacher builds understanding of media relationship using the Media Triangle (10 min)

- Students use the Media Triangle from the Student Book. Students work with the teacher to add descriptions, examples, symbols and illustrations to define/clarify understanding of media relationships.

MEDIA TRIANGLE

Text: A media product

Film, video games, websites
magazines, radio, television



Audience: Those who engage with the media text

Children, adults, students
parents, grandparents
singles, teachers.

People of different ages,
nationalities, gender, race,
culture, and income levels

Production: everything that goes into making a media text

Media owners
Media producers and staffers
Distributors, Theaters

- Teacher Asks: whether magazines might promote and/or use violence to influence the reader? How might this happen? Students brainstorm ideas and the teacher records them.

(Analysis) (10 min)

4. Continue looking at different examples of print media.
 - Teacher shares one or two different examples of print advertisements.
 - ✓ Point out use of/lack of color (e.g., black, monochromatic, red/black)
 - ✓ Highlight lighting of photograph.
 - ✓ Examine design of graphics and font style.
 - ✓ Ask questions about the 'target audience'.
 - ✓ Clarify what is being advertised and techniques used to showcase a product.
 - ✓ Ask students what emotions the ads call up for them (e.g., mad, sad, glad, afraid)?
 - ✓ See if the use of violence (explicit violence such as depictions of an actual fight) or the threat of violence (implicit violence such as a muscular threatening-looking man) calls attention to the ad.
- Students work in groups of four or five to look at popular magazines, CD covers and/or video game packaging information for examples of media.
- Look at the Table of Contents to select articles of interest.
 - ✓ Flip through the pages and select 4-6 advertisements/photos/information.
 - ✓ Remind them to select examples that are of interest to boys and girls
 - ✓ Focus: What is the purpose of the media? Does media appeal to youth throughout the world? Do youth contribute to media?

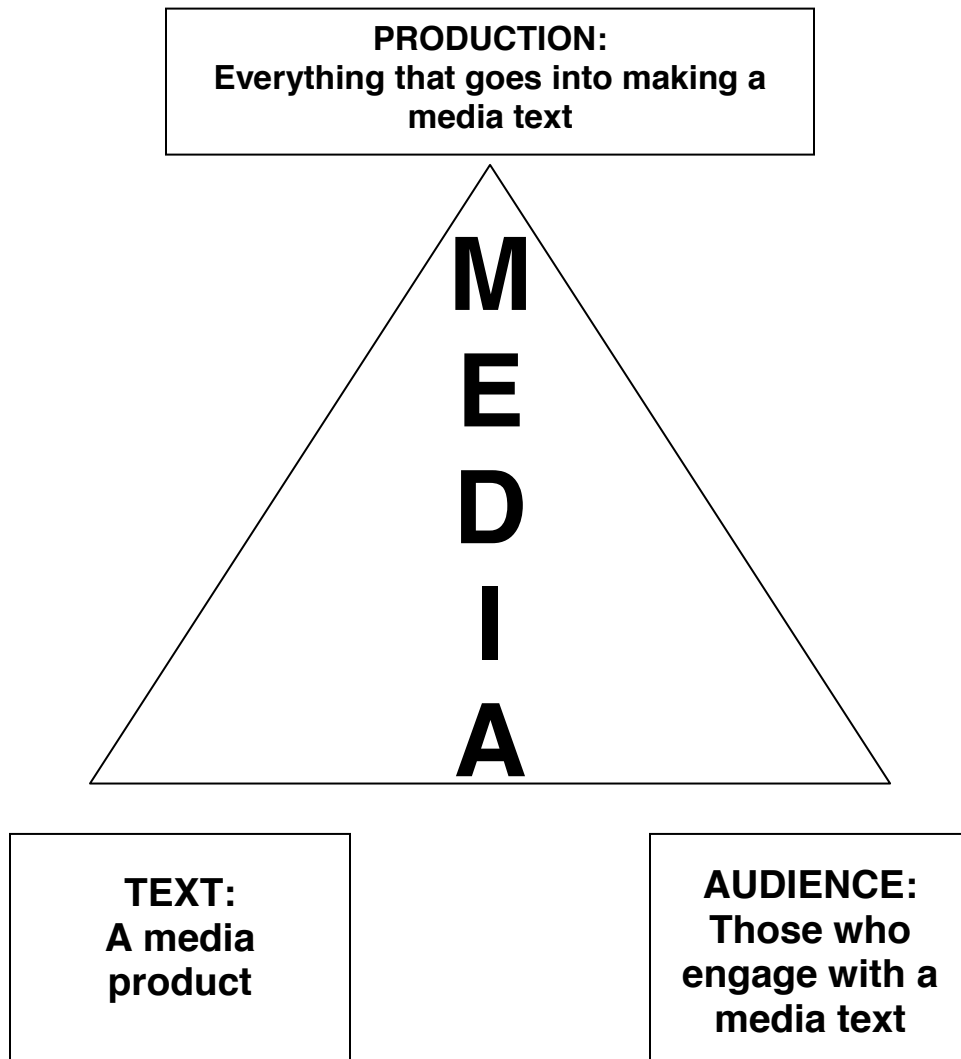
(Analysis) (5 min)

5. Debrief survey of print media. Ask each group to share one or two examples and their observations about them.
 - Tell students you will be spending more time with these examples later and adding new ones to consider and discuss.

(Reflection) (10 min)

6. KWL Chart: Media and how it influences
 - Students complete the first column (What do you KNOW?) independently.
 - Students share with small group or with whole class. Teacher moves around the room listening to student conversations OR teacher records student responses on a Class KWL Chart.
 - In class or for homework: Students complete the WANT section of the KWL Chart (What they WANT to learn and know) What are some ways for them to get the information they want to learn about?

MEDIA TRIANGLE



The meaning of a media text or product is determined by the relationship between the Audience, the Text and the Production.

Model developed by Eddie Dick, Media Education Officer for the Scottish Film Council.



KWL
How does media influence you?

K What do you KNOW ?	W What do you WANT to know?	L What have you LEARNED ?



Mission: Media Literacy

Lesson 2: What is Violence?

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is violence?
- How does media violence influence you?

Media Literacy

- Good stories demand conflict.
- There are lots of ways to present conflict in a story; there is a difference between conflict in stories and violent media depictions.

Violence in the Media

- Using violence to depict conflict in a story is a choice.
- There are different ways to use violence as a way to depict conflict.
- There is a difference between conflict in stories and violent media depictions.
- There is a difference between media violence and real-life violence.
- The consequences of real-life violence are very different than media violence.

National Common Core Standards for English/Language Arts

- Reading Literature--Key Ideas and Details--(Grade 6) (RL) 3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Reading Standards for Literacy in Science and Technical Subjects--Integration of Knowledge and Ideas--(Grade 7) (RST) 7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
(For Media Tally Sheet Homework)

National Health Education Standards (Middle School)

- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency
 - b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Objectives

Students will:

- define story conflict and media violence.
- explore types of media violence.
- explore consequences of real-life violence.

Language of the Discipline



Conflict: Media: The opposition of persons or forces that gives rise to the dramatic action in a drama or fiction. Real-life: Competitive or opposing action of incompatibles; antagonistic state or action as in divergent ideas, interests, or persons.

Violence: Behavior involving physical force or verbal abuse intended to hurt, damage or kill oneself or someone else.

Violent: An action/behavior marked by extreme force or intent to hurt.

Nonviolent: Rejection of violence, fighting or engaging in physical force or verbal abuse and commitment to resolving conflicts peacefully.

Dramatization: The act of dramatizing: novels, plays, feature films are examples of dramatizations.

Reenactment: To act or perform an event or incident that actually happened in real life. A reenactment can also refer to the recreation of characteristic aspects of an event or time period. It can be considered a form of live-action role-playing.

Real-life Coverage: Refers to media coverage of a particular topic or event, including news reporting and analysis. Real-life coverage also refers to an eye-witness genre of journalism; an individual journalist's report of news distributed through the media, especially when witnessed firsthand.

Simulations: The imitation of a real thing, state of affairs, or process. The act of simulating something generally entails representing certain key characteristics or behaviors of a selected physical or abstract system, for instance, a computer *simulation* of an industrial process or a video game.

Social Networking: A social network is a social structure made of individuals or organizations. In the context of media literacy, social networking commonly refers to a category of Internet applications, which connect friends, business partners, or other individuals together using a variety of tools. These applications, known as online social networks, are becoming increasingly popular. *MySpace* is a prime example of such a site.

Animation: Refers to the rapid display of a sequence of 2-dimensional artwork or model positions in order to create the illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision. This could be anything from a flip-book to a motion picture film.

Materials

1. 10 video clips on 4 types of violence/5 types of media
2. Chart: Types of Media Violence & Media Examples
3. KWL Chart (revisit Lesson 1)
4. Media Use Tally Sheet for Weekdays
5. Media Use Tally Sheet for Weekend
6. My Journal (Student Book)

Lesson 2

Part 1

(Awareness and Analysis) (10 min)

1. Review homework (record of media examples at home, at school and in the community).
 - Students share the results of what they found in small groups.
 - Students separate violent from non-violent examples; discuss similarities and differences.

(Awareness) (5 min)

2. Stories require conflict. What is conflict? What is violence?

Answer: Violence ALWAYS represents conflict; however, conflict is NOT always violent. Violence is always external; conflict may be external OR internal.

Example:

CONFLICT. Disagreement over whether the homework was on Page 5 or on Page 7 of the math textbook. However, the conflict may not result in any violent behavior.

VIOLENCE: If there is verbal or physical violent behavior, then there is both conflict and violence.

(Analysis) (5 min)

3. Show video clip: “The Simpsons Watch South Park”
 - Ask students if the video clip portrays conflict or violence.
 - Clarify the WHYs; have students suggest ways to make it a clear example of media violence. If students categorize the action as violence, make it clear as to WHY the action is violence and not just conflict.

Part 2: Use clips of examples

(Awareness) (10 min)

4. Introduce four different types of violence and categories of programming. Students take notes on their chart to clarify understanding.
 - **Introduce and discuss** examples of Four Types of Violence
 - ✓ Violence with a weapon
 - ✓ Violence without a weapon
 - ✓ Crashes/Explosions
 - ✓ Verbal Violence
 - **Introduce and discuss** various categories of programming that MIGHT contain violence. Explain the similarities and differences between genres; clarify any misconceptions.
 - ✓ Dramatization (*TV Drama*)

- ✓ Re-enactment
- ✓ Real-life Coverage (*Real-Life Coverage*)
- ✓ Animation
- ✓ Simulations (*Games*)

(Awareness/Analysis) (15 min)

- Watch 10 video clips. Use Types of Media Violence Chart to record information about the type of violence and genre of media.

Teacher Note: Justified Violence

(Reflection) (5 min)

5. Closure: (Revisit KWL from Lesson 1)

- Revisit K and W columns, add information to these columns, if appropriate.
- Consider the L column... have you learned something? Write it down.

(Awareness/Analysis/Reflection/Action)

HOMEWORK

Hand out Media Use Tally Chart and ask students to track how they use media during their day for a week. (Make sure a weekend is included in the tally.) Students should think about the importance of media in their everyday lives.



TYPES of MEDIA VIOLENCE

Record the names of TV programs, movies, music videos, video games, magazines, newspapers, etc. that you watch/play/read in the correct square. Determine what type of violence you see as well as the category of the media.

	Violence with a Weapon (knives, guns)	Violence without a Weapon (fighting, kicking, punching)	Crashes and Explosions	Verbal Violence (threatening, screaming, name-calling, swearing)
DRAMATIZATION				
REENACTMENT				
REAL-LIFE COVERAGE (NEWS)				
ANIMATION				
SIMULATIONS/ VIDEO GAMES				

MEDIA USE TALLY

		TV/DVD/ Movies/ YouTube	VIDEO GAMES	Computer or Internet	Magazine Newspaper Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
MONDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
TUESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
WEDNESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
THURSDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

MEDIA USE TALLY		TV/DVD/ Movies/ YouTube	VIDEO GAMES	Computer or Internet	Magazine Newspaper Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
FRIDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SATURDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SUNDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							



Mission: Media Literacy

Lesson 3: Media & Violence: Four Effects

TEACHER BACKGROUND INFORMATION

Key Learnings

- How do real-life violence and media violence relate to each other?
- How much violence are you experiencing in the media?
- What are tools and/or strategies you can use to determine the level and impact of media and media violence?
- How might media violence affect society?
- How much media violence do you see?
- What actions can you take regarding the effects of media violence?

Media Literacy

- Media is made to have an effect on us.
- Our society is affected by media images of violence.

Violence in Media

- Media violence is widely present in media.
- Media violence is a dramatic device used in many types of media.
- Media violence has a purpose.
- Media violence has four documented effects on society.

National Common Core Standards for English/Language Arts (Grade 7)

- Reading Literature--Key Ideas and Details--(Grade 6) (RL) 3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Speaking and Listening (Grade 7) (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.8.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
 - 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7 Analyze the outcomes of a health-related decision.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 4. Critical Thinking, Problem Solving, and Decision Making – c. Students collect and analyze data to identify solutions and/or make informed decisions.

