



EDUCATOR GUIDE

A RECIPE FOR ACTION: DECONSTRUCTING FOOD ADVERTISING

A research-based approach to media literacy and health education

Middle School Unit



A RECIPE FOR ACTION: DECONSTRUCTING FOOD ADVERTISING

Middle School Unit

Produced by Center for Media Literacy (CML)
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ISBN: 1-879419-78-5

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Special thanks to:

CML's staff, especially Beth Thornton, CML's Director of Communications who spent countless hours making this project possible; Claire Kwon, designer; and Alex Hernandez, as well as to Quentin Hancock for his ongoing support. Also, to FoodFight in New York (Deb Grant and Carolyn Cohen); Division of Educator Quality and System Support, West Virginia Dept. of Education (Donna Landin); the Newseum and University of Missouri-Columbia (Ann Cohen); and the Nutrition Network (Beth Larsen) for making tests of elements of this curriculum possible.

Structure

This curriculum uses CML's Five Core Concepts and Five Key Questions as its main structural framework, reflecting the use of a process of inquiry for thinking critically about media content. Q/TIPS provide a similar framework for addressing deconstruction *and* construction of media messages. The CML Empowerment Spiral supports each lesson through Awareness, Analysis, Reflection and Action.

Background Information

The health implications for problems of obesity as well as for anorexia and bulimia in the U.S. are life threatening and staggering. But regardless of whether health problems are related to being too fat or too thin, they all begin with an individual's relationship with food.

Today, a typical child sees about 40,000 food ads a year on TV. According to the Kaiser Family Foundation report (2004), many studies indicate that children's exposure to food advertising and marketing may be influencing their food choices. "Content studies document that children are exposed to a vast number of TV ads for food products such as sodas, cereal, candy and fast food. Other research suggests that exposure to food commercials influences children's preferences and food requests, and that ads can also contribute to confusion among children about the relative health benefits of certain foods."

www.kff.org/entmedia/entmedia022404nr.cfm) Media can also play a positive role in helping address health issues, through programs that encourage children to be active and to help teach good nutrition, through public education campaigns aimed at children and parents, and by using popular media characters to promote health food options to children.

But education can play a significant part in insuring that children have tools of discernment at the ready as they navigate the everyday media torrent that they experience. These "tools of discernment" must be taught and practiced over time, and that is the purpose of this curriculum, *A Recipe for Action: Deconstructing Food Advertising*.

By learning a process of inquiry based on CML's Five Core Concepts and Five Key Questions of media literacy, children are prepared to think critically about any media message that they encounter. *A Recipe for Action* helps give them the tools they need to understand their relationship with media and with food, and to make their choices from a more informed perspective.,

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.

A Recipe for Action 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 *A Recipe for Action* 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 CML’s approach. CML’s current curriculum reflects the needs of our youth today in addressing media through a myriad of channels – from social networking to TV to podcasts and music. Regardless of the medium, it’s critical thinking that counts!

Status of Curriculum Evaluation

Although this curriculum has not been subject to a formal evaluation study, implementation results, ongoing since 2005, have been most encouraging. For example, students who participated in an implementation at Sepulveda Middle School in Los Angeles in 2005 showed an average increase of 21% in understanding of both nutrition facts and media literacy knowledge. Students and teachers alike have been enthusiastic about the curriculum, finding it engaging and informative. Here’s a sample of *student comments*:

“I learned a lot over the past two and a half weeks. I learned how advertising really works. I learned about the 5 key questions which now are always going to be in my head. The first thing I learned in the beginning of the class was everything that you see on TV is all an image! The advertiser only wants you to see the good and exciting part not the boring or messy ones. I learned more and understood more about the nutrition facts.”

“I think other students should do this project because they need this experience to know things like us. I want them to make good choices!!”

A case study detailing a sample implementation approach is contained at: <http://www.medialit.org/reading-room/cml-pilots-media-literacy-unit-obesity-nutrition-education>

CML's basic approach to media literacy as a health intervention strategy has been evaluated in a longitudinal study of its *Beyond Blame: Challenging Violence in the Media* curriculum by UCLA. Although the content of *Beyond Blame* is different (violence in media), the same core structure using CML's process of inquiry and its Questions/TIPS (Q/TIPS) framework is utilized in this curriculum, *A Recipe for Action* (nutrition). CML welcomes any pre-post test results that you may wish to share as a result of implementing this curriculum.

CML's goal for all its curricula remains the same: to encourage wise choices through encouraging an internalized process of inquiry that leads to a more meaningful and discerning relationship with media in our lives.

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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.

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, nutrition, 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's Manual.

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I. OVERVIEW AND BACKGROUND

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.

A Recipe for Action is designed as a comprehensive program to reach middle school students and their parents. Although providing educational training and curricula is a key component of the program, the concept behind *A Recipe for Action* 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. This curriculum reflects the needs of our youth today by engaging millions of people in a learning process that leads from awareness to action on key issues regarding health and nutrition.

A Recipe for Action teaches students to be critical viewers and readers of media by applying the Five Key Questions and Five Core Concepts for Media Literacy to food ads. Students learn strategies to become critical users of media and critical thinkers about the information they receive through media. Using food ads to teach media literacy focuses the application of media skills on real life experiences and helps students develop lifelong learning skills.

The ten 50-minute lessons can be taught daily over 10 days or once a week for ten weeks. As a culminating activity, students create their own commercial messages for healthy eating. This final activity provides an introduction to the

production/construction side of media, and begins the conversation about being both producer and consumer of media messages. CML's Q/TIPS framework provides the necessary background to make this important transition.

Students will learn:

- Kids are targeted with advertisements for foods high in fat, salt and added sugar.
- Fruits and vegetables are rarely advertised to kids.
- All media is created for a purpose.
- They are active participants in their media environment.

A pre and post test is included for assessment purposes.

Materials

Video clips needed for lessons may be streamed online or used in a DVD provided with the 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 DVDs. Each lesson has a listing of video clips needed and also background materials for educators. All video clips included on the DVD 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 the clips included with this curriculum.

Glossary

A glossary of all terms is provided in each lesson for vocabulary-building.

Curriculum Structure

Philosophy of Education and Frameworks

This curriculum:

- Combines knowledge of several disciplines: media literacy, nutrition, 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 nutrition and language arts while meeting National Common Core 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 Deconstruction Framework with an introduction to Construction in the final lesson.
- Keeps the curriculum content consistent and fairly short so that educators can commit the time and energy to it.
- Ensures 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 documents – the Center for Media Literacy's framework featuring the Five Core Concepts and Five Key Questions of media literacy, the CML Empowerment Spiral, and Q/TIPS™ – 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.



Center for Media Literacy
Key Questions/Core Concepts *Deconstruction*

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's Questions and Tips (Q/TIPS™) Deconstruction/Construction Framework

#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring ?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format , creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience ?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content ?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?



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.

(based on the work of Paolo Freire)

Lesson Outline for 10 Lessons

Activate, Disseminate, Participate!

The goal of this curriculum is to increase awareness of media and how it affects the food choices we make on a daily basis. 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 media and food advertising. 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 lesson provides a background on media and advertising and how it affects the choices we make as consumers. The second lesson provides a background on nutrition and healthy eating habits.

The next five lessons provide students with *a methodology for critical analysis of media, using the Five Key Questions of Media Literacy as a tool for understanding and analysis*. The following 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. The curriculum concludes with an introduction to *Construction* of media messages by providing an opportunity for students to create their own advertisements for food products.

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



Outline of Key Ideas 10 Lessons

<u>Lesson Title</u>	<u>Media Literacy Process</u>	<u>Nutrition Theme</u>	<u>Content Knowledge</u>
1. What is Media?	Relationship with media Global nature of media Fact vs. Opinion	Food advertisements	Counting commercials
2. What is Nutrition?	Effect of advertisements on eating habits	Food Groups Balanced Diet Understanding Labels	My Plate
3. Key Question #1: Who created this message?	Authorship	Profitability of advertising	Production credits
4. Key Question #2: What techniques were used to attract my attention?	Format Creative Techniques	Effect of visuals/photography	Evidence-based analysis
5. Key Question #3: How might others understand this message differently?	Audience	Advertising to children	Point of view Consequences Personal choice Responsibility
6. Key Question #4: What lifestyles, values and points of view are <i>represented</i> this message?	Included	Food Branding	Branding Global branding
7. Key Question #4: What lifestyles, values and points of view are <i>omitted</i> from this message?	Omitted	Food Branding	Branding Global branding
8. Key Question #5: Why was this message sent?	Purpose	Profit/Power from sending messages	Image marketing
9. Using the Five Key Questions: Practice! Practice! Practice!	Close Analysis	Deconstructing food advertisements	Comparing and Contrasting
10. Activate, Disseminate, Participate	Media Diet Analysis Construction Empowerment Spiral 5 Key Questions Q/Tips PSA	Awareness of advertising affects re: food choices	Responsibility of Producers Creating a media message

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 connections the lesson will make to the media relationship.

Nutrition and Media: identifies connections the lesson will make to nutrition content.

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

National Health Education Standards (Middle School)

National Educational Technology Standards for Students Grades 6-8

Lessons also apply to other subject standards. We have only provided standards based upon our analysis of the subjects listed above.

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 media and health 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.

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 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 125 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.



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.

Nutrition in Media

- Awareness of advertisements for food
- Techniques used to attract attention to food products

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 nutritional claims 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 large 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

Students

- Folders for handouts
- Four Post-It notes
- Piece of white paper 8.5 x 11"
- Pencil/pen
- Media Literacy Terms handout
- Media Triangle
- KWL Chart
- TV Commercial Log

Teacher

Pre-Test (if have not already given to students)

- Large paper, markers, masking tape
- Three 8.5 x 11" papers one with the number 40,000, one with the number 21, and one with the number 7,600
- Media Triangle
- Optional Fact vs. Opinion worksheet
- DVD player or computer with DVD player and projector to play media DVD

Lesson 1 What is Media?

