media education

MAKE IT HAPPEN!

Workshop Guide

Canadian Association of Media Education Organizations

Canadian Teachers' Federation / Fédération canadienne des enseignantes et des enseignants

[aml] Association for Media Literacy

Media Awareness Network / Réseau éducation médias

Table of Contents

Preparation

Recommended Background Reading 3
Additional Preparation 3

The Workshop

Pre-Presentation Discussion 4
The Slide Presentation 4
Presentation Activities 4
Post-Presentation Activities 6
Tips for Facilitators 7

Handouts 9

Media Education: Make It Happen! Webography
Canadian Students' Top 50 Web Sites
The ABC's of Brands
Media Studies Triangle
Deconstructing *The Apprentice*
Ten Good Reasons for Teaching Media Education
How to Get Involved and Learn More
Creating Media Savvy Students: Media Awareness Network resources for educators and teacher-librarians

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Media Education: Make It Happen!
Workshop Guide

The Media Awareness Network (MNet) has created this guide to support the *Media Education: Make It Happen!* PowerPoint slide presentation. The guide includes tips for the workshop presenter, links to essential background reading online, pre-and post-presentation activities and supporting handouts.

Preparation

Recommended Background Reading

- *Tips for Facilitators* (page 7 of this guide).
- On the Media Awareness Network Web site:
  - *Media Literacy: What is it? Why teach it?* for a complete overview of media literacy and media education. http://www.media-awareness.ca/english/teachers/media_literacy/index.cfm
  - *Media Education in Canada* for an overview of the status of media education in Canada. http://www.media-awareness.ca/english/teachers/media_education/index.cfm

Additional Preparation

We recommend that you visit the sites listed in the *Media Education: Make It Happen!* Webography handout. This will increase your depth of knowledge of the information in the presentation.

Print and photocopy the supporting handouts for this workshop, found at the end of this guide.

- *Media Education: Make It Happen!* Webography
- Canadian Students' Top 50 Web Sites
- *The ABC's of Brands
- *Media Studies Triangle
- *Deconstructing *The Apprentice*
- Ten Good Reasons for Teaching Media Education
- How to Get Involved and Learn More
- Creating Media Savvy Students: Media Awareness Network resources for educators and teacher-librarians

* *These handouts must be distributed to participants before the presentation. Distribution of the other handouts is optional.*

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The Workshop

Pre-Presentation Discussion (5 - 10 minutes)

Having a short discussion with participants before the presentation will help the facilitator understand why people have come to the workshop, what concerns they have and what they hope to learn by being there.

Ask participants:

- What challenges do they face in integrating media education in the classroom?
- What important trends do they see in their students' media and digital technology use?
- What are the main media issues that they would like to address in the classroom?

The Slide Presentation

The *Media Education: Make It Happen!* presentation contains 65 slides, accompanied by speaking notes. **These notes do not have to be read verbatim; they are intended as a guide for the presenter.** It takes approximately 45 minutes to present the material.

Explain to workshop participants that you will be covering a lot of material in the presentation. If time is tight, request that they save their questions until the end. If time permits, participants should feel free to stop you at any time to ask questions or share anecdotes. The active involvement of workshop participants will make the experience more valuable for everyone.

Remember to distribute photocopies of the three required handouts: *The ABC's of Brands, Media Studies Triangle* and *Deconstructing The Apprentice*, and any others you intend to use, prior to your presentation.

Presentation Activities

The ABC's of Brands (Slide 4)

The ABC's of Brands is a warm-up activity that helps participants understand the pervasiveness of media messages in our culture by showing how easily we recognize brand logos. Begin by distributing the handout *The ABC's of Brands,* in which the alphabet has been created from parts of well-known brand logos. Ask participants to write the name of the brand in the corresponding line.

Give participants three to five minutes to complete. Go through the answers as a group. Gauge the average score for the group. Next, ask for a show of hands of how many people can identify their official provincial or territorial flower, bird and tree.

This activity is a great illustration of the power of marketing messages. We tend to retain brand information over more important forms of information. Ask participants why they think this is.