Objectives

Students will:

- understand the difference between real-life and media violence.
- analyze a car chase.
- complete a Venn Diagram.
- learn the 4 Effects of Media Violence.
- analyze 'jolts per minute' using a video game trailer.
- begin to think about their personal control over the types of media they use, frequency of viewing and the potential effects of viewing violence.

Language of the Discipline



Jolts per Minute: One way producers attract viewers is by using jolts. A jolt is a moment of excitement, usually violent, that keeps you watching and waiting for yet another jolt. A jolt can be fast action, violence, car chases, loud noises, and flashes of color—anything that grabs your attention. Jolts per minute refers to a counting exercise aimed at ascertaining the number of times per minute a film or television program provides jolts of violent action to keep the viewer's attention focused on it.

Renting Your Eyes: The television networks and cable channels offer programming to keep viewers in front of the television in order to sell products. The more viewers they have at any given time, the more they can charge for advertising space.

Media Effects: Consequences or results of engaging with media. Media can have positive and negative effects on viewers. Indeed, there may be a range of possible outcomes associated with exposure to media dependent in part on such things as the point of view, age, and gender of the viewer.

Editor: The film/television editor is the person who selects and joins together camera takes.

Materials:

- Example of Real-life Violence
- Example of Media Violence
- Real Life vs. The Media: Worksheet
- Venn Diagram: Real Life vs. Media Violence
- *Simulation (Grand Theft Auto IV); Real Life Car Chase (Mustang Spins), Animation (Cars)*
- Statistics on media violence
- Four Effects of Media Violence
- My Choice: Four Effects
- My Journal (Student Book)



THE FOUR EFFECTS OF MEDIA VIOLENCE

- Acting aggressively
- Being more afraid of the outside world
- Being less willing to help someone in trouble
- Desiring more and more media violence

CML

Mission: Media Literacy

Lesson 3

(Awareness) (10 min)

1. Introduce the concepts of REAL-LIFE violence and MEDIA violence
 - Teacher shares an example of real-life violence. Real-Life Car Chase (Mustang Spins)
 - Teacher shares an example of media. Animation (Cars)
 - Questions to ask:
 - ✓ Who is participating in the violent event? (Actors, Real people?)
 - ✓ Where does the event take place? (Real location? Movie lot? Movie location?)
 - ✓ What are the consequences of the violence?
 - ✓ Who controls the violence? (Real people? Police or military? Directors? Writers? Cameramen?)

(Analysis) (10 min)

2. Use a Car Chase as an example
 - Students work in small groups to consider a REAL car chase as compared with a STAGED car chase.
 - Review questions above to complete Car Chase Analysis.

(Reflection) (10 min)

3. Complete Venn Diagram comparing REAL LIFE VIOLENCE with MEDIA VIOLENCE (Can be done independently or in same small group).

(Analysis/Reflection) (10 min)

4. Introduce concept of “Jolts per Minute” using Simulation (Grand Theft Auto IV).
 - Watch the Simulation (*Grand Theft Auto IV*) the first time to orient students to content of the video/video game trailer. Ask the following questions:
 - ✓ What do you notice about the graphics?
 - ✓ What do you notice about the colors?
 - ✓ What do you notice about the sounds?
 - ✓ Who are the main characters in the video game?
 - ✓ What is the ‘plot’ or purpose of the video game?
 - ✓ What is the attraction of violence? Why do some people like it?
 - Define “**Jolts per Minute.**” Watch the Trailer a second time for the sole purpose of counting ‘jolts’ or violent incidents. Students work together in pairs to tally the jolts.

- Pairs of students join to create a small group of four. Students share their observations and jolt tally.
- **Teacher says:**
There are known effects on people from watching media violence. In your groups using a Student Journal page, brainstorm and make a list of:
 - What you think some effects might be from watching media violence?
 - What might effects be from watching violent or scary movies, listening to music with violent lyrics, or playing violent video games?

(Awareness) (5 min)

5. Have students work in pairs to read to each other half of the “Statistics on Media Violence” worksheet from their Student Book. They should note ideas in their Student Journal.

- What if kids watch movies or TV or use videogames that show violence *a lot*? Do you think this would make a difference in their behavior? Again, make a list in the Student Journal.

(Awareness/Analysis) (5 min)

6. Introduce the Four Effects of Media Violence. Review the Four Effects chart. Discuss to clarify understanding.

Four Effects of Media Violence

- Acting aggressively
- Being more afraid of the outside world
- Being less willing to help someone in trouble
- Desiring more and more media violence

Source: *American Psychological Association Summary Report of the American Psychological Association Commission on Violence & Youth, Washington, D.C.: APA July 1993*

(Analysis) (5 min)

7. In pairs, students compare their lists from their Student Journals to the Four Effects and see how many of the Four Effects of Media Violence they were able to identify. One student from each group shares findings with the class.

(Reflection/Action)
HOMEWORK

Project: Watching TV

- **My Choice:** Students reflect on one attitude, behavior or belief that might result from each of the Four Effects. They identify one action they might personally take to lessen that effect.



REAL-LIFE VS. THE MEDIA What Could Happen?

Car chases are often shown as part of a story. But what might car chases REALLY be like?

Assume that a car chase ends in an accident, with the car that's being chased hitting another car that is not involved in the chase at all. Give some examples of what types of consequences there might be in real life.

What steps might be needed to deal with these consequences?

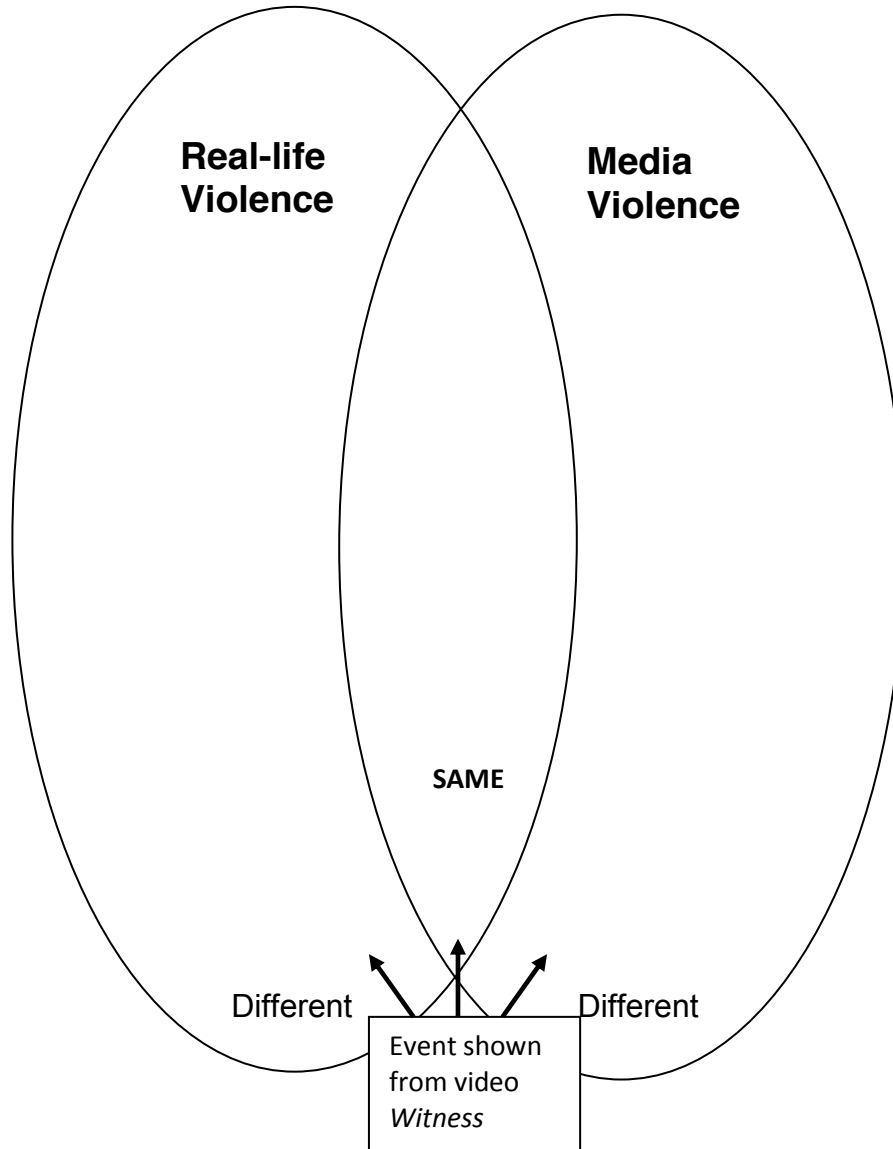
If you were the driver who was being chased: what might you need to do?

If you owned the car that was hit by the car being chased: what might you need to do?

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Mission: Media Literacy

REAL- LIFE VIOLENCE VS. MEDIA VIOLENCE



Statistics to Consider: Youth Violence and its Association with the Media

- In 2003, 5,570 young people ages 10 to 24 were murdered—an average of 15 each day. Of these victims, 82% were killed with firearms (CDC 2 006).
- In 2004, more than 750,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained due to violence (CDC 2006).
- An estimated 30% of 6th to 10th graders in the United States were involved in bullying as a bully, a target of bullying, or both (Nansel et al. 2001).
- Among 10 to 24 year olds, homicide is the leading cause of death for African Americans, the second leading cause of death for Hispanics, and the third leading cause of death for American Indians, Alaska Natives, and Asian/Pacific Islanders (CDC 2006).
- Male students are more likely to be involved in a physical fight than female students (41% vs. 25%, CDC 2004).
- Direct and indirect costs of youth violence (e.g., medical, lost productivity, quality of life) exceed \$158 billion every year (Children’s Safety Network Economics & Data Analysis Resource Center 2000).
- Researchers have shown that between 10 and 20 percent of youth violence is attributable to childhood exposure to media violence.
- Surgeon General Satcher’s 2002 Report on violence states “it is not yet possible to describe accurately how much exposure, of what types, for how long, at what ages, for what types of children, or in what types of settings will predict violent behavior in adolescents and adults.”³²

FOUR EFFECTS OF MEDIA VIOLENCE

Effect #1 Increased aggressiveness and anti-social behavior

The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children who watch a lot of violence imitate what they are watching. Children who watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have life long patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993



MY CHOICE

Choosing what to watch and how to act...

Choose Two of the Four Effects of Media Violence. Identify what YOU could do to lessen or change the effect in a more positive way.

Description	Examples	Make a CHOICE! Possible Alternate Behavior
Effect # _____ _____ _____ _____		
Effect # _____ _____ _____ _____		

Lesson 4: Introducing Tools for Media Literacy

Key Question #1: Who created this message?

Core Concept #1: All media messages are constructed.

TEACHER BACKGROUND INFORMATION

Key Learnings

- What tools might we use to counter the Four Effects of Media Violence?
- What are the Five Key Questions of Media Literacy?
- How does the author of a message influence its content?
- How does an author 'put together' or 'construct' media?
- How can Key Question #1 be applied to media messages that have violent content?

Media Literacy

- Introduction of Five Core Concepts and Five Key Questions of Media Literacy as tools for better understanding media.
- Key Question #1: Who created this message?
- Core Concept #1: All media messages are constructed.
- Media are complex productions usually made by teams of people.
- The type of media (e.g., film, websites, print) determines the type of construction needed.

Violence in Media

- 'Jolts per minute' are a 'construction' technique.
- Constructions are not the same as reality.
- Someone decided to include violent content.

National Common Core Standards for English/Language Arts (Grade 7)

- Reading Informational Text--Craft and Structure--(RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Reading Informational Text--Integration of Knowledge and Ideas--(RI) 8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Speaking and Listening--Comprehension and Collaboration--(SL) 1c. Pose questions that elicit elaboration and respond to others' questions

and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- Speaking and Listening (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Objectives

Students will:

- know that there are Five Core Concepts and Five Key Questions of media literacy that are tools for analysis and critical thinking about media.
- begin to apply Key Question #1 with a focus that media are constructed by the author(s).
- understand that media are often complex and expensive products.
- analyze data about their TV/media usage habits (see Homework).

Language of the Discipline



Critical Thinking: Critical thinking is the set of intellectual skills, abilities and dispositions that lead to content mastery and deep learning. Critical thinking is also related to Bloom's Taxonomy (Levels of Thinking) and includes knowledge, comprehension, application, analysis, synthesis and evaluation. In media literacy critical thinking consists of analyzing and evaluating messages embedded in media, and involves reflecting upon the variable meanings of messages. The methodology for teaching critical thinking is using the Five Core Concepts and Five Key Questions of media literacy.

Construction: Refers to the planning, development and building of a media project and can involve writing, story boarding, shooting film or video, editing, etc.

Authorship: Refers to an author, creator or producer of a work of art or media.

Credits: A listing of people involved in producing a media product.