Review Norms for Student Behavior for the entire unit (page 25).

Have you given the Pre-Test? If not, do so prior to this lesson.

Discussion (*Awareness*)

What is Media?

What does the word media mean to you?

–Ways of communicating or expressing information or ideas.

What are examples of media?

–Newspapers, radio, magazines, music, the Internet, television, and billboards.

What is the difference between fact and opinion?

-- Fact and Opinion are different although it is sometimes hard to tell. If a media message says “this tastes good,” the author of the media message has expressed an opinion. A fact is information that is verifiable and not subjective based upon a person’s likes or dislikes. It is important to know the difference when interacting with media.

Optional: *Use the Fact vs. Opinion worksheet if the difference is not fully understood by your students.*

Activity (*Analysis*)

What media do most students use?

To conduct a simple survey to show the types media and number of students who use the media types each day, either post 4 pieces of large paper around the room with one of the following statements written at the top of each piece or write the statements on the classroom white board or chalkboard:

- I watched TV yesterday
- I read the newspaper yesterday
- I used the Internet yesterday
- I listened to the radio yesterday

Ask student volunteers to read each statement. Then ask students to put one Post-It note under each statement that is true for them. They may not need to use all four of their Post-It notes.

Ask four (4) volunteers to count the “Post-It note data” from this quick research project, write the total number on the bottom of the paper and report which media engaged the greatest number of students.

Discussion (*Awareness*)

Show numbers on 8-1/2 x 11” papers as you answer these questions:

•Most students' primary media relationship is with television. When you watch television, you see many commercials. How many commercials do you think you see in a year?

✓ Show answer: 40,000

•You also see advertising on the Internet, in magazines and in school.

A study looked at TV food ads that kids ages 8 to 12 watch. How many food ads do you think kids your age see on TV every day?

✓ Show answer: 21 – more than 7,600 a year.

•Most of the ads are for candy, soda, cereal and fast food—foods high in sugar, fat and sodium. How many of the ads do you think kids saw promoting fruits or vegetables?

✓ Not one

Let's look at some examples of food commercials.

Show lesson #1 cereal commercials on media DVD

Who would watch these commercials?

✓ Kids

What did you like in the commercial?

✓ Cartoon characters, music, colors

Who made the commercials?

✓ The company who made the product

✓ An advertising agency

Activity (*Awareness, Analysis*)

The Media Triangle

Distribute a piece of white, 8-1/2 x 11" paper to each student.

Distribute Media Literacy Terms handout.

Show Media Triangle as you ask students to:

1. Draw a triangle on their paper.
2. Draw a small rectangle at each of the three points of the triangle and write "PRODUCTION" in one, "AUDIENCE" in another and "TEXT" in the last.
3. Write MEDIA in the middle of the triangle.

The triangle shows the connections, the relationship between the three parts of media. What are the three parts of the media triangle?

Refer students to the Media Literacy Terms handout for answers to the questions:

Text: A media product. Film, video game, website, magazine, radio, television, social networking...

Audience: Those who engage with the media text. People of different ages nationalities, gender, race, culture, and income levels. Children, adults, students, parents, grandparents, singles, teachers...

Production: everything that goes into making a media text. Media owners, Media producers and staffers, Distributors, Theaters...

The Media Triangle with all sides that are the same length and all angles that are the same size show the text, production and audience in balance. No part has more power, or influence over the other.

Learning about media products and producing your own media product will help you understand media and help you keep the media triangle in balance. You can choose how to respond to media. You can decide if you want to do what the media tells you to do.

Next time, we will watch a commercial and learn how to ask questions about what we see and hear about media. When you ask the right questions, it helps you to be an informed media viewer or reader.

Homework (*Reflection*)

Ask students to fill in the KWL chart. This chart will grow as your students progress through the lessons.

Give each student a TV Commercial log.

- If you watch TV this weekend, use the TV/Commercial log to keep a record of how many food and drink commercials you see. In the first column, write the name of the program. In the next column, write the name of the food or drink that is advertised in the commercials that you see during the program. In the last column, list any physical activity that is used in the commercial.
- Before you bring your log back for our next class, add up the number of food and drink commercials you watched during the weekend.

Worksheet: Fact vs. Opinion

For purposes of this exercise, consider the given information to be verifiable fact. Based on the information given, determine what is fact or opinion.

Circle only the **FACTS**

1. *The boy was reading a book on the bus.*

- A) The boy is very smart.
- B) The boy rides the bus.
- C) The boy does his homework on the bus.

2. *The movie star appeared in an advertisement for milk.*

- A) The movie star drinks milk with every meal.
- B) Milk must be good because a movie star drinks it.
- C) The movie star advertises milk.

3. *The internet is one way for people to access news stories.*

- A) It is better to get news from the internet than the TV.
- B) It is more fun to read on a computer screen than to read newspapers.
- C) The internet provides news.

4. *A crowd gathered to watch the clown ride a unicycle.*

- A) The clown rides a unicycle
- B) The kids were excited to see a clown
- C) Clowns are always happy

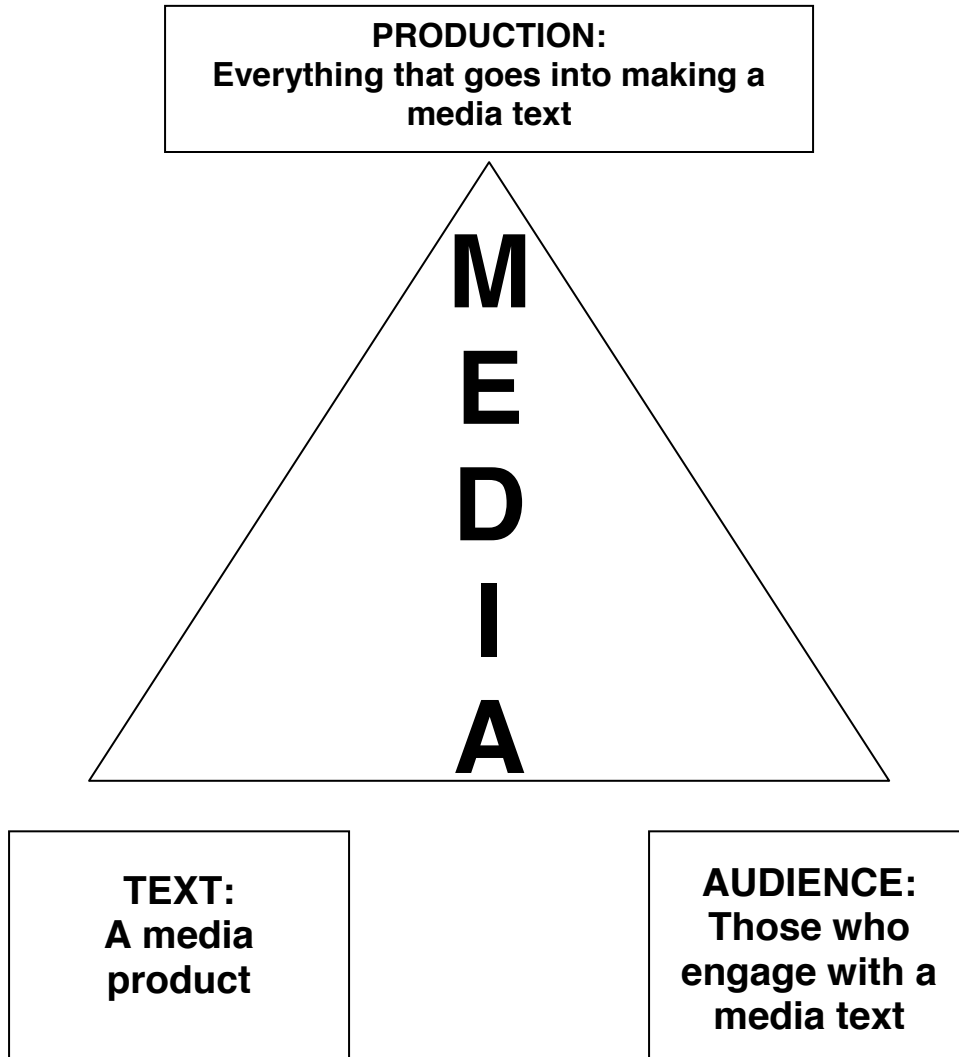
Answers:

B, C, C, A. All other choices include information that does not exist in the given statement and, therefore, cannot be verified.



KWL: What Do You Know?

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



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.

Media Literacy Terms

What is “Text?”

- ✓ The media product message or content
- ✓ Words, music and images used in a commercial or ad

What are the different types of media texts?

- ✓ TV commercials, magazine ads, billboards, radio ads, etc.

What is “Production?”

- ✓ Everything that goes into making the media text

Who decides what to put into the media text?

- ✓ An advertising agency may write scripts for TV commercials or choose pictures to use in magazine ads, etc.
- ✓ The company that makes the product or provides the service uses media to sell the product or service

Who is the “Audience?”

- ✓ Those who engage with a media text – they see it or hear it or smell it or touch it
- ✓ Everyone who experiences the media text

In advertising, what does the term “product” mean?

- ✓ The item being sold

What does the term “brand” mean?

- ✓ The name, logo, slogan or design of a specific product

What is corporate identity?

- ✓ The name, logo, slogan or design of a specific company that made the product



TV Commercial Log Friday/Saturday/Sunday

Friday	<u>TV Show(s)</u>	<u>Food/Drink Ads</u>	<u>Activity in Ads</u>	<u>Total # Ads</u>
Saturday	<u>TV Show(s)</u>	<u>Food/Drink Ads</u>	<u>Activity in Ads</u>	<u>Total # Ads</u>
Sunday	<u>TV Show(s)</u>	<u>Food/Drink Ads</u>	<u>Activity in Ads</u>	<u>Total # Ads</u>

Lesson 2: What is Nutrition?