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Answers to *The ABC's of Brands* activity:

a - Adidas, **b** – Bell, **c** – CTV, **d** – Dairy Queen, **e** – Home Depot, **f** – Ford, **g** – General Mills, **h** – Tim Hortons, **i** – IBM, **j** – Toronto Blue Jays, **k** – Kellogg's, **l** – Loblaws, **m** – Molson, **n** – National Film Board, **o** – Oster, **p** – Petro-Canada, **q** – Q-tip, **r** – Rogers, **s** – Scotiabank, **t** – Telus, **u** – U-Haul, **v** – Volvo, **w** – Warner Bros., **x** – Xbox, **y** – Yahoo!, **z** – Zellers

Provincial and Territorial Symbols

Province or Territory	Flower	Bird	Tree
Alberta	Wild Rose	Great Horned Owl	Lodgepole Pine
British Columbia	Pacific Dogwood	Steller's Jay	Western Redcedar
Manitoba	Prairie Crocus	Great Grey Owl	White Spruce
Newfoundland and Labrador	Purple Pitcher Plant	Atlantic Puffin	Black Spruce
New Brunswick	Purple Violet	Black-capped Chickadee	Balsam Fir
Northwest Territories	Mountain Avens	Gyr Falcon	Tamarack
Nova Scotia	Mayflower	Osprey	Red Spruce
Nunavut	Purple Saxifrage	Rock Ptarmigan	*No territorial tree*
Ontario	White Trillium	Common Loon	Eastern White Pine
Prince Edward Island	Pink Lady's Slipper	Blue Jay	Red Oak
Quebec	Blue Flag Iris	Snowy Owl	Yellow Birch
Saskatchewan	Western Red Lily	Sharp-tailed Grouse	Paper Birch
Yukon	Fireweed	Common Raven	Subalpine Fir

Deconstructing The Apprentice (Slide 31 in the PowerPoint presentation)

Deconstructing The Apprentice is an optional activity where participants use a media education framework—the media studies triangle—to deconstruct the popular television program *The Apprentice*.

Before the presentation, read through the *Media Studies Triangle* and the *Deconstructing The Apprentice* handouts. Distribute both handouts before you begin the presentation. If you have time, you can go through both the *Media Studies Triangle* and *Deconstructing The Apprentice* handouts and corresponding slides during the presentation. If you have limited time, present the *Media Studies Triangle* slide and handout only and direct participants to take the *Deconstructing The Apprentice* handout home to read.

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Post-Presentation Activities

Guided Discussion

Ask participants:

- For those who have introduced media studies to their class, ask; what strategies did they use, what were the challenges and the successes they experienced?
- Brainstorm some possible benchmarks for teacher success when delivering media studies in the classroom. For example:
  - Balanced presentation: Have students been presented with a balanced representation of the issues discussed? Do they consider that there may be multiple interpretations and viewpoints?
  - Student empowerment through critical thinking: Are students gaining the skills to deconstruct messages or are they merely trying to reiterate what they think the teacher wants to hear?
  - Media Creation: In addition to deconstruction, do students have the opportunity to create media?

It's important that teachers use proper evaluative frameworks for student assessment when integrating media education into the classroom. For information on how to conduct proper assessments, visit the *Media Literacy: Evaluation and Assessment* section of the Media Awareness Network Web site: http://www.media-awareness.ca/english/teachers/media_literacy/assess_media.cfm)

Activities with a Computer

- If you have access to Internet-connected computers, break participants into groups to apply the media studies triangle to one of the Web sites referred to in the *Canadian Students' Top 50 Web Sites* handout.
- Explore the Media Awareness Network's *Lesson Library* with the participants. The *Lesson Library* features more than 200 free, classroom-ready lessons and activities, searchable by grade or topic and linked to provincial and territorial outcomes/expectations. Refer to the handout *Creating Media-Savvy Students: Media Awareness Network resources for educators and teacher-librarians* for a list of lesson topics.

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Tips for Facilitators

Speaking to an audience can be challenging, even for experienced speakers, so here are some general tips and suggestions for giving presentations and workshops. Every presentation (and audience) is different, but if you keep these principles in mind, you'll be able to present your workshop in a confident and relaxed manner.