Format: In terms of television, format refers to the type of program, the general plan of organization, arrangement, and/or choice of material. Format also references principals of design including balance, rhythm, proportion, dominance and unity.

Audience: Those who are actively engaged with a media text, whether viewers of a movie or television program, video game players or the listeners to a radio program. (i.e., Users of media)

Content: The information, meaning or message contained in a creative work or electronic medium, distinct from its appearance, form or style.

Purpose: The goal or intended outcome of something, or the reason for which something exists, or for which it has been done or made.

Materials

1. Four Effects of Media Violence
2. Superbowl Coke Ad – Grand Theft Auto Parody
3. Five Key Questions/Five Core Concepts
4. DVD showing credits on a film or TV show
5. Job Descriptions for Movie Production Credits
6. KWL Chart (revisit Lesson 1)
7. My Journal (Student Book)

Lesson 4

(Analysis) (5 min)

1. In small groups use homework to explore the impact of the Four Effects of Media Violence on individual behavior and on society, as well as suggestions on what might be done to combat the Four Effects. Ask one student from each group to share the group's ideas with the whole class. **Be sure to mention the ideas of 'not watching' and 'watching with parents or a person you feel safe with' as options on what can be done.**

(Analysis/Awareness) (10 min)

2. Show the Superbowl XLI Coca Cola Ad, which is a take-off on Grand Theft Auto.

Ask students:

- ✓ Who sent or sponsored this message?
- ✓ Did you recognize a video game that this ad might have been based on?
- ✓ How many "jolts per minute" did you see?
- ✓ What does this ad show as a way of changing violent behavior?
- ✓ Do you think changing media violence can be this simple?
- ✓ How much money do you think an ad like this costs to run during the Super Bowl?
ANSWER: The average amount that CBS earned in 2007 is estimated to be between \$1.8 – \$2.3 million for a 30-second commercial, according to CNNMoney.com.
- ✓ Why do you think Coca Cola spent this much money on this ad?
ANSWER: Last year's Superbowl game was watched by 90.7 million people, according to Nielsen Media Research.
Reaching such audiences helps sell products so that Coke makes money.

(Awareness) (5 min)

3. Introduce the Five Key Questions and Five Core Concepts. Have the students read each of the Five Key Questions and Five Core Concepts aloud. Tell students that these Five Core Concepts and Five Key Questions *aren't* as easy as drinking Coca Cola as a solution to violence, but they *are* tools for critical thinking that they can use for the rest of their lives. They will practice using all of these Five Questions, but that they will focus on Key Question #1 and Core Concept #1 for this lesson.

Teacher Notes:

Key Question #1, Who sent this message? Core Concept #1: All media are constructed.

Focus on the idea that all media are created or put together or CONSTRUCTED. **Someone** has to create the media. Someone has to put the pieces together to make a whole production. It's like building (or constructing) a house: piece by piece, the house becomes a whole. It takes carpenters, plumbers, electricians and roofers to do the job.

(Analysis) (5 min)

4. Brainstorm: How is film media created? What jobs contribute to the final product (TV show, movie, etc.)?

- Record student responses on a chart.

5. Show students a clip of the credits that appear at the end of a movie, DVD or a TV show. (*You may need to show the credits more than once in order to answer these questions.*) **(10 min)**

- What are 'credits'? What do they tell you?
- How many credits are there?
- How are the credits organized?
- Why are the credits included at the end of the show?
- How many actors are listed?
- What other 'jobs' are listed?

6. Reference the Job Descriptions sheet from Student Book to students. (5 min) Students read about the various jobs that contribute to a final video product. What are the jobs of the producer, director, writer, cinematographer, editor, and music composer?

- What are some other specialized jobs?

(Analysis) (5 min)

7. Focus on the fact that people create (or construct) ALL media. Use the Key Question #1 and Core Concept #1

- Who decided to use "jolts per minute?" (Director)
- Who created the "jolts per minute?" (Writer)
- When do "jolts per minute" often happen in a media production? (Before commercial breaks; when the action lulls)
- Why are "jolts per minute" used so frequently as a construction device? What purpose do they serve? (To hold attention)
- Is using "jolts per minute" in a media production a choice? (Yes, all decisions in media productions are choices.)

(Reflection) (5 min)

8. Revisit KWL Chart from Lesson 1: Add details to the L Column (What you have LEARNED) about media and media violence using Key Question #1: Who sent this message?

FOUR EFFECTS OF MEDIA VIOLENCE

Effect #1 Increased aggressiveness and anti-social behavior

who watch a lot of violence imitate what they are watching. Children who The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have life long patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.

CML

Mission: Media Literacy

Job Descriptions for Media Production Credits

A **credit** recognizes by name a person contributing to a media production.

Examples of job titles and job descriptions:

Producer: oversees each project from the beginning to the end and may also be involved in the marketing and distribution of media products. Producers attract the money to fund each project and are responsible for keeping the project within budget.

Director: responsible for the creative vision and overall style of the media product.

Screenwriter: researches, develops, writes and delivers the script.

Production Designer: responsible for creative vision for all locations and sets.

Costume Designer: responsible for creative vision for all clothing, jewelry, footwear, hosiery, wigs, millinery and corsetry.

Director of Photography/Cinematographer: gives the product its unique visual identity or look.

Composer: writes appropriate music in line with the director's vision.

Actor: works with the director to create believable, natural characters expressing appropriate emotions, based on scriptwriter's words.

Editor: works closely with the director after the video work is shot, to select shots and connect them into a series of scenes, ensuring that the story flows from beginning to end.

Lesson 5: Introducing Tools for Media Literacy

Key Question #2: What creative techniques are used to attract my attention?

Core Concept #2: Media messages are constructed using a creative language with its own rules.

TEACHER BACKGROUND INFORMATION

Key Learnings

- Why does violence capture an audience?
- What visual techniques are used to attract the target audience?
- What is the difference between Examples, Evidence and Expressions?

Media Literacy

- Key Question #2: What Creative Techniques Are Used To Attract My Attention?
- Core Concept #2: Media messages are constructed using a creative language with its own rules.
- The arts—theatre (storytelling), music, dance (movement) and visual—are the basis for creative techniques used in media.
- Visual arts, used in this lesson, have their own language and they are a powerful technique used to attract attention.

Violence in Media

- The creative techniques in photography may be used to create images that evoke feelings.
- Examples, evidence and expressions of violence are used for different purposes and may provoke different audience reactions.
- Photographic techniques may be used to create illusions.
- How a photograph is composed and edited by the author is important in attracting attention and reactions of the audience.

National Common Core Standards for English/Language Arts (Grade 7)

- Reading Informational Text--Craft and Structure--(RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Speaking and Listening (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually,

quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 6. Technology Operations and Concepts
 - a. Students understand and use technology systems.
 - d. Students transfer current knowledge to learning of new technologies.

Objectives

Students will:

- observe visual images looking at the three fundamental elements: camera angle, lighting and composition.
- understand that the meaning conveyed with a visual image can be altered by manipulating the fundamental elements (e.g. using a creative language with its own rules).
- apply Key Question #2 and Core Concept #2 to investigate visual messages.
- use (digital) photography to illustrate how camera angle, lighting and composition can influence the message shared with a photograph.

Language of the Discipline

Visual Literacy: The ability to interpret and understand visual/graphic images such as photographs and moving images.

Camera Angles: Refers to the position of the frame in relation to the subject it shows: high angle is above it looking down; straight-on angle is horizontal at the same level; low angle is situated below the subject looking up.

Close-Up: Framing in which the scale of the object shown is relatively large. The close-up is most commonly a person's head from the neck up.

Medium Shot: Framing in which the scale of the object shown is of moderate size; a human figure seen from the waist up would fill most of the screen.

Long Shot: Framing in which the scale of the object shown is small; a standing human figure would appear nearly the height of the screen.

Lighting: Includes both artificial light sources such as lamps and natural illumination of interiors from daylight. Lighting is used to enable and enhance the aesthetics of film and video making as well as photography.

Composition: The way in which the parts of a visual image or film are arranged.

Context: The circumstances or events that form the environment within which something exists or takes place.

Evidence: In its broadest sense, refers to anything that is used to determine or demonstrate the truth of an assertion. *In media, evidence makes the distinction between what the viewer sees and hears and what the viewer thinks, feels and believes.*

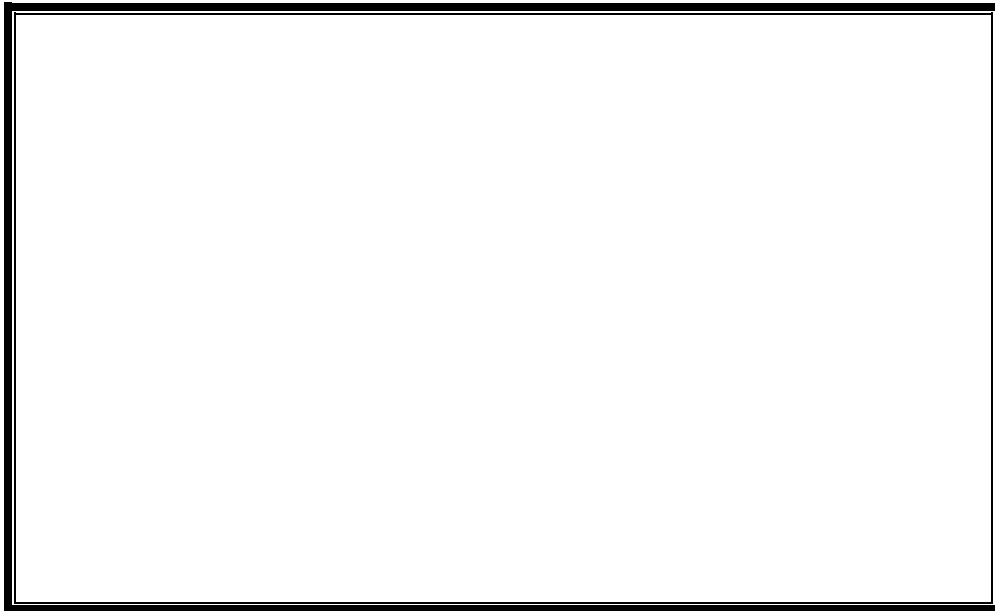
Example: Refers to something that is representative of all such things in a group; something that serves to explain or illustrate a rule; something that serves as a pattern of behavior to be imitated.

Expression: A means of representation to depict a mood, sentiment or feelings. For example, music is an expression which often signals emotion.

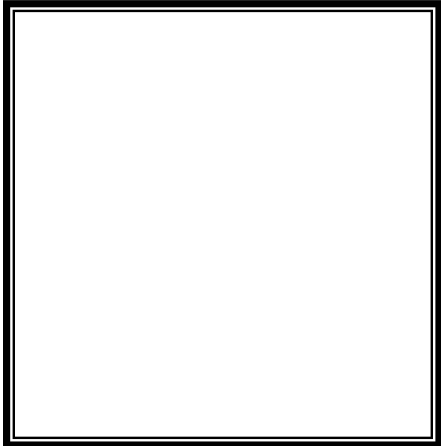
Materials

1. Five Key Questions/Five Core Concepts
2. Sets of Photographs depicting violence, with each photo altered to demonstrate how camera angle, lighting and composition can influence meaning.
3. The Three E's (Example, Evidence, Expression) worksheet in Student Book.
4. The Four Effects of Media Violence
5. Optional: A digital camera and connection to computer OR Polaroid camera and film
6. Flashlight
7. Optional: Computer/printer access
8. My Journal (Student Book)

Cut out center to make a frame



Cut out center to make a frame



Lesson 5

Part 1

(Awareness) (5 min)

1. Introduction:

- Use the photographs depicting violence from the DVD. Use frames to show a small part of the photo, then expand the view to each of three perspectives (close-up, medium and long view).
- Brainstorm ways photographs might be used to convey a particular meaning.

(Analysis) (15 min)

2. Looking at camera angle, lighting and composition

Direct Instruction (Use DVD photos provided)

- Use three different photos, each with three views (close-up, medium and long view), to demonstrate the fundamental elements. Use three frames of different sizes to highlight aspects of each photo. (You may show only portions of the photos).
- With each viewing use KQ #2 and CC #2 to ask the following questions:
 - ✓ What DO you know about this picture?
 - ✓ What DON'T you know about this picture?
 - ✓ What do you think the photographer is trying to convey with this picture?
 - ✓ What questions do you have about the picture?
- Discuss what is prominent in each view:
 - ✓ Close up: details
 - ✓ Medium range: relationships
 - ✓ Long range: context

Small Group Discussion/Share

- Questions to consider: Think/Pair/Share
 - ✓ Why would a photographer/journalist/advertiser use different views from the same photograph?
 - ✓ What are the advantages of a close up? Medium range? Or long range photograph?
 - ✓ What are the disadvantages?