TEACHER BACKGROUND INFORMATION

Review Norms for Student Behavior (in Educator Guide, page 25).

Key Learnings

- What is nutrition?
- Why is nutrition important?
- What is a balanced diet?
- MyPlate food groups and recommendations

Nutrition in Media

- Understand how food advertisements affect food choices

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 Pyramid Tally Chart)

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 nutrition
- understand their own relationship to nutrition
- be introduced to the concept of a balanced diet through MyPlate
- begin to see how media advertising affects their food choices
- learn the difference between fact and opinion



Language of the Discipline

Balanced Diet: Eating the recommended amounts of foods from every food group.

Calories: Energy that fuels our bodies, but in excess can lead to weight gain.

Fact: A fact is something known with certainty, that can be objectively verified.

Emotion: Often confused as fact (she is angry, he is unhappy, the dog is lonely, etc.), yet in relating to a media construction, we only infer what the emotion might be, based on the evidence we see or hear.

Opinion: A belief or conclusion held with confidence but not substantiated by positive knowledge or proof.

Fast Food: Inexpensive food that is made in large amounts and distributed quickly.

Food Groups: The areas identified in the Food Pyramid as essential for a balanced diet – grains, vegetables, fruits, milk, meat & beans, oils.

MyPlate: A plate-shaped illustration found on MyPlate.gov that displays each food group and the recommended consumption for different age groups.

Nutrition: The study of diet-related health.

Packaging The outer wrapping, box or container of a product that is designed to attract consumer attention

Physical Activity Any type of exercise that works the muscles of your body and temporarily raises your heart rate i.e. walking, running, jumping

Materials

Students

- Post-it Notes
- Worksheet: Fact vs. Opinion
- MyPlate Worksheet

Teacher

- Four pieces of large paper, or a chalkboard
- MyPlate graphic
- [Choose MyPlate.gov Dietary Guidelines](#)

Lesson 2 What is Nutrition?

Discussion (*Awareness*)

What is Nutrition?

What does the word nutrition mean to you?

- ✓ It describes how we feed our bodies to stay healthy and energetic.

What are examples of nutritious, healthy foods?

- ✓ Fruits (apples, oranges, berries, bananas...), vegetables (carrots, broccoli, spinach, squash...), whole grains (rice, wheat bread...), dairy (milk, yogurt...)

What are examples of unhealthy foods?

- ✓ Candy, chips, donuts, soda pop, French fries...

Why are these foods considered unhealthy?

- ✓ They are made with lots of sugar, fat, and sodium which aren't good for our bodies and they don't provide healthy vitamins or nutrients.

What is a balanced diet?

- ✓ When you eat a variety of healthy foods each day.

To eat a balanced diet, what should your meals include each day?

- ✓ Fruits, vegetables, dairy, grains, protein

Is daily exercise part of a healthy lifestyle?

- ✓ Yes!

Activity (*Analysis*)

What foods do you eat?

To conduct a simple survey to show the types of foods and number of students who eat these foods each day, either post 4 pieces of large paper around the room with one of the following statements written at the top of each piece or write the statements on the classroom white board or chalkboard:

- I ate a piece of fruit yesterday
- I ate vegetables yesterday
- I ate fast food yesterday
- I ate candy yesterday

Ask student volunteers to read each statement. Then ask students to put one Post-It note under each statement that is true for them. They may not need to use all four of their Post-It notes.

Ask four volunteers to count the "Post-It note data" from this quick research project, write the total number on the bottom of the paper and report which food engaged the greatest number of students.

Show numbers on 8-1/2 x 11" papers as you answer the questions:

How many servings of fruits and vegetables should kids ages 8-12 eat per day?

--Show answer: Vegetables: 2 1/2 cups, Fruits: 2 cups

How many children eat the recommended servings for fruit and vegetables each day?

--Show answer: Less than 10%

How many fast food restaurants are there in the US?

--Show answer: 50,000

How much sugar is consumed by Americans each year?

-- Show answer: The average American consumes 135 lbs of sugar in one year.

How much exercise do kids ages 11-14 need every day?

--Show answer: one hour

Discussion (*Awareness, Analysis*)

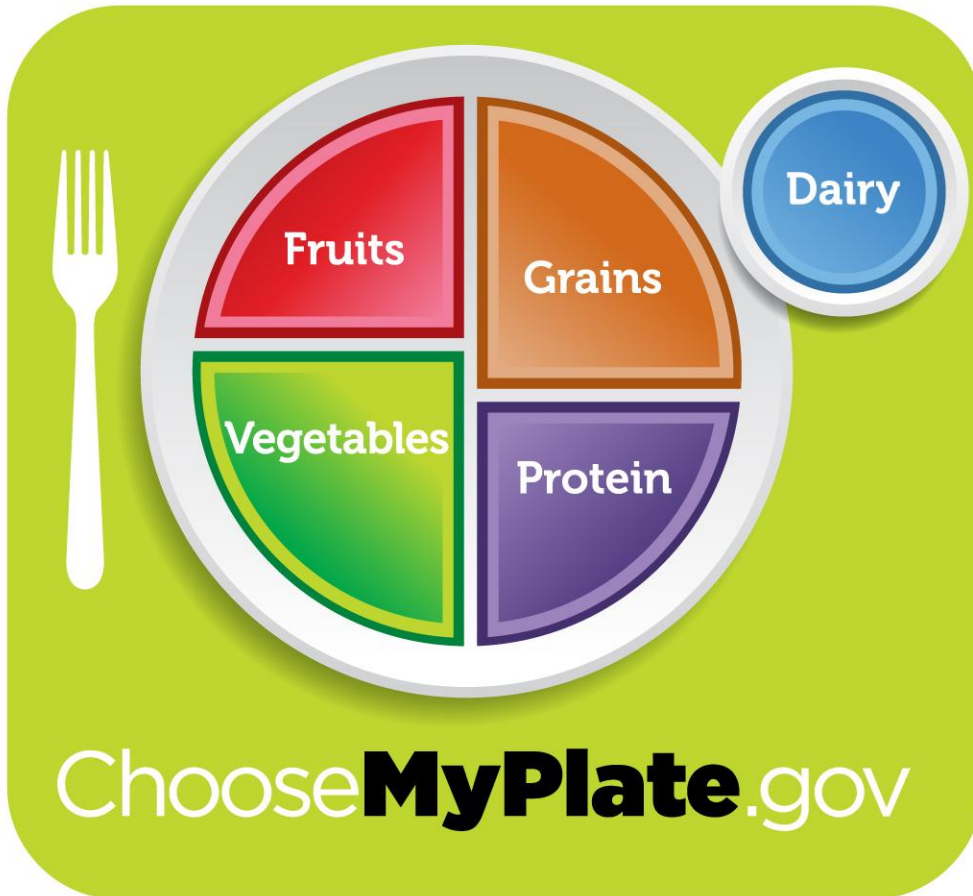
Introduce the MyPlate graphic and explain the different food groups that are represented. Talk about recommended servings and the need for a balanced diet.

Homework (*Analysis, Reflection*)






Give each student enough blank MyPlate pages for one week. Access the worksheet at www.myplate.gov in the section called Coloring Sheet in *Printed Materials*.

•Ask students to keep track of their daily food choices in each section of the plate on the worksheet. Include snacks and drinks. Before returning to class, students should review their logs and identify which food groups they need to focus on for better personal health.

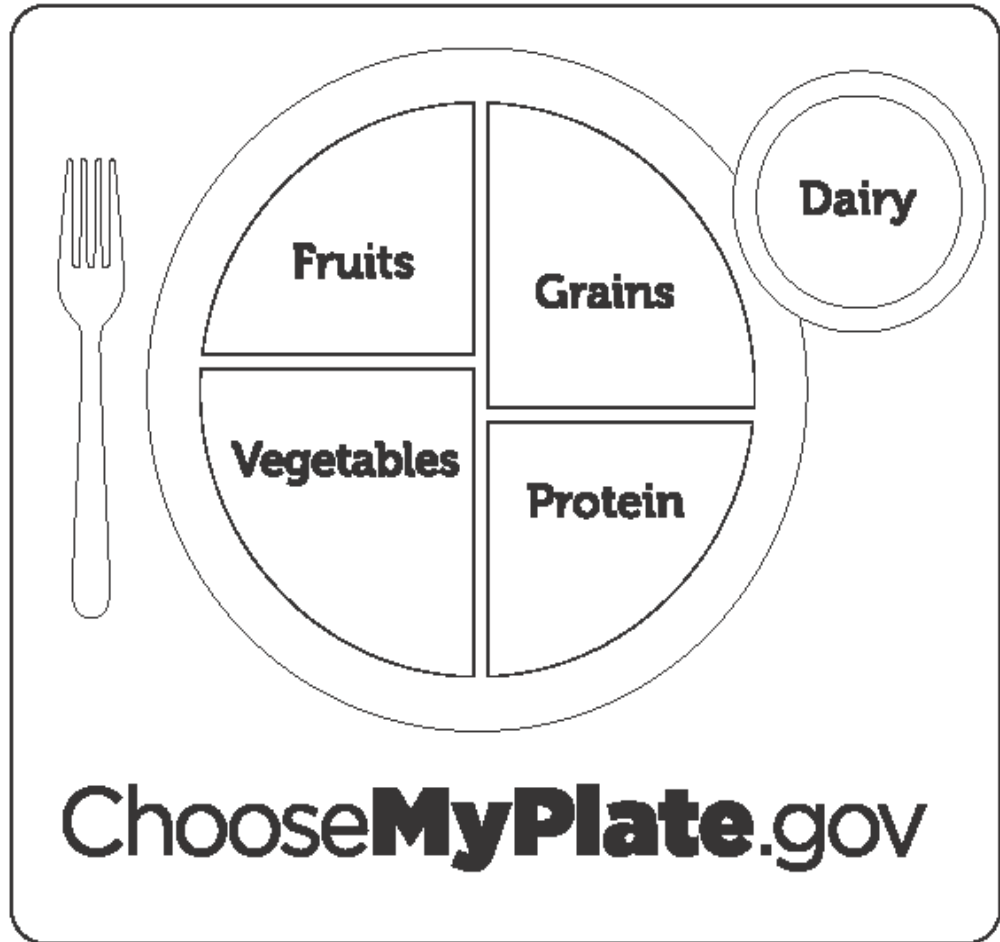
MyPlate www.choosemyplate.gov



The different food groups

				
Grains Group	Vegetable Group	Fruit Group	Dairy Group	Protein Foods Group
Make at least half your grains whole.	Vary your veggies.	Focus on fruits.	Get your calcium-rich foods.	Go lean with protein.