Before the Workshop

1. Be Prepared

- You can't prepare too much for a presentation. The more comfortable and familiar you are with the material, the more effective you will be as a workshop leader. Before your workshop, read all the background materials supplied and review the PowerPoint speaking notes several times. Ideally, you want to internalize this information so that it becomes second nature to you.
- As you go through the presentation, envision how you will present it to your audience. Imagine any questions that might arise, and prepare your response to them. Talk with friends and colleagues. Examples or anecdotes are powerful speaking tools, and can be used to illustrate points you make in the presentation.
- Occasionally, the time allotted for a workshop may be suddenly shortened. Decide what slides you will omit from your presentation if this happens.

2. Take Charge of Workshop Arrangements

- Be specific about equipment requests: LCD projector, screen equipment table, extension cords, and microphone, if necessary. (You will probably bring your own laptop.)
- Confirm all arrangements.
- Make sure you know how to operate the equipment, or have a "techie" on hand at all times.
- Set up well in advance, as things can go wrong – especially when technology enters into the equation! Arrive a half-hour before the presentation – or even better, check out the room and try out the equipment the day before. If you have access to a CD burner, bring along a copy of your PowerPoint on CD-ROM. That way, if something goes wrong with your computer, you can quickly transfer the presentation to another computer.

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Making Your Presentation

Nervousness is Natural

The people attending your session are there because they want to know more about media education. You don't have to have all the answers, and the PowerPoint presentation contains lots of valuable information. Set the tone right at the start. Smile and make eye contact with your audience. Make a light-hearted comment to set a relaxed tone. And make the point that when it comes to digital technology, everyone is on a steep learning curve.

Effective Public Speaking

The best way to develop public speaking skills is to think of successful presentations that you have attended, and note what the presenter did to make them successful. Take some of these techniques and build them into your own presentation.

- Imagine success – create a mental picture of yourself giving a successful presentation.
- Be positive and natural – use a conversational tone when speaking to your audience. Vary your speed, pitch, and intensity when speaking, just as you would when talking to a friend. Don't try to be "the expert," just be yourself.
- Use humour – often a few lighthearted comments can put both you and your audience at ease.
- Speak clearly – stop and explain terms that may be unfamiliar to your audience. Anecdotes, examples, and analogies can be very helpful to clarify points.
- Involve workshop participants – use the pre-workshop activities to break the ice with your audience.
- If time permits, pause frequently during your presentation to allow your listeners to ask questions.

Handling Questions

Audience participation is an important component of the workshop. Questions from workshop participants can be handled in two ways:

- If time permits, you can encourage your audience to pose questions during the presentation. This is an effective way to ensure that participants understand the main points of your presentation, and to keep them involved. However, these interruptions can interfere with the flow of your presentation.
- A second option is to open the floor to questions after the presentation. Before you begin, tell your audience that you will answer any questions later. Encourage them to write down any questions that arise while you are speaking.

Sometimes, questions may be asked that you don't have the answers to. Should this happen, don't hesitate to toss the question back to audience members. Questions that can't be answered can be referred to the Media Awareness Network by e-mail at: <info@media-awareness.ca>.

(These tips have been adapted, with permission, from PDOnline, TVOntario.)

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Handouts

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Media Education: Make It Happen! Webography

Web Sites Referenced in Presentation

National Media Education Week
http://www.mediaeducationweek.ca

Media Awareness Network
http://www.media-awareness.ca

Research:

Young Canadians in a Wired World – Phase II, Student Survey
http://www.media-awareness.ca/english/research/YCWW/phaseII/students.cfm

Kids' Take on Media (PDF)
http://www.ctf-fce.ca/bilingual/PUBS/ctfreport/kidsenglish.pdf

Commercialism in Canadian Schools
http://www.ctf-fce.ca/commercialism_in_school/default.htm

To learn more about media education:

Association for Media Literacy
http://www.aml.ca

Concerned Children's Advertisers – *TV&ME*
http://www.cca-kids.ca/tvandme/english/educators/

Media Education in Canada
http://www.media-awareness.ca/english/teachers/media_education/index.cfm

Resources:

Media Literacy Key Concepts
http://www.media-awareness.ca/english/teachers/media_literacy/index.cfm

For Teachers Page/Lesson Library
http://www.media-awareness.ca/english/teachers/index.cfm

Media Education in Canada
http://www.media-awareness.ca/english/teachers/media_education/index.cfm

Media Toolkit for Youth
http://www.media-awareness.ca/english/special_initiatives/toolkit/index.cfm