Part 2

(Analysis) (10 min)

3. Using the Three E's to Look at Photographs

- Introduce the Three E's using the handout from the Student Book or by writing them on the board:
 - ✓ **Example:** An image can be used to show what an idea might look like. It may be used to illustrate a concept or strengthen a point of view.
 - ✓ **Evidence:** An image can be used to add new information. It may be used to represent data described in the text or to highlight a specific text to persuade the audience. *Evidence makes the distinction between what students see and hear and what they think, feel or believe.*
 - ✓ **Expression:** Images and/or sounds may be used to express a feeling, attitude or emotion to persuade the audience. For example, music often signals emotion.

Example	Evidence	Expression
Verbal violence diminishes people. “framing statement”	Only things that can be sensed! For example, the little girl is crouching. She is covering her ears. Her eyes are downcast. She looks small. The shadow looks bigger. “concrete, facts”	The girl engenders a feeling of vulnerability. She looks beaten down even though nothing is touching her. “emotion, opinion”

- Analyze the photos on the transparencies using the Three E's.
 - ✓ Look specifically for violent images or implied violence as a technique to influence the target audience.
 - ✓ Use the KQ #2 and CC #2 to analyze visual images.

(Analysis) (20 min)

- #### 4. Activity: Become a photographer/journalist (*MediaLit Kit: A Framework for Learning and Teaching in a Media Age*. Center for Media Literacy. 2005. pp. 29-30)

- Photo Exercise #1: Camera Angle
 - ✓ Ask the tallest and shortest students to be models.
 - ✓ Choose three photographers.
 - ✓ Have the shortest student stand carefully on a chair and have the first photographer *sit on the floor* to take a picture looking up at the model.
 - ✓ Have the tallest student sit on the floor and have the second photographer *stand on the chair* to take a picture looking down at the model.
 - ✓ Have the two models stand side by side. Have the third photographer take a picture *from eye level* of both students.
 - ✓ Compare the three different photos. (Transfer to computer/project on large screen)

- Photo Exercise #2: Lighting
 - ✓ Select a model and two photographers.
 - ✓ Have model sit in a chair and use a flashlight to shine up from below the model's face (monster lighting). Turn off the classroom lights.
 - ✓ The photographer should take a picture of the model's face from eye level.
 - ✓ Change the light so that it comes from above. Use the classroom lights and/or the flashlight to provide a spotlight effect.
 - ✓ The photographer should take a picture of the model's face from eye level.
 - ✓ Compare the two different photos. (Transfer to computer/project on large screen)

- Photo Exercise #3: Composition
 - ✓ Select a model and two photographers.
 - ✓ Have model sit in a chair in the front of the class.
 - ✓ The first photographer should take a **close up** of the model. A close up is taken from less than three feet away; the face should fill most of the screen.
 - ✓ The second photographer should take a photograph from **medium range** to show the person and surrounding six feet area.
 - ✓ The third photographer should take a **long or wide angle shot** showing the entire classroom, if possible.
 - ✓ Compare the different photos using the Three E's and also comparing/contrasting the composition. (Transfer to computer/project on large screen).



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.



Photographs can be found on media DVD



FOUR EFFECTS OF MEDIA VIOLENCE

Effect #1 Increased aggressiveness and anti-social behavior

The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children who watch a lot of violence imitate what they are watching. Children who watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have life long patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993

Lesson 6: Introducing Tools for Media Literacy

Key Question #3: How might different people understand this message differently?

Core Concept #3: Different people experience the same media message differently.

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is perspective?
- How do different perspectives interact with media violence?
- How/Why does the media use violence to capture the audience's attention?
- How do media makers use violence to target the audience?
- What are some ways to resolve conflict?

Media Literacy

- Key Question #3: How might different people understand this message differently?
- Core Concept #3: Different people experience the same media message differently.
- Story creators and advertisers know that different audiences understand messages differently; they target different audiences with different messages.
- Audiences ultimately make their own meaning and their own choices.

Violence in Media

- Different people will interpret media violence differently.
- Different people will react to media violence differently.
- The type of violence portrayed in media is targeted to different audiences.
- Violence translates across all cultures and is exportable globally.

National Common Core Standards for English/Language Arts

- Reading Literature--Craft and Structure--(Grade 7) (RL) 6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Anchor Standards for Speaking and Listening (Grades 6-12) (SL) 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Speaking and Listening (Grade 7) (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
 - 2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
 - 2.8.5 Analyze how messages from media influence health behaviors.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
 - 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
 - 4.8.3 Demonstrate effective conflict management or resolution strategies.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. 5.8.7 Analyze the outcomes of a health-related decision.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 4. Critical Thinking, Problem Solving and Decision Making – b. Students plan and manage activities to develop a solution or complete a project.

Objectives

Students will:

- describe different points of view (egocentric, allocentric, macrocentric).
- use the Key Question #3 and Core Concept #3 to investigate media messages and video clips
- compare/contrast consequences of media violence with real violence.
- link media violence to real-life situations (school and community).
- begin to ask questions about media violence to reflect understanding of conflict and ways to avoid and/or resolve conflict.

Language of the Discipline



Advertisement: A paid-for public notice published in the press (e.g. newspapers, magazines), broadcast (radio, television) or digitally transmitted (e.g. internet. Video games) to sell a product or announce an event.

Mass Marketing: The production and distribution of a product intended to be sold to large numbers of people.

Values: Beliefs of a person or social group in which they have an emotional investment.

Point of View: A person's way of thinking about or approaching a subject, shaped by his or her own character, experience, mindset and history.

Emotions: A state of feeling, a conscious mental reaction such as fear or anger subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavior changes in the body.

Engage: Involve someone in an activity or become involved in an activity oneself.

Disengage: Detach oneself or another, to withdraw or mentally separate oneself from a situation or difficulty.

Sensitize: To increase a person's sensitivity in relation to the feelings and/or situation of another or others.

Desensitize: To decrease a person's sensitivity in relation to the feelings and/or situation of another or others. Repeated exposure to violent situations

decreases the viewer's emotional responsiveness to such situations regardless of context.

Public Service Announcement (PSA): A non-commercial advertisement addressing a public health or safety issue typically placed in media outlets at no cost to the advertisers.

Affective Filter: Refers to a learning block due to an emotional attitude.

Egocentric: Perspective of a single individual viewpoint. From the perspective of the activity, egocentric is one's own personal viewpoint.

Allocentric: Perspective of persons other than oneself. From the perspective of the activity, allocentric is another's perspective.

Macrocentric: The largest/widest scale perspective focused on the overview. From the perspective of the activity, this is the world view or global view.

Materials

1. Five Key Questions/Five Core Concepts
2. PNI Chart: Three Types of Media
3. Conflict Resolution Choices
4. Venn Diagram: Real Life Violence vs. Media Violence
5. Four Effects of Media Violence
6. Video clip: Clean Up New York PSA
7. Video clip: *Witness*
8. My Journal (Student Book)

Lesson 6

(Awareness/Analysis) (15 min)

1. Introduction Activity: Looking at Points of View

- Students work in pairs
- Students stand so that one partner faces front (Student A), the other to the back (Student B), ear-to-ear.

First Look (egocentric)

- Student A is given 1 minute to quietly report to Student B all that is seen as the student looks forward.
- Student B is given 1 minute to quietly report to Student A all that is seen as the student looks backward.

Second Look (allocentric)

- Students switch positions so that Student A is now facing back and Student B is now facing front.
- Student B is given 1 minute to quietly report to Student A all that is seen as the student looks forward.
- Student A is given 1 minute to quietly report to Student B all that is seen as the student looks backward.

Third Look (macrocentric)

- Students take one step away from their partner.
- All students are given 1 minute to make a 360⁰ turn to view the entire classroom.

(Analysis/Reflection)

2. Debrief Activity

- Students share the differences in views/perspectives when looking for the first, second and third times.
- The teacher guides students as they connect the concept of point of view/perspective to how people create, access, and respond to media.

(Analysis) (15 min)

3. Looking at three examples of media

- Show video clip of *Clean Up New York* Public Service Announcement (PSA) twice.
 - ✓ The first time ask students to watch the clip without talking. Then, have students use a PMI chart to record their reactions using Key Question #3 and Core Concept #3.
 - ✓ Show video a second time. Students work in small groups using the Key Question #3 and CC #3 to analyze it together using a My Journal

page. As students work in groups, they should consider the *egocentric, allocentric and macrocentric views*. SHARE with whole class.

- ✓ Ask what elements in *Clean Up New York* Public Service Announcement (PSA) might be considered implied violence and how might these elements be frightening to some. Why?
- ✓ How could this Public Service Announcement (PSA) have been constructed differently? How would the new message and impact change the audience reaction?

Watch video clip from *Witness*.

- Set the context of the scene.
 - ✓ Provide brief information about the Amish, a nonviolent religious sect.
 - ✓ Explain that they believe in acting in a thoughtful and respectful way, and not resorting to violence to solve their differences.
 - ✓ Explain that Harrison Ford portrays a New York police officer who is investigating a murder, and staying with an Amish family to recover from gunshot wounds.
- Watch the video twice.
 - ✓ First, watch the video for its full impact. Ask the following questions:
- What elements in this scene from *Witness* are considered examples of explicit violence? Why?
- How would the Amish view this scene? How would a police officer from New York view this scene? How would a six-year-old view this scene?
- How could this scene have been constructed differently? How would the changes impact the story and/or audience reaction?

4. Next, divide the class into eight (8) groups (10 min)

Go to the student book and assign one of the terms to each group.

- ✓ Negotiate: to discuss with another so as to settle some matter
 - ✓ Mediate: to act as someone in the middle so as to settle some matter between other parties
 - ✓ Compromise: to settle differences by agreeing to mutual concessions
 - ✓ Collaborate: to work jointly with others
 - ✓ Avoid: to keep away from
 - ✓ Delay: to postpone, put off, act slowly
 - ✓ Surrender: to yield, to give up completely
 - ✓ Get Help: to ask for assistance from another or others
- Watch the video a second time from the perspective of conflict resolution. Students talk in their groups about how their term or strategy might change the outcome of the video. Which characters would behave differently and how?

- Share different strategies for resolving conflict with whole class. Use the media clip as an example.

(Analysis, Reflection) (10 min)

5. Revisit each of the two media examples using the 4 Effects of Media Violence.

Students compare/contrast real violence vs. media violence using a Venn Diagram.

- Class discussion should center on the following questions:
 - **Are the consequences of the media violence depicted in each example the same as real violence would be or different?**

(If students describe real violence as the same as media violence, remind students that regardless, media violence has negative effects on all of us. Consider the Four Effects of Media Violence).

- **In each example, who has the power to decide on the content and presentation?**

(The power of depiction lies with the author or media maker; the power of making meaning and choices associated with that meaning lies with the audience. Different members of the audience will make meaning and understand the media in different ways.)

- **Who is responsible for the choices made about understanding the content, presentation, and whether to use violence or not?**

(Different people make different choices. Media makers are responsible for the choices they make in depictions. Each member of the production team makes choices. The audience is responsible for choices in deciding to engage with certain media and in making their own understanding and own choices of behavior. In making choices, what happens when an audience does not choose to see a certain TV show or buy a certain video game?)

- **Students may comment or ask, Is media violence 'just entertainment'?**

If students describe TV violence as 'just' being fun or entertaining, explain that people who study the effects of media violence have found that violence has negative effects even if:

- ✓ *the audience thinks it is fun and entertaining. (Media is never 'just entertainment')*
- ✓ *the audience knows that media portrayals are not real. (Media is never 'real'; media is always a construction.)*

(Analysis/Reflection/Action)

HOMEWORK

Students complete Venn Diagram (started in Step #5) comparing Real Violence vs. Media Violence.



Center for Media Literacy Key Questions/Core Concepts




Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.