Find free downloadable brochures and information at www.myplate.gov in the section called *print materials*. Check for regular updates.



USDA Center for Nutrition
Policy and Promotion

Lesson 3: Introducing Tools for Media Literacy

Key Question #1: Who created this message?

Core Concept #1: All media messages are constructed.

Key Word: Authorship

TEACHER BACKGROUND INFORMATION

Key Learnings

- What tools might we use to better understand food advertising?
- 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 food advertisements?

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.

Nutrition in Media

- Constructions are not the same as reality.
- Someone decided to include the content we see and hear in food advertisements.

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.

- 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:

- 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

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).

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

Brand: The name, logo, slogan or design of a specific product.

Consumer: The person who buys the product.

Corporate Identity: The name and/or logo of the company that made the product.

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

Framing: Deciding what will be in the picture and what will be left out.

Product: The item being sold.

Production: Everything that goes into making the media text.

Target Audience: A group of people advertisers identify to buy or use their product.

Text: The media product.

Materials

Students

- Five Key Questions/Five Core Concepts
- Production Notes handout
- Media Literacy terms handout
- What is a Brand? chart
- My Journal

Teachers

- DVD player and projector to play media DVD
- Magazine ads for product, brand, corporate identity example

Lesson 3 Who created this message?

Discussion (Awareness)

What Are Media?

We have watched a few commercials in class. Anyone who watched TV since our first class watched even more commercials. Let's look at your media triangle and see where a commercial would be on the triangle?

- ✓ It is an example of media text

Next on the triangle is audience. Who was the audience for the commercials we watched in class?

- ✓ Kids

Who was the audience for the commercials you watched on TV?

- ✓ Kids, adults

The third part of the triangle is production. Who made the commercials we watched in class? *You may want to show commercials from Lesson 1 again, if a significant amount of time has passed.*

- ✓ Frosted Flakes - Kellogg's
- ✓ Cap'n Crunch – Quaker
- ✓ Lucky Charms – General Mills
- ✓ Fruit Loops -- Kellogg's

Who made the commercials you watched on TV?

- ✓ –Ad agencies for companies

How many food and drink commercials did you watch during the week?

- ✓ Answers will vary

What products were advertised in the commercials you watched?

- ✓ Answers will vary

Breakfast cereals are the most advertised food to kids – most are presweetened, that means added sugar. Have you heard that added sugar is something you should try to eat less of?

Fast food is the next most common food advertised to kids. Many foods from fast food restaurants have high amounts of fat. Have you heard that you should try to eat less fat?

How many commercials did you see to try to get you to eat fruits and vegetables?

- ✓ Answers will vary

There is little or no advertising directed at kids for food we all need more of -- fruits and vegetables.

How many commercials did you see to try to get you to be more physically active, to exercise for 60 minutes or more?

- ✓ Answers will vary

Watching hours of TV programs and commercials may be one of the reasons some kids are overweight. They are sitting instead of being active. They may be eating while they are watching TV, too, and the foods they see advertised may not be the best choices for their good health.

Physical activity and sports are often used in ads marketing foods and drinks to kids. That may mislead kids to think that the foods and drinks are healthful. In fact, the foods and drinks that are marketed to kids are often high in calories, added sugar and fat, and low in nutrients.

What could you do during commercials instead of sitting and watching?

- ✓ Get up and move around
- ✓ Do jumping jacks or run in place
- ✓ March in place

Discussion (*Awareness*)

Distribute Five Key Questions handout or refer students to the *Student Book*.

•Here are some other things we can do during commercials. We can ask these Five Key Questions.

- ✓ The Five Key Questions are the power tools to help us keep the media relationship in balance. We can use these questions every time we see or hear media. Asking the Five Key Questions gives us the power to understand what media is doing so we can choose what to do with media.

Have student volunteers read the questions aloud.

- ✓ Today we are going to watch how a commercial is made, and ask the Five Key Questions, one of the tools that gives you the power to keep your media relationship in balance.

Show media clip of Production Notes/Pepsi on media DVD.

Discussion (*Analysis*)

Who created this message?

- ✓ Pepsi Co.
- ✓ Siboney Advertising Agency

What creative techniques are used to attract my attention?

- ✓ Music
- ✓ Friendship

- ✓ Bright Colors
- ✓ Dancing
- ✓ Cheering

How might different people understand this message differently?

- ✓ Some people might not think drumming is cool.
 - ✓ Some people might think that they want to be like this boy.
- The producer says he wants an authentic blue-collar neighborhood for the commercial.
- ✓ Some people will/will not relate to the neighborhood portrayed in the commercial.
 - ✓ Some people might think it's silly to drum outside on bridges, etc.

What lifestyles, values, and points of view are represented in the message?

Remember the people you saw in this message? How would you describe them?

(Represented)

- ✓ Boy is cute
- ✓ Boys/Men of all ages are represented
- ✓ Latinos
- ✓ Smiling, happy neighbors
- ✓ Well-liked, popular musician

What types of people are not included in this commercial?

(Omitted)

- ✓ Girls
- ✓ Rowdy street-looking kids
- ✓ Rural kids
- ✓ Preppy kids
- ✓ Kids who don't listen to music

What is the message of this commercial?

- ✓ Pepsi makes you smile
- ✓ Pepsi makes you want to dance
- ✓ Pepsi helps your dreams come true

Why was this message sent?

- ✓ To sell us something—their product—so that they can make a profit and/or to tell us something—a message, to persuade or influence us.
- ✓ To influence you to buy a product to pay for the advertising that promotes the company and their point of view. The cost of advertising is part of the cost of the product. Pepsi tries to get you to identify with their point of view and tries to influence your ideas, values, or point of view to get you

to buy their products. Buying their products means you are supporting or buying Pepsi's point of view.

- ✓ To convince people, especially teen-age boys, that Pepsi understands, empathizes, and admires them. If you are a teenager who believes that Pepsi understands, empathizes with and admires you, they have successfully convinced you to identify with their values or point of view and you will be more inclined to buy their product.

What did the commercial cost?

- ✓ \$248,390
- ✓ Companies spend millions of dollars on advertising.

What is the purpose of advertising?

- ✓ To sell products

Discussion (*Awareness*)

Refer students to the *Media Literacy Terms* handout in their workbooks.

In advertising, what does the term "product" mean?

- ✓ The item being sold.

What does the term "brand" mean?

- ✓ The name, logo, slogan or design of a specific product.

What is corporate identity?

- ✓ The name, logo, slogan or design of a specific company that made the product.

Activity (*Analysis, Action*)

Show examples from magazines to demonstrate what the students will do with their magazine ads to identify products, brands, and corporate identities.

Examples:

M&Ms: The product is candy, the brand is M&Ms and the company that makes them is Mars, Inc.

Frosted Flakes: The product is cereal, the brand is Frosted Flakes and the company that makes them is Kellogg's.

Give each student two magazine ads and the brand worksheet.

Ask students to circle the picture of the product, put a box around the brand name and a check mark next to the corporate identity (company).

Ask volunteers to show their ad and tell the class their product, brand and corporate name.

Give each student a Company Organization Chart.

Discussion (*Awareness*)

Who creates the product?

- ✓ Manufacturing team

Who promotes the brand?

- ✓ Marketing and sales team

What does the corporation do?

- ✓ Finances the manufacture and promotion of the product

Replay the Fruit Loops commercial on the media DVD and ask the students to watch for the answer to Key Question #1 – Who created this message?

- ✓ Kellogg's manufacturing, marketing and sales and financing teams

Homework (*Reflection*)

When you see or hear media this week, practice asking CML's Key Question #1

Who created this message?



Center for Media Literacy
Key Questions/Core Concepts *Deconstruction*

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.



What is a Brand?

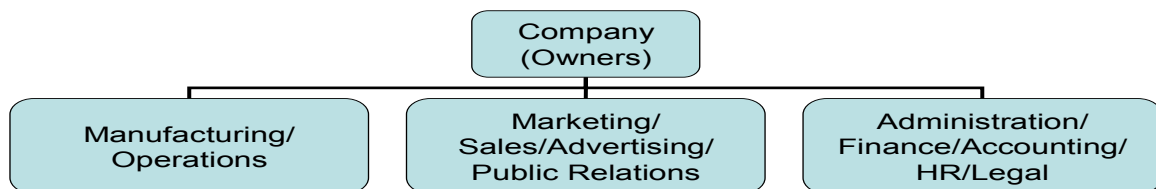
A *brand* is a collection of images and ideas representing organizations as well as products, services or individuals. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.

Examples of Brand Names:

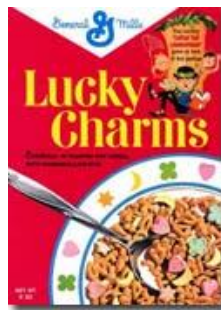
Brand names reflect how companies/organizations are organized:

<u>Product Description</u>	<u>Marketing Name</u>	<u>Company Name</u>
Breakfast cereal	Frosted Flakes	Kellogg's
Sweetened Drink Mix	Kool-Aid	Kraft Foods
Chocolate Candies	M&M's	Mars, Inc.
↑	↑	↑
<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 service	Finance and manage the company

Company Organization Chart Showing Structure/Responsibility:



Graphic Examples of Brands



Mars, Inc.