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Canadian Students' Top 50 Web Sites

1. addictinggames < www.addictinggames.com >
2. miniclip < www.miniclip.com >
3. neopets < www.neopets.com >
4. ebaumsworld < www.ebaumsworld.com >
5. newgrounds < www.newgrounds.com >
6. runescape < www.runescape.com >
7. funnyjunk < www.funnyjunk.com >
8. candystand < www.candystand.com >
9. ytv < www.ytv.com >
10. launch < music.yahoo.com >
11. family < www.family.ca >
12. ebay < www.ebay.ca >
13. bonus < www.bonus.com >
14. coffeebreakarcade < www.coffeebreakarcade.com >
15. habbohotel < www.habbohotel.ca >
16. msn < www.msn.com >
17. flashplayer < www.flashplayer.com >
18. cartoonnetwork < www.cartoonnetwork.com >
19. shockwave < www.shockwave.com >
20. muchmusic < www.muchmusic.com >
21. nhl < www.nhl.com >
22. freearcade < www.freearcade.com >
23. mofunzone < www.mofunzone.com >
24. nexopia < www.nexopia.com >
25. homestarrunner < www.homestarrunner.com >
26. piczo < www.piczo.com >
27. nba < www.nba.com >
28. teletoon < www.teletoon.com >
29. dollzmania < www.dollzmania.com >
30. myscene < www.myscene.com >
31. barbie < www.barbie.com >
32. jeuxvideo < www.jeuxvideo.com >
33. radio-canada < www.radio-canada.ca >
34. cheatplanet < www.cheatplanet.com >
35. gamefaqs < www.gamefaqs.com >
36. mxtabs < www.mxtabs.net >
37. freewebs < members.freewebs.com >
38. funbrain < www.funbrain.com >
39. hi5 < www.hi5.com >
40. livejournal < www.livejournal.com >
41. nfl < www.nfl.com >
42. lego < www.lego.com >
43. kazaa < www.kazaa.com >
44. hilaryduff < www.hilaryduff.com >
45. nick < www.nick.com >
46. seventeen < www.seventeen.com >
47. disney < www.disney.com >
48. flowgo < www.flowgo.com >
49. gamespot < www.gamespot.com >
50. vrak.tv < www.vrak.tv >

Source: *Young Canadians in a Wired World* – Phase II, Media Awareness Network. 2005

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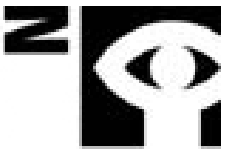
The ABC's of Brands

How many of the following brands do you recognize with just one letter? Write your answers in the spaces provided.