	<p>P</p>  <p>Positive (+)</p>	<p>N</p>  <p>Negative (--)</p>	<p>I</p>  <p>Interesting Ideas</p>
PSA:			
Movie Excerpt:			

Conflict Resolution Choices

Negotiate: to discuss with another so as to settle some matter

Mediate: to act as someone in the middle so as to settle some matter between other parties

Compromise: to settle differences by agreeing to mutual concessions

Collaborate: to work jointly with others

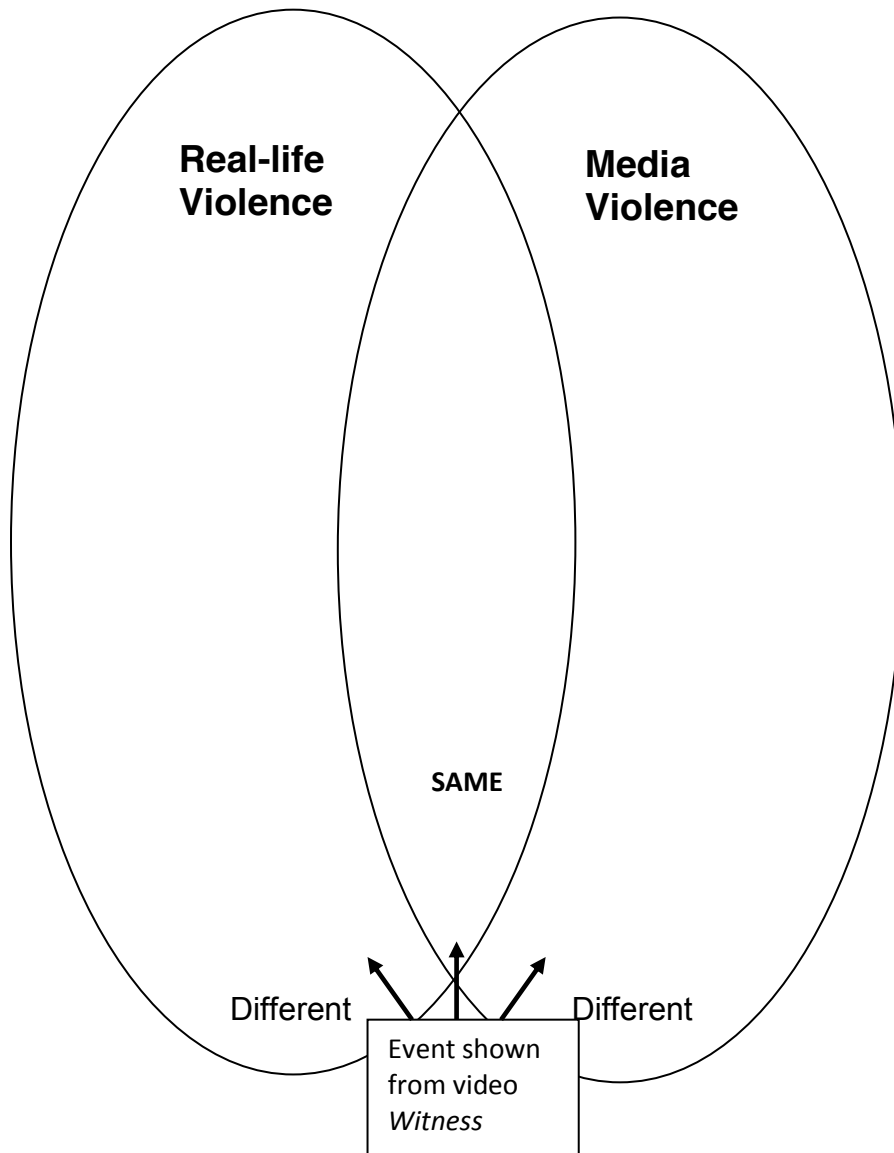
Avoid: to keep away from

Delay: to postpone, put off, act slowly

Surrender: to yield, to give up completely

Get Help: to ask for assistance from another or other

REAL-LIFE VIOLENCE VS. MEDIA VIOLENCE



FOUR EFFECTS OF MEDIA VIOLENCE

Effect #1 Increased aggressiveness and anti-social behavior

The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children who watch a lot of violence imitate what they are watching. Children who watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have lifelong patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993

Lesson 7: Introducing Tools for Media Literacy

Key Question #4: What values, lifestyles and points of view are represented in, or omitted from, this message?

Core Concept #4: Media have embedded values and points of view.

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is branding?
- What does branding represent?
- What is the relationship of branding to target audiences?
- How widespread can branding be?

Media Literacy

- Key Question #4: What values, lifestyles and points of view are represented in, or omitted from, this message?
- Core Concept #4: Media have embedded values and points of view.
- Branding is the collection of images and ideas that represent a personality, product or company.
- Branding 'signals' lifestyles, values and points of view that may attract a target audience.
- Branding may be world-wide.

Violence in Media

- Branding may incorporate violent images and/or ideas.
- Branding may attract and promote violent lifestyles, values and points of view to attract a target audience.
- Violence is a common branding tool because violence is universally understood.

National Common Core Standards for English/Language Arts

- Reading Informational Text--Craft and Structure--(Grade 7) (RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Reading Literature--Craft and Structure--(Grade 7) (RL) 6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- Anchor Standards for Speaking and Listening (Grades 6-12) (SL) 3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- Speaking and Listening (Grade 7) (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors.

National Educational Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration – d. Students contribute to project teams to produce original works or solve problems.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 4. Critical Thinking, Problem Solving, and Decision Making – d. Students use multiple processes and diverse perspectives to explore alternative solutions.

Objectives

Students will:

- investigate what branding is and an example of branding, using World Wrestling Entertainment (WWE) as an example.
- explore how branding relates to Key Question #4, what values, lifestyles and points of view are represented in, or omitted from, this message?
- understand that violence in media is exportable world-wide through branding violence-oriented media products.

Language of the Discipline



Branding: A collection of images and ideas representing an organization, product or service; more specifically, it refers to the concrete symbols such as a name, logo, slogan and design scheme.

Logo: Refers to an icon, symbol, or graphic element used to signal a trademark or brand.

Demographics: A shorthand term for 'population characteristics'. Demographics include race, age, income, mobility (in terms of travel time to work or number of vehicles available), educational attainment, home ownership, employment status, and even location.

Target Market: The intended group for which something is marketed; the specific demographic group to which advertising is directed.

Lifestyle: A way of life characteristic of a particular person, group or culture.

Values: Beliefs of a person or social group in which they have an emotional investment.

Points of View: Context for opinions, beliefs and experiences which inform an individual's perspective.

Effects: An emotional or dispositional outcome of exposure to media violence.

Effects Research: Research into the various types of effects caused by exposure to media.

Implicit: Implied but not stated, understood from the expression of something else.

Explicit: Clearly and obviously expressed in detail, leaving no doubt as to the intended meaning.

Materials

1. Five Key Questions/Five Core Concepts
2. What is a Brand?
3. Video excerpts: WWF SmackDown! Prologue
4. DVD pictures from Magazine: WWE
5. Examples of Branding Graphics
6. Different Views of WWE
7. Video: WWF SmackDown! Fight
8. Four Effects of Media Violence
9. My Journal (Student Book)

Lesson 7

(Awareness) 5 min)

1. Introduce the concept of 'Branding'

Review worksheet, "What is a Brand" and review Graphic Examples

TEACHER NOTES: The first worksheet gives examples of brands and how brand names relate to actual products or services, to marketing names and to company or organization identities. The relationship of brand names to corporate/organization structure is also shown, drawing out that branding is a way to represent how companies are organized and what the responsibilities of various company departments actually are. The second worksheet gives visual examples of how these brands are represented graphically to the audience.

(Analysis) (5 min)

2. Discuss 'branding' in more depth using World Wrestling Federation as an example.

Reference Student Book for examples.

- ✓ What is a logo? (Visual symbol of product or company)
 - Identify examples given, including WWE logos
 - What kind of logos does WWE have? (Company logo, 'products' or 'shows')
- ✓ Is "Undertaker" considered a brand? Why or Why not?
- ✓ Is "SmackDown" considered a brand?
- ✓ Is "WWE" considered a brand?

(Analysis) (5 min)

3. Introduce WWF's SmackDown. (Show video clip: WWF SmackDown! Prologue)

- ✓ Who is the 'target audience'? What are the demographics of this audience?
 - How does SmackDown use violence?
 - How does it link itself to other products/brands?
 - How is the WWE successful in getting attention for its brands? How can you judge? How do you know?

(Analysis) (15 min)

4. Introduce different ‘views’ of the WWE through the Magazine pictures on the DVD.

- ✓ Teams of students work to analyze each type of WWF media. Divide class into four teams: one to look for lifestyles, one for values, one for point of view, and one for omissions/who or what is left out?

- Each group works together to collect information from their perspective as the whole class views the three types of media. (See Student Book for note-taking).

Perspective	SmackDown!	WWE Magazine Pictures	Website: www.wwe.com
#1 Lifestyles			
#2 Values			
#3 Point of View			
#4 Omissions			

- Watch WWF SmackDown! Fight. Students jot down notes as described above.

- Share WWE magazine pictures students. Students add notes.

- Students work together within groups to SHARE their observations and to clarify their understanding.

- Students prepare class presentations (Each group presentation is limited to 3 minutes).

(Analysis/Reflection) (20 min)

5. Presentations: Different Views of the WWE

- A student representative of each group shares information gathered from their assigned perspective. All students take notes/jot down key points for each perspective in their personal chart.

TEACHER NOTES: As students present their information make sure the following information is incorporated. If students already have addressed these issues, congratulate them! If not, you might offer the information:

‘Could we say?’ Or ‘Do you agree?’

- WWE brands are worldwide.
- WWE brands appeal most to young males.
- WWE brands are widespread because the wrestlers are attractive, strong, good usually wins over evil, there are attractive people involved, the wrestling is aggressive, but (apparently) nobody gets hurt.
- WWE is most popular with young males between 12-20. How would girls respond? Moms? Dads? Younger children? (Think of the Four Effects of Media Violence).

(Reflection)

HOMEWORK

Journal:

- Write about what you learned about branding in general and how branding might affect you personally.
- Reflect on the ‘power of branding’ in your life. Will you make different choices based on this information? Why or why not? Would you wear a different t-shirt? Would you buy a different product?



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy

	Keywords	Key Questions
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#5	Purpose	Most media messages are constructed to gain profit and/or power.

CML

Mission: Media Literacy

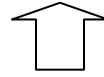
WHAT IS A BRAND?

A *brand* is a collection of images and ideas representing organizations, products or services. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.

Examples of Brand Names

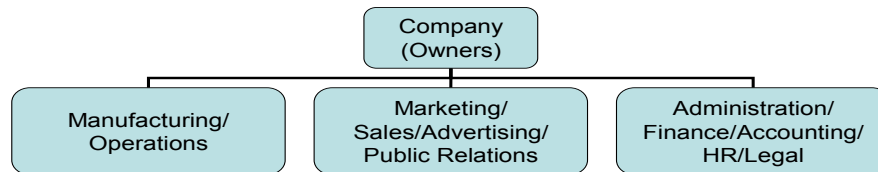
Brand names reflect how companies/organizations are organized:

<u>Product Description</u>	<u>Marketing Name</u>	<u>Company Name</u>
Toasted rice cereal	Rice Krispies	Kellogg's
Harry Potter books	Harry Potter & the Goblet of Fire	Scholastic, Inc.
Undertaker	SmackDown	World Wrestling Entertainment



<u>Operations/Manufacturing</u>	<u>Marketing/Sales/ Advertising/PR</u>	<u>Owners/Executives Administration</u>
Make the product or provide the service	Sell the product or product(s)	Finance and oversee/advise Operations/Manufacturing and Marketing/Sales

Organization Chart Showing Structure/Responsibility:



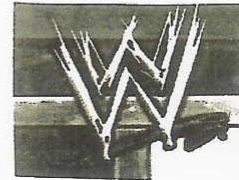
Graphic of Brands



DISAPPOINTED DEADMAN

Undertaker came up empty in his quest for revenge on Mr. Kennedy on Friday night. The Deadman was on the verge of earning his way into the main event at Royal Rumble before a disqualification cost him the match. [Continue...](#)

Watch: Undertaker vs. Kennedy
Photos: SmackDown gallery
Videos: SmackDown gallery





DIFFERENT VIEWS of the WWE

<u>Perspective</u>	<u>SmackDown!</u>	<u>WWE Magazine</u>
#1 Lifestyles		
#2 Values		
#3 Points of View		
#4 Omissions		

FOUR EFFECTS OF MEDIA VIOLENCE

Effect #1 Increased aggressiveness and anti-social behavior

The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children who watch a lot of violence imitate what they are watching. Children who watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have life long patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993

Lesson 8: Introducing Tools for Media Literacy

Key Question #5: Why is this message being sent?

Core Concept #5: Most media messages are constructed to gain profit and/or power.

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is the underlying motivation(s) for branding?
- What do audiences benefit from branding?
- What is the difference between profit and power?
- How are profit and power related?
- What motivation might media makers have in creating violent content?

Media Literacy

- Key Question #5: Why is this message being sent?
- Core Concept #5: Most media messages are constructed to gain profit and power.
- Media messages always have motives associated with them.
- Branding provides clues as to what audience the author of the message is targeting.
- Targeted audiences have something to gain from the brand, and the brand must 'pay off'.
- In return the author of the messages gains in terms of profit and/or power.
- Branding is marketed and promoted through many channels.
- Media is based on an economic system and/or a desire for influence and power in the world of ideas.
- Audiences determine whether a brand is successful or not.

Violence in Media

- Violence can be branded for profit and/or power.
- Audiences must decide that there is a pay-off in such branded violence.

National Common Core Standards for English/Language Arts

- Reading Informational Text--Craft and Structure--(Grade 7) (RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Reading Literature--Craft and Structure--(Grade 7) (RL) 6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- Speaking and Listening (SL) (Grade 8) 2 Analyze the purpose of information presented in diverse media and formats (.e.g, visually, quantitative, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
- Reading Standards for Literacy in Science and Technical Subjects-- Integration of Knowledge and Ideas--(Grade 7) (RST) 7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
(For Media Tally Sheet Homework)

National Health Education Standards (Middle School)

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 4. Critical Thinking, Problem Solving and Decision Making – c. Students collect and analyze data to identify solutions and/or make informed decisions.