Company Organization Chart Vocabulary

Company/Owners: Those who own and finance the company and product.

Manufacturing/Operations: All of the people and steps that go into making the product.

Marketing: A team of people who design ways to introduce, promote and sell the product.

Sales: Those whose job it is to sell the product.

Advertising: The people who design, make, and place advertisements of the product.

Public Relations: The part of the company that focuses on establishing good connections with the public and interacts with the local media.

Administration: Those who handle the office and paper work for the company.

Finance: The people who are in charge of the company's money and expenses.

Accounting: The part of the company that keeps track of the money and pays the bills.

Human Resources: The department that finds, recruits, and trains job applicants. Also manages employee benefits such as medical insurance and vacation time.

Legal: The department that ensures all company acts are lawful, and deals with any legal issues that arise.

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 4: 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.

Key Word: Format

TEACHER BACKGROUND INFORMATION

Key Learnings

- A variety of techniques are used by advertisers to attract our attention.
- 10 Techniques of Persuasion

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.

Nutrition in Media

- The creative techniques in photography may be used to create images that evoke feelings.
- 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.
- 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:

- 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 in the text 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

Student:

- Five Key Questions/Five Core Concepts handout
- 10 Techniques of Persuasion handout
- Optional: A digital camera and connection to computer OR Polaroid camera and film
- Flashlight
- Optional: Computer/printer access
- My Journal (Student Book)

Teacher:

- DVD player or computer with DVD player and projector to play media clips
- Index cards. Write the name of each technique of persuasion on a card to make a set of 10 cards for each group of five students.

Discussion (Reflection)

- Last class we saw a Frosted Flakes commercial and asked Key Question #1 – Who created this message?
- Who remembers who created the message?
– Kellogg’s manufacturing, marketing and sales and financing teams with their ad agency.
- Did anyone practice asking Key Question #1 with media they saw or heard this week?
– Answers will vary
- Today we will watch another commercial and ask Key Question #2 – What techniques are used to attract my attention?
- First, let’s start with a short video clip to learn about focusing our attention.

Show Water Clip #1 on media DVD.

Discussion (*Analysis*)

•What is missing?

–Sound

•What difference does sound make?

–Sound makes the picture more interesting and gives you another lens, another sense to experience things through. Without sound, we focus only on the visual sense.

•What did you see?

–A picture of water flowing.

•Did you see the water?

–No, you did not see the water. You saw a picture someone made of the water.

•Why were these views and not other views shown in the video?

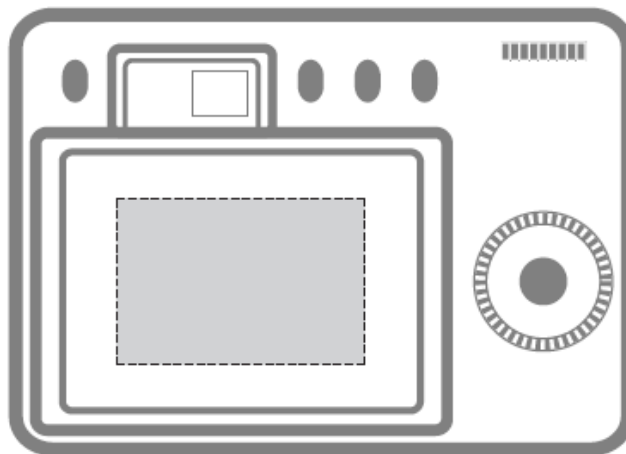
–This video was created by someone who wanted the viewer to see the water in this way.

•Just like the water video, media is created by someone who wants the audience to see each part of the message specifically.

•The person who made this video chose what to put in and what not to put in. The first decision is what to include in the picture. That is called framing.

Activity:

WHAT DOES FRAMING PICTURES LEAVE OUT?*



Cut out the center square of this illustration or simply cut a rectangle with no center to make a frame.

1. Hold the frame at arm's length then move it closer to your eye.

Describe how your view changes.

2. Walk around holding your frame about six inches from your face.

Look at people from different angles – stand on a chair, sit on the floor... What do you notice?

3. Look through a magazine or newspaper using your frame. What difference does it make when you can only see part of the page or picture?

Each time you change how much of a person or object you see by moving your frame closer or farther away from your subject, you are cropping your view of the subject. By cropping or cutting out a part of the view of the person or object, you are changing the meaning.

* From CML's *Five Key Questions That Can Change the World*

Show Water Clip #2 on media DVD.

Discussion (*Analysis*)

•Is this clip the same as the one we watched before?

–No, there is music.

•How did the music change what you saw or your feelings about the video?

–Music adds emotion. It cues us on what the producer wants us to feel.

•Is the visual picture the same?

–Yes

•What did you see the second time you watched the water that you did not see the first time?

–Answers will vary.

–We see something new every time we watch something. The more often we see something, the more it is impressed upon our memory. The more often we see a commercial, the more we will remember the message or product.

Show Water Clip #3 on media DVD.

•Is this water clip the same as the ones we watched before?

–No, there is different music.

• How did the different music change what you saw or your feelings about the water?

–Music adds emotion. It cues us on what the producer wants us to feel.

•Is the visual picture the same one we watched before?

–Yes

•What did you see the third time you watched the clip that you did not see the first or second time?

–Answers will vary.

–We see something new every time we watch something. The more often we see something, the more it is impressed upon our memory. The more often we see a commercial, the more we will remember the message or product.

•Repetition works. That's why the same commercials are shown over and over -- to get the image and music in your head so you remember the product.

Have a student read Key Question #2 – What creative techniques are used to attract my attention?

- Let's watch another commercial to answer Key Question #2.

Show Sunny D commercial on media DVD.

Discussion (*Analysis*)

- What is the story of the ad?
 - Kids get thirsty when they exercise and have fun with their friends
- What parts of the story attracted your attention?
 - The kids doing flips and tricks
 - The brightly colored orange drink doing flips and tricks
 - The music
 - The words
- What did you see?
 - A school yard with teenagers
 - A bottle of Sunny D
 - Kids having fun together
- Why were kids used in the commercial?
 - To attract kids' attention
- Why was the bottle of orange drink jumping around?
 - To attract attention
- Why was the commercial filmed in a school yard?
 - To show that Sunny D can be fun to drink with friends
- What did you hear?
 - Kids cheering
 - Music

Show ad with sound off.

- What did you see this time that you did not see when the sound was on?
 - Answers will vary

Have students close their eyes while you show the ad again.

- What did you hear this time that you did not hear when you had your eyes open?
 - Answers will vary

•Key Question #2 helps us consider the techniques used to attract our attention. What do I see and hear? What do I taste and smell? Do these techniques help me see or hear the facts about the product or do they distract me from seeing or hearing the facts or evidence about a product?

Remember: A fact is verifiable information. It can be proven to be true.

Give each student the **10 Techniques of Persuasion** handout. Ask student volunteers to read each of the techniques and what each one means.

Put students in groups of 5. Give each group the set of **10 Techniques of Persuasion** cards. Ask the students to distribute two cards to each student in the group. Have the students decide if the techniques on their cards were used in the Sunny D ad and tell the group why they think they should put their card in either the “Yes, the technique was used” stack or the “No, the technique was not used” stack. Have each group report to the class and explain why they put the techniques in their “Yes” stack. Compare reported “Yes” stacks to see if everyone agrees.

Homework (*Reflection*)

When you see or hear media messages this week, ask Key Question #2 - What techniques were used to attract my attention? Look and listen for the ten techniques that are used to persuade you.

10 TECHNIQUES OF PERSUASION

The following is a list of various strategies that advertisers use to entice us to want the product being advertised.

1. Humor Funny or crazy images.
2. Tough Macho Strong, tough, powerful – usually males. May carry weapons or be pictured in dangerous situations, e.g. Superheroes.
3. Friends Groups of people enjoying each other and doing things together. Buddies, pals and friendship.
4. Family Mother, father, children or a family. May also be intergenerational group.
5. Fun Everyone is happy – smiling and laughing. Often images of people doing fun things and having a good time.
6. Nature Outdoor settings – mountains, ocean, desert, snow, flowers, etc. May or may not have people included.
7. Sexy Emphasis on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.
8. Cartoon People or animals portrayed as drawing or animation, often humorous.
9. Celebrity Someone most people recognize – athlete, musician, politician, or movie star.
10. Wealth Expensive and elegant places and things. Big houses, new cars, jewelry, designer clothing, etc.

Lesson 5: 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.

Key Word: Audience

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is perspective?
- What is point of view?

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.
- Key term: Target Audience

Nutrition in Media

- Certain foods are targeted to kids
- Advertisers attract young audiences with toys, characters, packaging

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:

- describe different points of view (egocentric, allocentric, macrocentric).
- use the Key Question #3 and Core Concept #3 to investigate media messages and video clips.
- link media messages about food to real-life situations (school and community).
- begin to ask questions about media portrayals of food that reflect understanding of the Key Questions.



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.

Target Audience: A group of people advertisers identify to buy or use their product.

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.

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

Student

- Five Key Questions/Five Core Concepts
- Key Question #3 worksheet

- Boxes of Frosted Flakes to share between 5 students
- My Journal

Teacher

- DVD or computer with DVD projector to play media DVD

Lesson 5 How might different people understand this message differently?

Discussion (*Reflection*)

- We know how to ask Key Questions #1 (Have a student volunteer read Key Question #1.)
–Who created this message?
- We know how to ask Key Question #2 (Have a student volunteer read Key Question #2.)
–What techniques are used to attract my attention?
- We are ready for Key Question #3. (Have a student volunteer read Key Question #3.)
–How might different people understand this message differently?
- To answer Key Question #3 we need to know what we think and feel about the message and about what other people might think and feel about the message.

Activity (*Awareness, Analysis*)

Distribute Key Question #3 worksheet.