Objectives

Students will:

- focus on the Jay Z interview as students begin to use Key Question #5 and Core Concept #5 to explore motivation.
- investigate the power behind the music business.
- see how profit and power relate to target markets with specific lifestyles, values and points of view.
- investigate the profit realized from the sale of *particular* music and the accompanying lifestyles.
- see that the media message is successful or not depends on the reaction and decisions of the audience.

Language of the Discipline



Pro-Social: Actions or messages which are considered good for society.

Affinity Groups: Any group drawn together because of shared lifestyles, values or points of view. Affinity groups may be a small group of activists who work together on direct action around a shared concern for a given issue or they may be a demographic group targeted by advertisers who hope to attract the group to a certain product or service.

Marketing: Refers to the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and/or services to create exchanges that satisfy consumer and organizational objectives.

Profit (Profit = Income - Expenses): Refers to the positive return made on an investment by an individual or by business operations.

Power: Possession of control, authority or influence over others: economic, political, social and/or cultural.

Attire: Refers to clothing that covers the body from head to foot. While clothing is worn for functional reasons it also carries a cultural and/or social meaning. Cosmetics, hairstyles tattoos, piercings, etc. also contribute to the overall effect and message of clothing.

Bling or **Bling-Bling:** A hip-hop slang term, which refers to expensive jewelry and other accoutrements, as well as to an entire lifestyle built around excessive spending and ostentation. The term also refers to the exterior manifestation of one's interior state of character, normally displayed through various forms of visual stimuli.

Pricing: Refers to the process of applying prices to purchase and sales orders, based on factors such as: a fixed amount, quantity break, promotion or sales campaign, specific vendor quote, price prevailing on entry, shipment or invoice date, combination of multiple orders or lines, and many others.

Gratuitous: In the context of media literacy, gratuitous as in “gratuitous violence” refers to the representation of extreme or superfluous violent action which does not contribute anything essential to the plot of the story.

Symbolic: Using a symbol or sign, something that stands for or suggests something else.

Materials

1. Five Key Questions/Five Core Concepts
2. PNI Chart: Jay Z and Hip Hop
3. Jay Z Biography
4. Video clip: Why the Message? (Jay Z Interview)
5. What is a Brand?
6. Media Use Tally Sheets for Weekdays and Weekend
7. My Journal (Student Book)

Lesson 8

(Awareness/Analysis) (5 min)

1. Think/Pair/Share: Think about your favorite music. Based on our conversations about media violence, is violence represented or implied in any of the music, music videos, and/or support materials/paraphernalia? SHARE.

(Analysis) (10 min)

2. Teacher-Directed Lesson:

Tell the students that we all know there are lots of styles of music popular today, and that not all of it is violent. For the purpose of studying violence and music, we are going to use hip-hop music as the example we will be working with. Like other styles of music, hip hop has some violent content and some pro-social content.

Ask students to share what they know about hip-hop music in general and Jay Z in particular, using what they already know about media literacy.

- ✓ Students use PNI Chart to record observations, thoughts, etc.
- ✓ In Student Booklet, review Jay Z's official biography from his website for Rocafella Records **(10 min)**

Ask the following questions:

- Based on the information on Jay Z's biography, do you think he is successful? What evidence do you have?
- What does successful mean? Money? Status? Power?
- What do 'status' and 'power' mean? (*prominence, importance, influence*)
- How is Jay Z's image being 'sold'?
- What different 'markets' is he in?
- What other ways might Jay Z or hip-hop music be marketed?

Show the video clip (Jay Z Interview)

Discuss: **(15 min)**

- How does Jay Z dress? Are there special characteristics that set him apart from other artists?
- What is Jay Z's lifestyle? How do you know?
- How is his music marketed?
- Who are his fans? How would you describe their demographics?
- Who will buy his product? (CD, concert ticket, etc.)
- Why will audiences buy the product? What do audiences want from the product? What is the audience 'pay-off'?

- What happens if the audiences turn off to an artist or product?

Question: What is the purpose of Jay Z's interviews, website, music and music video(s)?

Teacher's Note: Shawn Carter, a.k.a. Jay Z, made \$34 million in 2006 from his various business interests, according to Forbes Magazine, Sep. 3, 2007, p. 52.

(Analysis) (10 min)

3. Concept of 'Branding'

- Revisit the definition of branding.
 - ✓ How is hip-hop music a brand?
 - ✓ How is Jay Z a brand?
- Highlight Key Question #5 and Core Concept #5 as students discuss Jay Z's interview and biography.
 - KQ #5: Why is this message being sent?
 - CC #5: Most media messages are constructed to gain profit and power.

(Analysis/Reflection)

HOMEWORK

Students complete PNI Chart.

Also, students complete a second Media Use Tally Chart (to be used with Lesson 10).



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy




	Keywords	Key Questions
#1	Authorship	Who created this message?
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PNI CHART: Jay Z & Hip-Hop

	<p>P</p> <p>Positive (+)</p> 	<p>N</p> <p>Negative (--)</p> 	<p>I</p> <p>Interesting Ideas</p> 
Jay Z's Biography			
Jay Z's Interview			

Jay Z BIOGRAPHY

<http://www.rocafella.com/artist.aspx?v=bio&id=1&avid=121&idj=352>

MUSIC Over 33 million albums sold....

Reasonable Doubt | 6/96 | 1xPlatinum

Vol 1. – In My Lifetime | 11/97 | 1xPlatinum

Vol. 2 – Hard Knock Life | 9/98 | 5xPlatinum

Vol. 3 – Life and Times of S. Carter | 12/99 | 3xPlatinum

Dynasty – Roc La Familia 2000 | 10/00 | 2xPlatinum

Blueprint | 9/01 | 2xPlatinum

MTV Unplugged | 12/01 | Gold

Best OF Both Worlds | 3/02 | Platinum

Blueprint 2: The Gift & The Curse | 11/02 | 4x Platinum

Blueprint 2.1 | 4/03 | Gold

The Black Album | 11/03 | 3x Platinum

Collision Course w/ Linkin Park | 11/04 | 2x Platinum

BUSINESSES

Roc-A-Fella Records

It is a multi-million dollar, multi-platinum record empire. The company has released artists such as:

Memphis Bleek, Young Gunz, Beanie Segal, Teairra Mari and will soon release Foxy Brown.

Roc-A-Fella Films

Have released films such as "Streets is Watching", "Backstage", "State Property", "Paid in Full" and "Paper Soldiers". The feature film "Death of a Dynasty" out on DVD.

Rocawear

Established in 1999, Rocawear grossed \$300 million in 2004. Distributed throughout Europe, Japan, Canada and the US. The line carries men's, women's, girls, boys, big and tall, lounge wear, hats and belts.

Armadale

Premium two-grain, triple distilled Scottish vodka distributed by Roc-A-Fella in the US.

40/40 Club

Elite sports bar in New York City. Atlantic City location recently opened in July.

ENDORSEMENTS

Reebok S. Carter

S. Carter shoe collection by "RBK" was launched worldwide as a limited edition at key footlocker stores, Champs Sports stores, urban retailers and boutiques. The S. Carter marks the 1st time a non-athlete has ever had a signature shoe. The S. Carter is the fastest selling sneaker in Reebok history.

PHILANTHROPIC

Team Roc

Charitable organization founded by Damon Dash in order to benefit the underprivileged children of New York City.

Shawn Carter Scholarship Fund

Offers the opportunity for outstanding students to have a chance to attend the accredited institution of higher learning of their choice.

Annual Jay-Z Santa Claus Toy Drive

Each year he supplies thousands of dollars in toys for the children of Marcy Housing Projects in Brooklyn.

GRAMMY AWARDS

2001 Best Rap Album – "Vol.3. Life and Times of S. Carter"

2001 Best Rap Performance by Duo or Group - "Big Pimpin"

2002 Nominated Best Rap Album - "The Blueprint" Best Rap Solo Performance - "IZZO (HOVA)"

2002 Best Rap Performance Duo/Group - "Change the Game" (with Beanie Sigel and Memphis Bleek)

SOURCE AWARDS

1999 Lyricist of the Year, Solo

2001 Best Hip Hop Artist, Solo

BET AWARDS

2001 Best Male Hip Hop Artist

SOUL TRAIN AWARDS

2001 Sammy Davis Jr. Entertainer of the Year
2002 Album of the Year – "The Blueprint"

AMERICAN MUSIC AWARDS

2000 Nominated Favorite Rap/Hip Hop Artist

BILLBOARD MUSIC AWARDS

1999 Rap Artist of the Year

MTV VIDEO MUSIC AWARDS

1999 Best Rap Video- "Can I Get A..."
1999 Best Video From A Film- "Can I Get A..." Viewer's Choice- "Can I Get A..."

TV SPECIALS

MTV Unplugged Blueprint - December 2001
First HIP-HOP artist to release an all unplugged CD
Only Hip Hop artist to release an all UNPLUGGED CD
1st artist to be featured on BET's "Blueprint"
60 Minutes II
First HIP-HOP artist to be featured on the news program- the segment was nominated for Outstanding Interview for the 2004 Emmy Awards.

Showtime presents... Jay-Z LIVE
February 22, 2003 on Showtime; live from Memphis, TN preceding the Tyson vs. Etienne fight. This marked the first time a hip-hop artist has ever had a full-length concert broadcast live on television.

TOURS

Hard Knock Life Tour - Most successful all HIP-HOP concert to date- sold out 52 city nationwide tour which featured DMX, Ja Rule, Method Man, Redman, Beanie Siegel, and Memphis Bleek . Hard Knock Life spawned the hit behind-the-scenes film and DVD *Backstage*.

The Blueprint Lounge Tour (2001) – Sold out

Sprite Liquid Mix Tour (2002) - Jay-Z headlined annual festival which sold out in its first year. Other artists on the tour included N.E.R.D., Hoobastank, and the Roots.

Rock The Mic Tour (summer 2003) - Jay-Z branded the annual Roc the Mic Tour and headlined the sold out nationwide tour- other featured artists include 50 Cent, Busta Rhymes, Missy Elliot, and Sean Paul.

The Prince's Urban Trust Music Festival featuring A Tribute To Jay-Z - Jay-Z is the first artist to be honored and headline the unprecedented 2 day London festival. He is also the 1st HIP-HOP artist to take a private meeting with Prince Charles.

Jay-Z and Friends Tour - Jay-Z successfully continued the "Best of Both Worlds" tour dates after R. Kelly was unable to finish the tour. The dates continued to sell out, received rave reviews and featured artists such as Mary J. Blige, Snoop, Pharell, P. Diddy, Method Man, Redman, Foxy Brown, Ja Rule and TI.

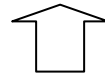
WHAT IS A BRAND?

A *brand* is a collection of images and ideas representing organizations, products or services. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.

Examples of Brand Names

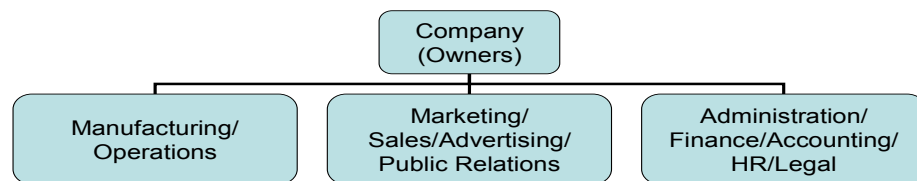
Brand names reflect how companies/organizations are organized:

<u>Product Description</u>	<u>Marketing Name</u>	<u>Company Name</u>
Toasted rice cereal	Rice Krispies	Kellogg's
Harry Potter books	Harry Potter & the Goblet of Fire	Scholastic, Inc.
Undertaker	SmackDown	World Wrestling Entertainment



<u>Operations/Manufacturing</u>	<u>Marketing/Sales/Advertising/PR</u>	<u>Owners/Executives Administration</u>
Make the product or provide the service	Sell the product or product(s)	Finance and oversee/advise Operations/Manufacturing and Marketing/Sales

Organization Chart Showing Structure/Responsibility:



MEDIA USE TALLY

		TV/DVD/ Movies/ YouTube	VIDEO GAMES	Computer or Internet	Magazine Newspaper Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
MONDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
TUESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
WEDNESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
THURSDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

MEDIA USE TALLY		TV/DVD/ Movies/ YouTube	VIDEO GAMES	Computer or Internet	Magazine Newspaper Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
FRIDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SATURDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SUNDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

CML

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Lesson 9: Using the Five Key Questions: Practice! Practice!

TEACHER BACKGROUND INFORMATION

Key Learnings

- How can you use all Five Key Questions to analyze one media ‘text’?
- What do you notice?
- What different impacts do visuals and sounds have?
- Can the Five Key Questions be used by people anywhere in the world?

Media Literacy

- ALL of the Five Key Questions apply to all media globally.
- In exploring a media text, “What do you notice?” is a question to start with.
- Visuals and sounds have different effects on us. (Key Question #2 is further explored emphasizing sound, the signal for eliciting emotional responses).

Violence in the Media

- Violence is commonly depicted in media.
- Violence crosses cultures, language and nationalities.
- Violence in media is a world-wide export.

National Common Core Standards for English/Language Arts (Grade 7)

- Reading Informational Text--Craft and Structure--(RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Reading Literature--Craft and Structure--(RL) 6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Speaking and Listening (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

National Health Education Standards (Middle School)

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
 - 2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
 - 2.8.5 Analyze how messages from media influence health behaviors.

- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

National Educational Technology Standards for Students

- 5. Digital Citizenship--Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 2. Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 4. Critical Thinking, Problem Solving and Decision Making – b. Students plan and manage activities to develop a solution or complete a project.

Objectives

Students will:

- practice applying all Five Key Questions to a media text that was produced in a foreign country.
- better understand the role of sound in media (Key Question #2).
- count “jolts” of violence in the media text.
- see that violent depictions are present in media world-wide.

Language of the Discipline



Media Text: A film, television program, comic book, videogame, website, or script.

Global: Worldwide in scope.

Evidence: In its broadest sense, refers to anything that is used to determine or demonstrate the truth of an assertion.

Anime: A style of animation originating in Japan that is characterized by stark colorful graphics depicting vibrant characters in action-filled plots often with fantastic or futuristic themes.

Manga: A cartoon that is not animated, for example, a comic book.

Materials

1. Five Key Questions/Five Core Concepts
2. Close Analysis: Video Viewing / Part 1
3. Close Analysis: Part 2
4. Japanese Anime clip: Naruto
5. Background: Japanese Animation Industry/Naruto
6. KWL Chart (revisit Lesson 1)
7. Close Analysis worksheet
8. My Journal (Student Book)

Lesson 9

(Analysis) (20 min)

1. Lesson Introduction: Explain to students that they are going to watch a short video clip up to **seven times** during this class so that they can analyze the video from different perspectives. Define that a 'media text' is simply the media product that they are engaging with.

- Ask students: When you 'see' the same media text, do you all 'see' the same media text?
- *This 'trick question' helps students realize that while they 'see' the same media text, they 'experience' the same text differently and therefore they will all have different memories and interpretations of it. They will have a chance to 'see' this concept (Key Question #3) during the discussion.*

2. Watch video excerpt:

- **First Viewing:** Before playing the Naruto video clip, ask students to write down what they think the story line is. What is happening? When watching, there should be no comments or discussion. Tell students that there will be discussion after the next viewing.
- **Second Viewing:** Before playing, remind students that *there is a difference between what they see and hear and what they think, feel and believe. Ask them to remember the earlier work they did to identify Evidence.* Also ask students to write down everything they can remember about the visuals as they watch: lighting, camera angles, how the pictures are edited together. Describe any people. Focus only on what is *actually* on the screen not your interpretation of what you saw on the screen. **WATCH VIDEO WITHOUT SOUND.** When the video is over, ask students:
 - ✓ ***What did you notice? Focus only on visuals and evidence!***
- **Third Viewing:** Before playing, ask students to write down their impressions of words and music. Do they know who says the words? What kinds of sounds are there? What is their purpose? What message do the sounds have for the listener? Remind students again that there is a difference between what they see and hear and what they think and believe. Ask them to focus on *evidence*. **PLAY VIDEO ONLY WITH SOUND (cover the screen or ask students to close their eyes.)** When the video is over, ask students:
 - ✓ ***What did you notice? Focus only on sound and evidence!***
 - ✓ ***What effect did the sound have on your feelings?*** (Sound is the signal for emotions.)

√ **What role does sound have in depicting violence?** (Sound heightens anxiety, anticipation and fear).

- **Fourth Viewing: Watch the complete video again.** Ask students to note the number of violent depictions they detect in the clip. When the video is over, ask students:
 - √ **What did you notice?** *Focus only on violent depictions!*
- Now that students have seen the video several times, ask them what they think the story line is; what is happening?

(Reflection) (5 min)

3. Clarify the 5 Key Questions and 5 Core Concepts: Allow time for pairs to share with table groups and refine their list. Then project the handout with the 5 Key Questions and 5 Core Concepts for all to see.

- Address any unanswered questions ???

(Analysis) (5 min)

4. Fifth Viewing: Watch the complete video again: Students work independently as they watch the video excerpt, taking notes to address each of the five Key Questions and five Core Concepts on the Part 2 worksheet.

- *Teacher may need to show the video excerpt at least twice (**sixth and seventh viewing**) so that students gather the notes/evidence they need to respond to the assessment prompt.*

(Analysis) (10 min)

5. Discussion:

- Ask students to identify the Brand name associated with the clip.
- Then, in pairs, ask students to review their understanding of the video clip from the standpoint of each of the Five Key Questions.
- Ask pairs to share the group's ideas with the whole class, focusing on one of the Five Key Questions. Note that some information is NOT available from the video clip; this information is OMITTED (Key Question #4).
- Finally, ask pairs to share how many "jolts" of violence people in their group identified in the clip.

(Awareness/Analysis) (10 min)

6. Dig Deeper! Teacher provides background handouts on the Japanese Animation Industry and on Naruto. Teacher asks students to review the handouts silently, particularly noting the highlighted sentences. Teacher leads a brief discussion.

- What is "Anime?"
- Where is "Anime" produced?

- Is Anime popular? Where? With whom? What is the target market for Anime?
- Where does this target market reside?
- What is a “Manga?”
- What might some similarities be between Naruto, SmackDown and Jay Z?
- What might some differences be between Naruto, SmackDown and Jay Z?

(Reflection)
HOMEWORK

Students select a media program to engage with: television, radio, music recording, videogame, website. Practice doing their own analysis of the program using the Five Key Questions of Media Literacy (See Student Book for worksheet to fill out).



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.

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CLOSE ANALYSIS: Video Excerpts #1 - #5 Part 1

Video Title: _____

Viewings:	Descriptions, Observations, Examples, Evidence
1. Viewing #1 (General)	What is happening?
2. Viewing #2 (No Sounds)	What did you notice about lighting, camera angles, and editing?
3. Viewing #3 (ONLY Sound, no picture)	What did you notice about dialogue, music, and sound effects?
4. Viewing #4 (Number of violent events)	How many violent events did you see?

CLOSE ANALYSIS: Part 2 (Evidence and Interpretation)
Apply 5 Key Questions and 5 Core Concepts to analyze a video excerpt:

Video Title: _____

5 Key Questions	Observations, Examples, Ideas	5 Core Concepts	Observations, Examples, Ideas
1. Who created this message?		1. All media messages are 'constructed.'	
2. What creative techniques are used to attract my attention?		1. Media messages are constructed using a creative language with its own rules.	
3. How might different people understand this message differently?		3. Different people experience the same media message differently.	
4. What values, lifestyles and points of view are represented in, or omitted from, this message?		4. Media have embedded values and points of view.	
5. Why is this message being sent?		5. Most media messages are constructed to gain profit and/or power.	

Background Information

Japan Animation Industry

Based on information from JETRO Japan Economic Monthly, June 2005

Japanese anime (cartoon-based animation) is a world-wide entertainment product. *Spirited Away*, a feature-length animation, won an Oscar at the U.S. 75th Academy Awards in 2003, and the Golden Bear award at the 2002 Berlin Film Festival. The international market for anime content, including the selling of rights to use character images on other products and toys, is estimated to be about a \$17 billion business yearly.

While planning, directing and other expertise have remained in Japan, other simple operations such as animating and coloring are being shifted to other countries, with South Korea, China and the Philippines being countries where such services are provided. The average cost for a typical TV anime production generally costs about \$87,000.

Naruto

Based on information from Wikipedia, <http://en.wikipedia.org/wiki/Naruto>

Naruto is a manga (comic book) by Masashi Kishimoto that started in Japan in 1999 and that has been adapted to be an anime TV series. The anime series, produced by Studio Pierrot and Aniplex, generally remains true to the manga, usually changing only minor details. The series has also spawned several *Naruto* movies. The first movies are available now on DVD. *Naruto* anime episodes play on Cartoon Network and are also available on the internet. Like many other manga and anime titles, *Naruto* has spawned its own collectible card game.

Naruto has a large and colorful cast of characters. They are seen to grow and mature during the series over several years time. *Naruto's* graduation from the Ninja Academy opens a gateway to the events and people that change and define his world. The series follows *Naruto* and his friends' personal growth as ninja and also explores how the characters' backgrounds influence their personalities. *Naruto* is a coming-of-age story with plenty of action.

CLOSE ANALYSIS

Apply 5 Key Questions and 5 Core Concepts to analyze a media product.

Type of Media: _____
(TV ad, video game, cereal box)

5 Key Questions	Observations, Examples, Ideas	5 Core Concepts	Observations, Examples, Ideas
1. Who created this message?		1. All media messages are 'constructed.'	
2. What creative techniques are used to attract my attention?		Media messages are constructed using a creative language with its own rules.	
3. How might different people understand this message differently?		3. Different people experience the same media message differently.	
4. What values, lifestyles and points of view are represented in, or omitted from, this message?		4. Media have embedded values and points of view.	
5. Why is this message being sent?		5. Most media messages are constructed to gain profit and/or power.	

Lesson 10: Activate, Disseminate, Participate!

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is my “media diet” and what does that mean to me?
- What might I do to combat the Four Effects of Media Violence?
- How do the Five Key Questions and Five Core Concepts help me with problem solving?
- How will I use what I’ve learned about media literacy and media violence?
- How will I inform others of the effects of media violence?

Media Literacy

- How much we use media and what we choose to use is part of our personal responsibility for our health (our “media diet”).
- The Empowerment Spiral is a model of how we decide to take action – or not.
- Constructing media is just as much a part of media literacy as analyzing media, or ‘deconstructing’.
- Personal responsibility is important in constructing media.

Violence in Media

- With the amount of media we use every day in our lives, and the number of violence-oriented “jolts per minute” that are part of media construction, we are bound to be affected by violence in media whether we are aware or not.
- With our own awareness, we can make decisions for ourselves and help others better understand the impact of violence in media.

National Common Core Standards for English/Language Arts (Grade 7)

- Reading Informational Text--Craft and Structure--(RI) 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Reading Literature —Craft and Structure --(RL) 6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Speaking and Listening--Presentation of Knowledge and Ideas--(SL) 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples.

- 5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Speaking and Listening (SL) 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
- Reading Standards for Literacy in Science and Technical Subjects-- Integration of Knowledge and Ideas--(RST) 7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
(For Media Tally Sheet Homework)

National Health Education Standards (Middle School)

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.8.1 Identify circumstances that can help or hinder healthy decision making.
 - 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
 - 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.
 - 5.8.7 Analyze the outcomes of a health-related decision.
- Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.
 - 8.8.1 State a health-enhancing position and support it with accurate information.
 - 8.8.2 Demonstrate how to influence and support others to make positive health choices.
 - 8.8.3 Work cooperatively to advocate for healthy individuals, families and schools.
 - 8.8.4 Identify ways in which health messages and communications techniques can be altered for different audiences.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
 - 2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
 - 2.8.5 Analyze how messages from media influence health behaviors.

National Educational Technology Standards for Students

- 1. Creativity and Innovation
 - a. Students apply existing knowledge to generate new ideas, products, or processes.
 - b. Students create original works as a means of personal or group expression.
- 2. Communication and Collaboration
 - a. Students interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media
 - b. Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 4. Critical Thinking, Problem Solving, and Decision Making
 - c. Students collect and analyze data to identify solutions and/or make informed decisions
 - d. Students use multiple processes and diverse perspectives to explore alternative solutions.
- 3. Research and Information Fluency – b. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Objectives

Students will:

- share results of their Media Use Tally (See Lesson # 2).
- explore how they and others might use media differently.
- explore the Empowerment Spiral: Awareness, Analysis, Reflection, Action and connect it to what they've learned in previous lessons.
- revisit the Four Effects and the Five Key Questions as tools for analysis they can use throughout life.
- understand what it means to be a responsible producer of media.
- take action by working in groups to develop a plan for a PSA (public service announcement) warning others of the dangers of media violence.

Language of the Discipline



Deconstruction: Refers to a process or method by which texts are investigated, which involves discovering, recognizing and understanding the underlying assumptions, ideas, and frameworks that form the basis of the text.

Construction: Creating or putting together a media product.

Public Service Announcement (PSA): A non-commercial advertisement addressing a public health or safety issue typically placed in media outlets at no cost to the advertisers.

Storyboard: Refers to graphic organizers such as a series of illustrations or images displayed in sequence for the purpose of pre-visualizing a motion graphic or interactive media sequence.

Cautionary Tale: Refers to a traditional story told in folklore to warn its hearer of some danger.

Moral (of a story): Refers to the message conveyed or the lesson offered from a story or event. The moral may be left to the hearer, reader or viewer to determine for themselves, or may be explicitly encapsulated in a maxim.

Empowerment Spiral: See worksheet in student book.