- We are going to watch another commercial and use this worksheet to write down everything we remember that we saw, heard, thought or felt about the message.

Show Frosted Flakes cereal commercial on media DVD.

On the Key Question #3 worksheet, have students list everything they see, hear, think and feel about the message.

Then have each student compare his/her paper with another student. As the students compare what they wrote, have them circle everything they have in common.

Discussion (*Reflection*)

- Did everyone see and hear the same thing?
- Did everyone think and feel the same about the message?
- When you make choices about what to buy or do, you have individual power.
- Advertisers direct their message to a particular audience they think will buy or use their product. They look for the beliefs or feelings this group might have in common and use this in their message. This is called targeting.

(Analysis)

Show Frosted Flakes cereal commercial again.

What is the story?

- The kids in the cafeteria want Frosted Flakes
- Would you have more fun in your cafeteria if you ate Frosted Flakes cereal there?
- Would you have more fun if you were part of the group of kids eating Frosted Flakes cereal?

- When you ask Key Question #3, you are thinking about how you feel, not how advertisers want you to feel about belonging to a group of people who feels the same.

Give a box of Frosted Flakes cereal to each group of five students.

- Have students open the box, taste the cereal and watch the faces of the other students in their group.
- Do they laugh and smile when they eat the cereal?
- Does the taste make them cheer?

Have the students look at the box.

- The packaging is colorful. What draws your attention to it? Look at the nutrition facts panel on the side of the box.
- The nutrition facts panel is a frame, like the frame used to focus your attention in a commercial. What does it focus your attention on?
 - What is good for you about the cereal (nutrient levels)
 - How much do you need to eat (the serving size) to get the amount of nutrients listed
- What other information is on the food package?
 - Ingredient list
- What information from the nutrition facts panel and ingredient list would you use to decide if you would choose to eat this food?

Homework (*Reflection*)

When you choose foods to eat this week, ask Key Question #3 – How might different people understand this message differently? to help you think about why you are making the choice to eat the food. Are you making the choice because you like the packaging or because you want to be like the kids in the ad?

Are you thinking for yourself or thinking like the advertisers and marketing people want you to think?

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

What did you **see**?



What did you **hear**?



What did you **think** about the message?



How did the message make you **feel**?



Lesson 6: Introducing Tools for Media Literacy

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

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

Key Word: Content

TEACHER BACKGROUND INFORMATION

Key Learnings

Students will know:

- Why certain information is included in the message or ad
- How nutritional value may be implied when it is not actually present
- Media images show different lifestyles & values

Media Literacy

Students will be able to:

- Use Key Question #4
- Identify Point of View

Nutrition in Media

- How nutritional value may be implied when it is not actually present

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:

- focus on what is included in ads
- understand how the story told in the ad reflects values, lifestyles and points of view that are targeted to an audience
- apply Key Question #4 and Core Concept #4 to investigate ads, by observing what is included

- construct their own point of view about values, lifestyles and points of view that food advertising represents

Materials

Students

- Five Key Questions handout from folders
- Magazines for each group of three students
- Sticky notes

Teacher

- TV/DVD or computer with DVD player and projector to play media DVD
- Magazines for targeted audiences. Suggestions: Women's Day, Sports Illustrated, Time, Runners World, Nickelodeon.
- Or, access to Glogster, www.glogster.com

Lesson 6 What Lifestyles and Points of View are Represented?

Discussion (*Reflection, Analysis*)

Your homework was to look at the foods you chose to eat and to ask Key Question #3 – How might different people understand this message differently? to help you think about why you are making the choice to eat the food.

- What choices did you make because you liked the packaging?
- Did you think for yourself or were you influenced by advertising or packaging in making your food choices?

Have a student volunteer read Key Question #4 – What lifestyles, values and points of view are represented in, or omitted from, this message?

- Let's watch another commercial to ask and answer Key Question #4.

Show Chuck E. Cheese commercial on media DVD.

- What are the kids doing at the beginning of the commercial?
 - Sitting on the sofa inside the house.
- What happens next?
 - The Chuck E. Cheese character turns the house into a game room.
 - They play video games and ski-ball.

- What kind of lifestyle does the ad show?
 - A comfortable home
 - Someone has a pet fish
 - The house has a TV with multiple rooms and windows
 - The kids were able to go to Chuck E. Cheese
 - They played a lot of games

- Why do they show the kids doing what they are doing?
 - The advertiser wants to show that it is fun to play and go to Chuck E. Cheese

Activity (*Reflection, Action*)

Is this You?

Give students an opportunity to create digital posters in Glogster or distribute a different type of magazine to each group of students to create a collage of how food is depicted in our society.

- A magazine's advertising is targeted to a specific type of person. Who would advertising in a magazine like Woman's Day be targeted to?
 - Women
- Who would advertising in a magazine like Sports Illustrated be targeted to?
 - Athletes
- Who would advertising in a magazine like Time be targeted to?

–Both men and women

Ask students to find food and drink ads in their magazines for use in their collages. This activity will be continued with the next lesson.

Discussion (*Analysis*)

•What values and lifestyles do you see most often represented in the ads?

–Answers will vary

Homework (*Reflection*)

When you see and hear media messages this week, ask Key Question #4 – What lifestyles, values and points of view are represented in this message?

Lesson 7: Introducing Tools for Media Literacy

Key Question #4b: What values, lifestyles and points of view are *omitted* from this message?

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

Key Word: Content

TEACHER BACKGROUND INFORMATION

Key Learnings:

Students will know:

- Why certain information is not included in the message or ad
- How nutritional value may be implied when it is not actually present
- Media images show different lifestyles & values

Media Literacy:

Students will be able to:

- Use Key Question #4
- Identify Point of View

Nutrition in Media:

- How nutritional value may be implied when it is not actually present

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:

- focus on what is omitted in ads
- understand how the story told in the ad reflects values, lifestyles and points of view that are targeted to an audience and that other information and audiences are left out and not represented
- apply Key Question #4 and Core Concept #4 to investigate ads, by observing what is included AND what is omitted
- construct their own point of view about values, lifestyles and points of view that food advertising represents and recognize that much more information is left out

Materials

Students

- Five Key Questions handout from folders
- Magazines for each group of three students
- Sticky notes

Teacher

- TV/DVD or computer with DVD player and projector to play media DVD

- Magazines for targeted audiences. Suggestions: Women's Day, Sports Illustrated, Time, Runners World, Nickelodeon.
- Or, access to Glogster www.glogster.com

Lesson 7 What Lifestyles and Points of View are Omitted?

Discussion (*Awareness*)

Have a student volunteer read Key Question #4 – What lifestyles, values and points of view are represented in, or omitted from, this message? Today, we are looking at what has been omitted, or left out of the messages. When the author of a message decides to include, or not include certain information he is making a choice that affects the message being sent to others.

- Let's watch the commercial again to ask and answer Key Question #4, what has been omitted?

Show Chuck E. Cheese commercial on media DVD

- What are the kids doing at the beginning of the commercial?

- Sitting on the sofa inside the house.

- What happens next?

- The Chuck E. Cheese character turns the house into a game room.

- They play video games and ski-ball.

- Last lesson we talked about the lifestyle the ad *does* show. What does the ad *not* show?

- kids who live in smaller houses or apartments

- kids who cannot afford Chuck E. Cheese

- kids who play outside

- What values and points of view are omitted from this message?

- Physical activity. Kids need to be active for at least 60 minutes a day.

- No parents are shown.

- No older or younger children are shown.

- No children with disabilities are represented

Activity (*Action, Reflection*)

Is this You?

Give students an opportunity to create posters in Glogster, or distribute a different type of magazine to each group of students to continue creating a collage showing how food is depicted in our society.

- A magazine's advertising is targeted to a specific type of person. Who would advertising in a magazine like Woman's Day be targeted to?

- Women

- Who would advertising in a magazine like Sports Illustrated be targeted to?

- Men, boys, athletes

- Who would advertising in a magazine like Time be targeted to?

–Both men and women

Ask students to find food and drink ads in their magazines to cut out for use in their collages.

Discussion (*Analysis*)

•What values and lifestyles are **not** represented in the ads?

–Answers will vary

Homework (*Reflection*)

When you see and hear media messages this week, ask Key Question #4 –
What lifestyles, values and points of view are represented in, or omitted from, this message?

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 power and/or profit.

Key Word: Purpose

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?

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.

Nutrition in Media

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

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.

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:

- see how profit and power relate to target markets with specific lifestyles, values and points of view.
- learn the 4 purposes of communication — to inform, persuade, entertain, involve

- see that food choices affect their physical and mental health
- Use Key Question #5
- Identify brands in their daily lives



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.

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.

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

Materials

Students

- Five Key Questions/Five Core Concepts
- What is a Brand?

- What is in an Ad?
- My Journal (Student Book)

Teacher

- TV/DVD or computer with DVD player and projector to play media DVD
- 8-1/2" x 11" paper with a version of *Who brings you this program?* printed on each one.

Lesson 8 Why is this message being sent?

Discussion (*Reflection*)

Review the Media Triangle and remind students of their relationship to media. Review the meaning of text, production, audience.

Activity (*Awareness*)

Write on the board or show a printed page with “The Program is brought to you by the sponsor.”

–When do you usually hear or see this message?

–At the beginning of a program

–At the end of a program

–At a commercial break

•Does the sentence describe the relationship between you and the media?

•Rearranging the words more accurately reflects your relationship with media.

Show “You are brought to the sponsor by the program.”

Whose eyeballs are being sold? Who is the commodity? How important is each person in the relationship? Who has the power in this relationship? What does that power mean?

How does this sentence relate to the Media Triangle? Who has the power in the relationship? Who has the choices?

Discussion (*Analysis*)

•Who pays for television programs?

–Not companies who advertise their products during the programs.

–Consumers who buy the products, pay for the products, the advertising and all the television programs on which the products are advertised.

•Why are there commercials on TV?

–To sell the product and /or services advertised on the commercial

–Commercials are targeted. Programs are targeted. They work together to sell to targeted audiences.

•Why are programs on TV?

–To attract audiences who will see the advertising.

•Who is the audience that most often watches programming on Saturday morning?

–Kids

•What type of products do you think would be advertised?

–Cereal

–Candy

–Sweetened drinks

–Toys

- What type of products do you think would be advertised during a basketball game?
 - Sports drinks
 - Sports bars
 - Sports shoes
- What type of products do you think would be advertised during a daytime soap opera?
 - Soap
 - Laundry detergent
 - Beauty products
- What types of products do you think would be advertised during a cooking show?
 - Food
 - Cooking utensils/equipment

- Why are different products sold during different shows?
 - Advertisers choose the type of programming during which they want their ads shown so they can get their message to specific kinds of people who are likely to buy (or want to buy) the product being advertised. When advertisers choose specific kinds of people for their messages, they are choosing target audiences for their messages.
- When you ask the last Key Question, Key Question #5, you use your power to choose.

Have a volunteer read Key Question #5 – Why was this message sent?

- Key Question #5 asks, Was the message sent to **tell** me something? Was the message sent to **sell** me something?
 - You decide to say yes, say no or do nothing.
 - The greatest consequences for the producer come if you say no or do nothing.
 - You exercise the most power when you choose to say no or do nothing, if you do not respond to the call for action.
 - If you buy something, the producer succeeds in making money.
 - If you believe something, the producer used his power to convince you to think about something his way.
 - You learn something from every message you receive. You can decide if the message will benefit you, will harm you or will not have any impact on you. You have the power to decide to buy a product or buy an idea or way of thinking.

•In the next few weeks, you will use what you have learned about the Five Key Questions to create your own media message.

Give each student the worksheet *What's in an Ad?*

- What is the same about every ad?
 - Profit/Power Motive
- What is different?
 - Purposes of communication

- To persuade
- To inform
- To entertain
- To involve

Give examples of forms.

- A TV or magazine advertisement using emotional appeal to persuade kids to buy and eat a banana.
- An informative TV or magazine ad about the nutritional value of bananas or how to choose a ripe banana
- An animated TV ad to entertain using humor or theatrics about a banana that doesn't get picked by shoppers in the grocery store and, as it is left in the store, changes from a green color to a brown spotted color.
- A website to involve you with a questionnaire to get you signed up for a coupon for a free banana.

- What is the common structure of every ad?
--Problem, Solution, Call for Action

Activity (*Awareness, Analysis, Reflection*)

Students identify the problem, solution and call for action and list the form(s) of communication used in the ad.

Show Chef Boyardee commercial on media DVD.

Discussion

- What is the problem?
--The mother will not buy the daughter Chef Boyardee.
- What is the solution?
--The can of Chef Boyardee follows the mother and daughter home.
- What is the call for action?
--Buy Chef Boyardee and make the girl happy.
- What purposes of communication were used in the ad?
--To persuade
--To entertain

Show Lunchables commercial on media DVD.

Discussion

- What is the problem?
--The boy forgot his lunch and is hungry
- What is the solution?
--His mother races across town to bring him food
- What is the call for action?
--Take Lunchables to school for lunch.

•What purposes of communication were used in the ad?

–To persuade

–To entertain

The Empowerment Spiral

- 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 about nutrition and food advertising?
 - ✓ **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 food advertising 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?

What's in an Ad?

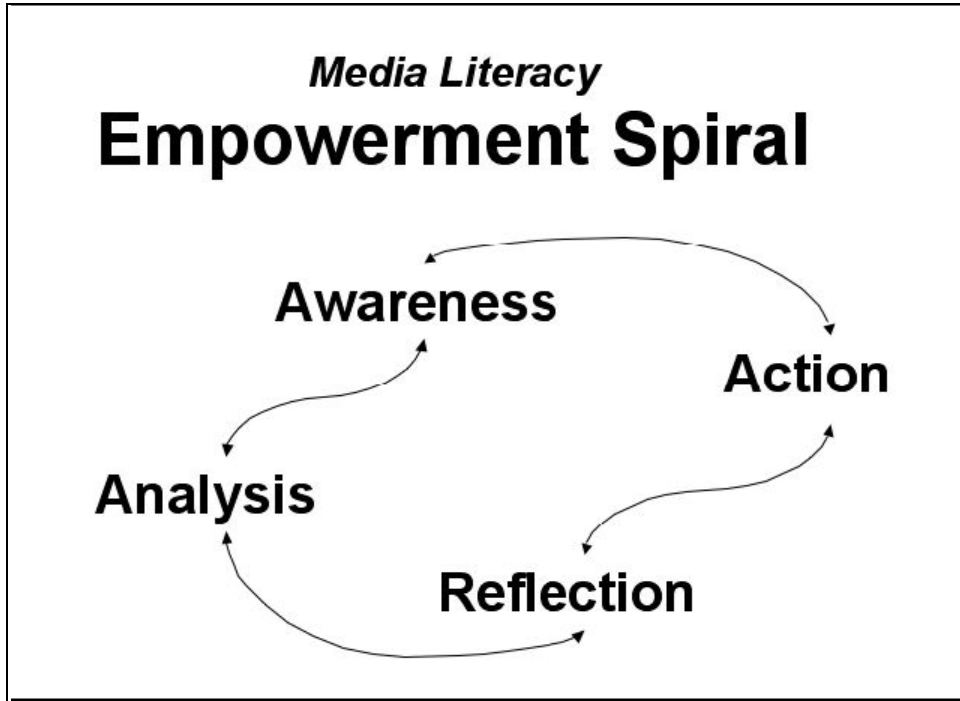
1. Motive	Always the same	Profit and/or Power (Key Question #5)
2. Form of Communication	Can be different	Persuade Inform Entertain Involve
3. Structure	Always the same	Problem Solution Call for Action

Problem: _____

Solution: _____

Call to Action: _____

Empowerment Spiral



Analysis _____

Awareness _____

Reflection _____

Action _____

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).

Nutrition in Media

- Media affects food choices
- The audience determines the success of food advertisements

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
- better understand the role of sound in media (Key Question #2)
- conduct a close analysis of a media text



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.

Materials

Student

- Five Key Questions/Five Core Concepts
- Close Analysis: Video Viewing / Part 1
- Close Analysis: Part 2
- KWL Chart (revisit Lesson 1)
- Close Analysis worksheet
- My Journal (Student Book)

Teacher

- DVD player and media clip for Close Analysis

Lesson 9 Practice, Practice, Practice

(Analysis)

1. Lesson Introduction: Explain to students that they are going to watch a Dr Pepper commercial up to **seven times** during this class so that they can analyze the clip 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 Dr Pepper commercial available on the media DVD or go to

<http://www.youtube.com/watch?v=Gb5hPIEkwgc> :

- **First Viewing:** 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 fact vs. opinion and 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 see 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 emotion?** (Sound heightens anxiety, anticipation, joy and fear).

- **Fourth Viewing: Watch the complete video again.** Ask students to note the number of food depictions they detect in the clip. When the video is over, ask students:

✓ **What did you notice?**

- Now that students have seen the video several times, ask them what they think the story line is; what is happening?

(Reflection)

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)

4. Fifth Viewing: Watch the complete video again: Students work independently as they watch the commercial, 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 clip at least twice (**sixth and seventh viewing**) so that students gather the notes/evidence they need to respond to the assessment prompt.*

(Analysis)

5. Discussion:

- Ask students to identify the Brand name associated with the clip.
- Then, in pairs, ask students to review their understanding of the commercial 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).

(Awareness/Analysis)

6. Dig Deeper! Teacher provides background handouts on the company that makes Dr Pepper. Ask students to read the hand-outs then lead a brief discussion.

- What is the product being sold?
- Where is it produced? And by whom?
- How much money does this company spend on advertising per year?

- We watched a TV commercial - can you name other avenues of advertising that this company uses to reach customers?
- Is Dr Pepper a popular drink? Why does the company think customers like it?
- What types of Persuasion were used in the commercial?

(Reflection)

HOMEWORK

Students select a media program to engage with: television, radio, music recording, video game, web site. Practice doing their own analysis of the program using the Five Key Questions of Media Literacy.



Center for Media Literacy Key Questions/Core Concepts *Deconstruction*

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.



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 times food is depicted)	How many times did you see the food actually depicted in the ad?

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.	

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.	

DR PEPPER SNAPPLE GROUP, INC. CORPORATE INFORMATION

DR PEPPER IS THE OLDEST MAJOR SOFT DRINK IN AMERICA.

Originally made in Morrison's Old Corner Drug Store in Waco, Texas, the drink's unique flavor was a hit when it was first sold in 1885. Wade Morrison, the drug store owner, named it 'Dr. Pepper' after Dr. Charles Pepper, a Virginia doctor who was a father of a girl Morrison was once in love with. (The period after Dr was dropped in the 1950s.)

Dr Pepper was introduced to millions of visitors at the 1904 St. Louis World's Fair, where it was an instant success. Other major food products introduced at the exposition included the ice cream cone, hot dog rolls and hamburger buns.

Following this debut, Dr Pepper grew to be one of America's biggest refreshment treats.

Still one of the world's favorite soft drinks, Dr Pepper has always remained original, showing its appreciation and commitment to diversity by sponsoring multicultural programs.

In 2008, Dr Pepper Snapple Group, Inc., the parent company of Dr Pepper and Dr Pepper/Seven Up, Inc., was established following the spinoff of Cadbury Schweppes Americas Beverages (CSAB) from Cadbury Schweppes plc. It remains one of North America's leading refreshment beverage companies, manufacturing, bottling and distributing more than 50 brands of carbonated soft drinks, juices, teas, mixers,

As posted on www.drpepper.com

***Bold type** is a CML addition to help educators locate key information for this lesson.*

Dr Pepper Snapple, bucking trend, ups advertising

By Paul Thomasch
NEW YORK | Thu Apr 16, 2009 3:50pm EDT

(Reuters) - Dr Pepper Snapple Group Inc (DPS.N) is risking a different approach to the recession than other major advertisers: the soft drink maker is boosting its marketing budget, saying that's what worked best in the last big downturn.