Materials

- Media Use Tally (See Lesson #2 & #8)
- Four Effects of Media Violence
- Five Key Questions/Five Core Concepts
- Empowerment Spiral
- Video clip: Public Service Announcement (PSA) Example / Playing with Guns
- Squares with one of the Four Effects on each square
- PSA Creative Concept Worksheet
- Storyboard Project (PSA)
- Original KWL (revisit Lesson 1)

Lesson 10

(Analysis) (15 min)

1. Review Media Use Tally homework from Lessons 2 and 8 to explore how students are using media at home and in their lives.

- For their group, have students compute an average of how much time they spend using different types of media during the week, on the weekend and in a month's time.
- Have one student from each group share this information with the class, the number of total hours students use media as well as whether students think that violence was portrayed in the media they use.

(Reflection) (5 min)

2. Media Diet: Explain that our 'diet' of media is like the diet, or menu of foods, that we eat each day. We can make choices about our diet, how much we eat and when we eat.

✓ In class we've learned that:

- Media has violence depicted in "jolts"
- There are Four Effects to Media Violence. What are they?
- We can use Five Key Questions as tools to help us understand and analyze media. Again, what are these Five Key Questions?
- Violence is one subject to explore with media, but there are many subjects that media addresses:
 - What are some other health issues that we might learn about from media? (*food and nutrition, body image, drugs and medicines, etc.*)

(Awareness/Analysis/Reflection) (5 min)

3. Now, it's time to put together what we've learned.

✓ Use Empowerment Spiral Handout

✓ The Empowerment Spiral provides a picture of how we go about making choices for ourselves. On your handout, write at least one idea under each heading that you've learned in this class as I ask the following questions:

- **Awareness:** What is some new information that you've learned?
- **Analysis:** What are some ways that you've learned or tools that you now have to be able to take media apart and understand it better?
- **Reflection:** What is something new that you've thought about since we started discussing violence in media?
- **Action:** What is one thing you can do differently in using media in the future? How might you change your media diet? How might you change your understanding of media? How might you influence others'

understanding of media? How can you influence others by being a responsible producer of media?

(Analysis/Action) (20 min)

4. Show Students PSA example from DVD.

- **Public Service Announcement Planning:** Students work in small groups of three or four to create a storyboard that may be used to create a PSA to address the dangers of media violence.
- ✓ *Teacher Prep: Cut up four squares, with each square listing one of the Four Effects of Media Violence. Each group one of the Four Effects. These are blind selections!*

Small groups spend **10 minutes planning** and **10 minutes sketching** their PSA as a storyboard.

- ✓ Students discuss the ‘assigned’ Effect of Media Violence. What kinds of problems might this Effect cause for families or individuals or society?
- ✓ Using the PSA Creative Concept Worksheet from the Student Book, Students write a one-sentence brief message that will be the “solution” to the Effect they are addressing. For example, in addressing the Effect of “Increased fear of becoming a victim,” the message might be that “The world offers more than a screen.”
- ✓ Decide if the PSA should be on the radio, TV, internet, in print or... ??? (billboard? CD case? Other creative ideas...)
- ✓ Students decide on a target audience and then make decisions about characters and design based on demographics.
- ✓ Students write a paragraph illustrating the story that they want to tell in addressing the Effect and in illustrating their one-sentence message. For example, to illustrate “Increased fear of becoming a victim,” students might write the following story:

“A grandmother watches television a lot. She sees lots of crime stories and also news stories about crime every day. She doesn’t have many friends and see many people. She becomes more and more afraid of going out and being with people. She believes that she might be robbed or that people might hurt her if she goes to new places that she’s not familiar with. So she stays in her house alone

more and more while other people are out having fun and doing things together.”

Using their story, students divide their message into parts. (Use Storyboard or provide each member with 1-2 sheets of paper or 4X6 Index Cards, then tape together)

- Square 1 should catch the attention of the audience and give an “establishing shot” that shows the character(s) involved and where they are.
- The middle Squares should break the story into “pieces” based on the events, or scenes, that the story suggests.
- The final Square should summarize and show the one-sentence message of the PSA

(Reflection)

6. KWL Chart (revisit Lesson 1): Final Additions (5 min)
 - Students check the K for misconceptions and/or misinformation.
 - Students check the W column to see if their questions have been answered; highlight those that are still ‘unanswered’.
 - Students add details to the L column to demonstrate what they’ve learned.

FOUR EFFECTS OF MEDIA VIOLENCE

Effect #1 Increased aggressiveness and anti-social behavior

The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children who watch a lot of violence imitate what they are watching. Children who watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have life long patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993



Center for Media Literacy Key Questions/Core Concepts

Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.

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THE EMPOWERMENT SPIRAL

Choices are a part of every-day life. Even deciding to do nothing is a choice! The Empowerment Spiral shows a way of thinking about ideas, media and choices so that you understand more, evaluate more and finally make judgments that will be more successful for you. The following will describe each of the steps involved in making choices:

Awareness

In this step of learning, you will see things in a different way. You will become “aware” of ways of looking at familiar things in a new way. You will experience “ah ha” moments in this stage of learning. When you apply this step to thinking about media in your life, you will become aware of all of the kinds of media and messages you experience every day.

Analysis

This part of your learning will be where you begin to look at the different aspects of an issue. You will begin to understand the “how” and the “what” of experiences to learn the meaning and significance of what you see, hear and read. When you apply this to media, you will learn how different techniques, camera angle, music, dress of the characters, color etc. that media creators use will affect you differently. You will learn that people who make the media you experience have specific ways that they use deliberately to have a specific effect on you.

Reflection

At this stage of your learning you will begin to understand the values of what you are seeing and hearing and begin to personally evaluate events for yourself, and understand the effect they have on you as a person. You will learn to ask the question, “so what”. What does this mean for me and my behavior?

Action

This is the stage of your learning where you will continue to expand your learning by making choices and by doing. You will begin to apply what you have learned in the first three stages to your own actions in your own life. In this stage of your learning, you will determine what you may want to do that will make your life with the media different. You may decide to take big actions to change your life or very small actions to improve your awareness, your exposure or the effect of media in your own personal life

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PSA CREATIVE CONCEPT WORKSHEET

1. What is your message? Write a one-sentence solution to one of the Four Effects that you've been assigned (for example, if your Effect is "Increased Fear of Becoming a Victim," your message or solution might be "The world offers more than a screen.):

2. What media would you like to use for your PSA message? (For example, radio, TV, internet, magazine):

3. Who is the target audience for your message? (Make sure that your target audience matches the media you wish to use, so that the target audience will receive your message!)

4. Who are the characters of your story and what do they look like?

5. Write a paragraph illustrating the story you want to tell in addressing the Effect and to lead up to your one-sentence message (For example, to illustrate "Increased Fear of Becoming a Victim" you might write the following story: "A grandmother watches television a lot. She sees lots of crime stories and also news stories about crime every day. She doesn't have many friends and see many people. She becomes more and more afraid of going out and being with people. She believes that she might be robbed or that people might hurt her if she goes to new places that she's not familiar with. So she stays in her house alone more and more while other people are out having fun and doing things together.")

6. Now use the Story Board sheet to draw out your story. You can make short notes on what's happening in the story, too.

STORY BOARD

#1 (Hook the Audience!) Establish character(s) and setting through "Establishing Shot"	#2	#3	#4	#5	#6 (Summary/Conclusion) One-sentence message
NOTES:	NOTES:	NOTES:	NOTES:	NOTES:	NOTES:



Beyond Blame PRE-POST TEST

Directions:

For each question, circle just one answer. Some questions ask you to "Circle all that apply."

1. Which of the following are types of media? (**Circle all that apply**)
 - a. Television
 - b. Movies
 - c. Department stores
 - d. Newspapers
 - e. Sporting events
 - f. Radio

2. Identify the jobs associated with the media (**Circle all that apply**)
 - a. Reporter
 - b. Journalist
 - c. Photographer
 - d. Disc-jockey
 - e. Car salesperson
 - f. Teacher
 - g. Restaurant owner

3. Does the media have an influence on people?
 - a. Yes
 - b. No
 - c. Not sure

4. Does the media use violence to get your attention?
 - a. Yes
 - b. No
 - c. Not sure

5. Does your neighborhood have media?
 - a. Yes
 - b. No
 - c. Not sure

6. Does your school have media?
- Yes
 - No
 - Not sure
7. What is violence? (**Circle all that apply**)
- Talking loud
 - Threatening words
 - Physical force
 - Running fast
 - Beating someone up
 - Carrying a weapon
8. What types of violence are portrayed in the media? (**Circle all that apply**)
- Violence with weapons
 - Violence without weapons
 - Crashes or explosions
 - Yelling, threatening, name-calling
9. Which television shows are usually violent? (**Circle all that apply**)
- Dramas
 - “Reality-TV”
 - News
 - Sports
 - Cartoons
 - Talk shows
10. Do all stories with conflict also have violence?
- Yes
 - No
 - Not sure
11. What are some real-life consequences of violence? (**Circle all that apply**)
- Getting arrested
 - Going to the hospital
 - Being scared
 - Feeling good
12. Watching media violence could make someone act aggressively.
- Strongly agree
 - Agree
 - Not sure
 - Disagree

e. Strongly disagree

13. Watching media violence could make someone less scared of the real world.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

14. Watching media violence could make someone more willing to help someone in trouble.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

15. Watching media violence makes people want to watch more media violence.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

16. People who make media programs attract viewers' attention with exciting "jolts".



- a. True
- b. False
- c. Not sure

17. The use of different camera angles is a technique filmmakers use to attract my attention.

- a. True
- b. False
- c. Not sure

18. A target audience is the group of people for which something is created.

- a. True
- b. False
- c. Not sure

19. The creative techniques of photography can make an image look scary.
- True
 - False
 - Not sure
20. People react to media violence differently.
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree
21. Media violence is different than real-life violence.
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree
22. Our point of view influences how we react to media messages.
- True
 - False
 - Not sure
23. Company advertisers create symbols to represent their products and/or services. Symbols such as logos and/or slogans also represent values, ideas and even personalities. This is known as branding. **Circle all the brand logos below.**
- 
 - 
 - \$
 - ©
24. Consumers benefit from branding.
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree

25. Media is based on a desire for influence, profit and power.
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree
26. Media violence can be branded for profit and/or power.
- True
 - False
 - Not sure
27. People can protect themselves from the effects of media violence on themselves by limiting the amount of time they spend engaged with it.
- True
 - False
 - Not sure
28. There are five key questions of media literacy. In the list below, two questions are **incorrect**. Circle the **incorrect** key questions.
- Who created this message?
 - Where do media messages come from?
 - What creative techniques were used to attract my attention?
 - How might different people understand this message differently?
 - What values, lifestyles, and points of view are represented in, or omitted from, this message?
 - How many different types of media exist?
29. There are five core concepts of media literacy. In the list below, only **three** are correct. Circle the three correct core concepts of media literacy.
- Media messages are not constructed
 - Media messages are constructed using a creative language with its own rules
 - Different people experience the same media message differently
 - Media have embedded values and points of view
 - Most media messages are constructed to improve health and safety
30. The main goal of an advertisement or commercial is to....
- Entertain
 - Sell
 - Teach

31. Photographs always show people and things just the way they are in real life:
- True
 - False
32. The newspaper, TV and radio news tell us...
- Only the truth
 - Only lies
 - Only some of the information
 - Everything we need to know
33. Cartoons look fun, with bright colors and music, because...
- Cartoons are fun to watch
 - Parents like the cartoons
 - Cartoons get my attention
 - Watching cartoons will make you a fun person
34. It is important to ask questions about what advertising tells us because...
- Advertising makes us do things
 - Advertising is bad
 - Asking questions helps us make better choices
 - The teacher told me
35. Which is the best question to ask after seeing a commercial message that advertises a videogame?
- Where can I buy this videogame as soon as possible?
 - When will I be able to play this videogame?
 - Why was this message sent?
36. Everyone my age likes the same music that I like:
- True
 - False
37. How important is it to do whatever my friends do?
- Not important
 - A little important
 - Very important
 - The most important thing
38. I feel that I can help my friends live healthier lives:
- True
 - False

39. Television programs might seem to be free but who ultimately pays for them?
- a. Consumers
 - b. TV networks
 - c. Advertisers
40. It is important to consider who created the advertising message in order to:
- a. Know who to blame
 - b. Find the bias that always exists
 - c. Find out who created the music on the commercial
41. Media messages affect me:
- a. True
 - b. False
 - c. Not sure



Beyond Blame PRE-POST TEST Answer Key

1. a,b,d,f
2. a,b,c,d
3. a
4. a
5. a
6. a
7. b,c,e
8. a,b,c,d
9. a,c,d,e
10. b
11. a,b,c
12. a,b
13. d,e
14. d,e
15. a,b
16. a
17. a
18. a
19. a
20. a,b
21. a,b
22. a
23. a,b
24. a,b
25. a,b
26. a,b
27. a
28. b, e
29. b,c,d
30. b
31. b
32. c
33. c
34. c
35. c
36. b
37. a
38. a
39. a
40. b
41. a