Spending this year on everything from **TV spots to print advertisements and more experimental Web campaigns** will rise by up to 5 percent, the company's head of marketing, Jim Trebilcock, said in an interview. **The company says its total marketing budget is about \$300 million to \$400 million.**

The decision to spend more makes Dr Pepper Snapple an exception in a year when forecasters see overall U.S. advertising spending dropping by 8 to 10 percent, the steepest decline in more than two decades.

Company executives said they decided on the strategy after research firm Nielsen produced a study for them that detailed ad spending patterns during the early 1980s, the last prolonged advertising downturn.

"We wanted to find out what were the brands that were successful in '83 and '84, coming out of the recession?" said Trebilcock. "What did they do differently than others during the middle of the recession? Uniformly, the thing that came back is they didn't retrench. They reinvested."

The upshot is "dollars this year from a marketing standpoint are actually increasing," he said. "We believe that if we invest now, then when we come out of this thing in a year or two we'll be in a much stronger position."

This year, Dr Pepper Snapple will divide its creative advertising duties chiefly among three agencies. Interpublic Group's (IPG.N) Deutsch L.A. will handle Dr Pepper, Diet Dr Pepper and Snapple; WPP Group's (WPP.L) Y&R San Francisco is responsible for 7UP, Sunkist and A&W; and Laird & Partners will work on the Mott's brand.

As part of the marketing push, Dr Pepper Snapple is running new advertising for A&W, Canada Dry and Mott's -- brands that were long excluded from fresh ad campaigns.

In addition, Dr Pepper Snapple, the third-largest soft-drink maker in the United States behind Coca-Cola Co (KO.N) and PepsiCo Inc (PEP.N), is investing more in the ongoing make-over of its Snapple brand.

Following its spinoff from Cadbury Plc CBRY.L nearly a year ago, Dr Pepper Snapple has set its sights on reversing slumping sales of Snapple.

Now, in trumpeting the drink's health benefits, the Snapple tea label stresses that it's "all natural" and is brewed from green and black tea leaves. It has begun producing the tea with sugar rather than high fructose corn syrup.

The company also tweaked the formula of A&W, and is marketing the soft drink with a campaign that emphasizes it is made with "real aged vanilla," said Trebilcock. "We wanted to communicate it almost like a craft beer," he said.

For all its brands, Trebilcock said, the company wants to remind consumers that the drinks are relatively inexpensive even when household budgets are tight, but plans to avoid "overtly hitting people over the head" with money-saving messages.

"What we believe is that consumers will recognize the relative value," he said. "It's about reminding consumers why they love the fun flavors and great taste of our products. In an environment where coffee is five bucks a shot, here's Dr. Pepper at 33 cents a can or Snapple at \$1.50."

As for the marketing mix, Trebilcock said it varies by brand but generally about 70 percent of ad spending occurs on TV, radio, and billboards, with another 20 percent spent online and the remaining 10 percent used for a variety of other promotions.

Within TV, Dr Pepper Snapple Group has experimented with more product placement, pushing back against consumers zipping through traditional TV commercials with digital video recorders. Recently, products have turned up on "Top Chef" and the "The Colbert Report."

"You have to be very selective in getting the right brand with the right integration," Trebilcock cautioned. "It can be very gratuitous. We've even asked the folks in some cases to dial back in what they were doing for us."

(Reporting by Paul Thomasch; Editing by Gary Hill)

Lesson 10: Activate, Disseminate, Participate!

TEACHER BACKGROUND INFORMATION

Key Learnings

- What is my “media diet” and what does that mean to me?
- 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 nutrition?
- How will I inform others of the effects of media on food choices?

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.

Nutrition in Media

- With the amount of media we use every day in our lives, and the number of food commercials that are part of media construction, we are bound to be affected by 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 media on their lives.

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.

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:

- 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 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) to help others make healthy food choices.



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

Students

- Five Key Questions/Five Core Concepts
- Empowerment Spiral
- Q/TIPS
- PSA Creative Concept Worksheet
- Storyboard for PSA

Teacher

- Media DVD: Example of Public Service Announcement (PSA)

Lesson 10 Activate, Disseminate, Participate

(Reflection)

1. 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:

- The food in advertisements can influence our choices
- We can use the Five Key Questions as tools to help us understand and analyze media. Again, what are these Five Key Questions?
- Nutrition 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?

(violence, body image, drugs and medicines, etc.)

(Awareness/Analysis/Reflection)

2. 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 nutrition 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)

3. Explain the differences between a Public Service Announcement and a commercial ad. A Public Service Announcement (PSA) is a non-commercial message addressing a public health or safety issue typically placed in media outlets at no cost to the advertisers.

Show students the Healthy Kids PSA example from the media DVD or find it at this address <http://www.youtube.com/watch?v=D2LvrhgAPWU>.

- **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 problems associated with food advertising.

4. Introduce the Q/TIPS chart and post for student reference as they work on their projects. Briefly discuss the Production aspect of media literacy. When talking about PSAs, consider Key Question #5 and the purpose of the message. *Why is the message being sent?*

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

- ✓ Students discuss the effects of food advertising. What kinds of problems might it cause for families or individuals or society?
- ✓ Using the PSA Creative Concept Worksheet from the Student Book have students write a one-sentence brief message that will be the “solution” to the problem they are addressing. For example, in addressing the issue of “obesity” the message might be “Learn to cook instead of eating fast foods.”
- ✓ 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 with their PSA and in illustrating their one-sentence message. For example, to illustrate “Learn to cook instead of eating fast foods,” students might write the following story:
Johnny loved going to fast food restaurants because he liked the French fries and toys but he didn't feel good after he ate, and he gained weight. His doctor said he needed to eat better. When his mom taught him to cook, he had lots of fun making healthy foods for the whole family. Learn to cook, it's good and good for you!

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



CML's FIVE KEY QUESTIONS AND CORE CONCEPTS (Q/TIPS) FOR CONSUMERS AND PRODUCERS

Media Deconstruction/Construction Framework

#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring ?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format , creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience ?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content ?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?



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



PSA CREATIVE CONCEPT WORKSHEET

1. What is your message? Write a one-sentence solution to one of the negative effects of food advertising that you have identified in class:

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 combat obesity: *Johnny loved going to fast food restaurants because he liked the French fries and toys but he didn't feel good after he ate, and he gained weight. His doctor said he needed to eat a healthier diet. When his mom taught him to cook, he had lots of fun making healthy foods for the whole family. Learn to cook – it's good for you!*)

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:

Nutrition Pre-Post Test

This test is to assess your knowledge of nutrition and media literacy.
Circle the best answer for each question.

1. The main goal of an advertisement or commercial is to....
 - a. Entertain
 - b. Sell
 - c. Teach
 - d. Make you laugh

2. To keep my body healthy, eating in a healthy way is important and so is...
 - a. Watching TV
 - b. Reading cookbooks
 - c. Physical activity
 - d. Taking a shower every day

3. Photographs always show people and things just the way they are in real life:
 - a. True
 - b. False

4. How many servings of fruits and vegetables should you eat each day to be healthy?
 - a. 0
 - b. 1-2
 - c. 3-4
 - d. 5 or more

5. The newspaper, TV and radio news tell us...
 - a. Only the truth
 - b. Only lies
 - c. Only some of the information
 - d. Everything we need to know

6. "Good eating habits" means...
 - a. Eating everything I can
 - b. Eating anything I want
 - c. Eating a balance of different foods
 - d. Eating everything on my plate

7. Food ads look fun, with bright colors and music, because...
 - a. The food is fun to eat
 - b. Parents like the ads
 - c. Fun ads get my attention
 - d. Watching food ads will make you a fun person

8. It is important to ask questions about what advertising tells us because...
 - a. Advertising makes us do things
 - b. Advertising is bad
 - c. Asking questions helps us make better choices
 - d. The teacher told me

9. Which is the best question to ask after seeing a commercial message that advertises candy or snack food?
 - a. Where can I buy this candy as soon as possible?
 - b. When will I be able to eat this candy?
 - c. Why was this message sent?

10. The Nutrition Facts label on a package tells me:
 - a. How much I should eat
 - b. Why I should buy that food
 - c. The amount of calories in a serving
 - d. Nothing that young people need to know

11. Everyone my age likes the same candy ads that I like:
 - a. True
 - b. False

12. How important is it to eat whatever my friends eat?
 - a. Not important
 - b. A little important
 - c. Very important
 - d. The most important thing

13. I feel that I can help my friends live healthier lives:
 - a. True
 - b. False

14. What item is considered a “serving” of fruit?
 - a. Fruit snacks, like fruit-flavored candy
 - b. An apple
 - c. Fruit-flavored drinks
 - d. All of the above

15. Television programs might seem to be free but who ultimately pays for them?
 - a. Consumers
 - b. TV networks
 - c. Advertisers

16. 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

Nutrition Pre-Post Test Answer Key

1. B. Sell (Key Question #5)
2. C. Physical Activity
3. B. False (Key Question #1)
4. D. 5 or more
5. C. Only some of the information (Key Question #4)
6. C. Eating a balance of different foods
7. C. Fun ads get my attention (Key Question #2)
8. C. Asking questions helps us make better choices (Process of Inquiry)
9. C. Why was this message sent (Key Question #5)
10. C. The amount of calories in a serving
11. B. False (Key Question #3)
12. A. Not important (Self-Direction/Responsibility)
13. A. True (Social Responsibility)
14. B. An apple
15. A. Consumers (Key Question #5)
16. B. Find the bias that always exists (Key Question #4)

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