		
		Total = _____ / 26

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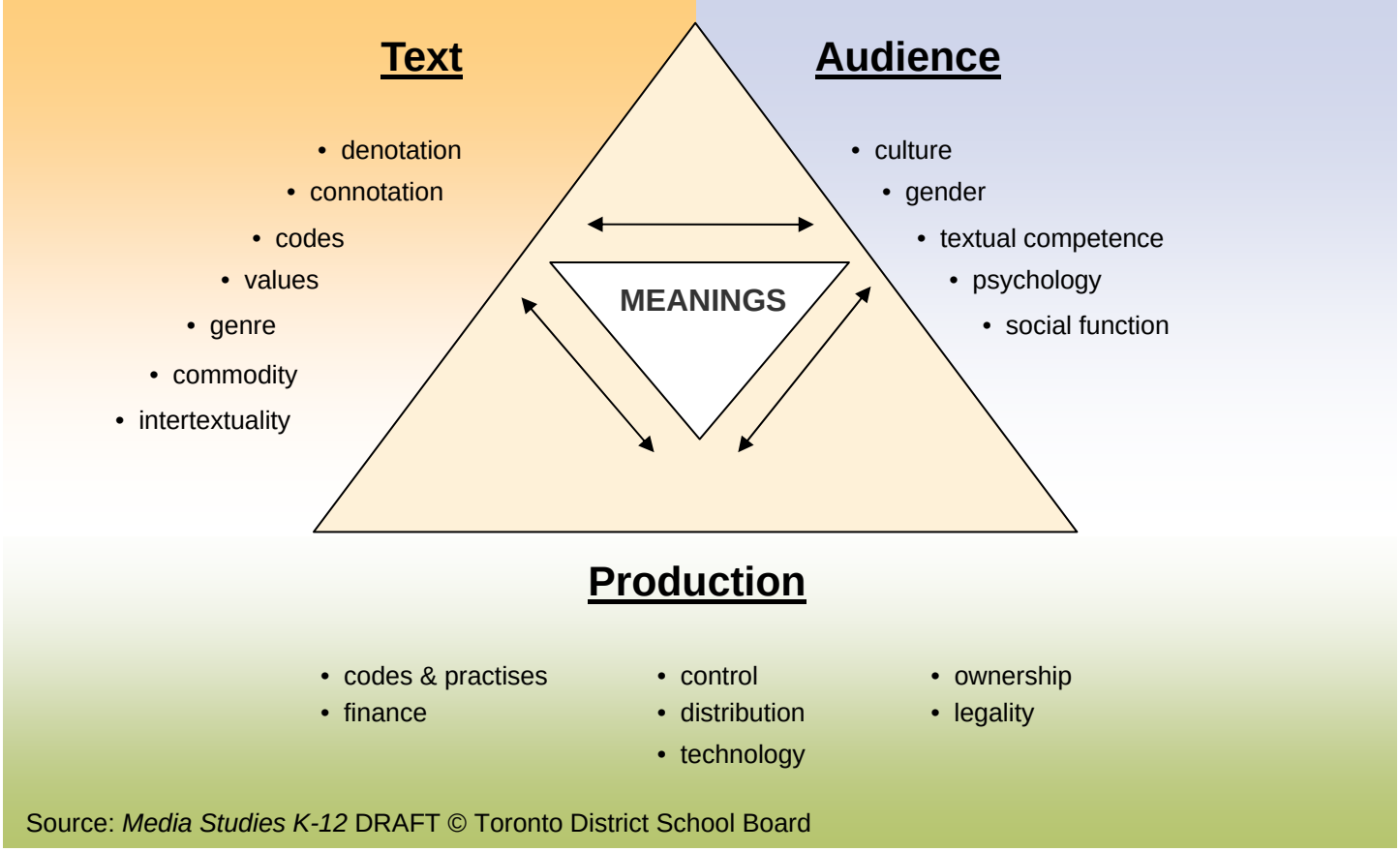
Media Studies Triangle



An excellent model for examining media messages is a multiple perspective model from the *Media Studies Triangle* (conceived by Eddie Dick for the Scottish Film Council. *The Teaching and Learning Process*).

The three sides of the triangle represent three distinct aspects of a media message and suggest that all three must be considered to fully understand the message's meanings.

The *Text* side – what the audience is "reading" – encourages students to consider such qualities as:	The *Audience* side encourages students to consider the audience's role in creating meaning and includes such qualities as:	The *Production* side is one which acknowledges the role of production practices and regulations, such as:
• denotation • connotation • codes • ideology & values • genre • commodity • intertextuality	• culture • gender • textual competence • psychology • social function	• codes and practises • finance • control • distribution • technology • ownership • legality

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Deconstructing *The Apprentice*

Text

What kind of media text is this? Is it a magazine, video, t-shirt or poster, for example?

- The Apprentice *is a television program that appears on the NBC network.*

In what ways does this media text tell a story?

- *The show follows the tribulations of 16 candidates vying for a job with the Trump organization.*
- *The contestants are eliminated one by one by Donald Trump.*
- *The one remaining contestant wins the job.*

What type or category of story is it?

- *It's a reality TV show.*

Does it follow a formula?

- *Yes*.
  - *Each week, two teams of contestants compete in a sales or marketing task.*
  - *The team that wins is rewarded for its victory, while the team that loses meets Trump and his executives in the boardroom to explain the failure.*
  - *At the end of each episode one person from the losing team is fired.*

What are the media conventions used?

- *The show uses these standard reality TV conventions:*
  - *the confessional – people speak directly into the camera, sharing their perspectives;*
  - *the task – contestants compete in a task in which the winner is rewarded; and*
  - *the showdown – the climax of* The Apprentice *is a showdown between a group of people with one person being eliminated.*

What are the characters like? Are there any stereotypes?

- *Typically, each season starts with eight females and eight males in their twenties and thirties. Generally well-educated with backgrounds in business, the characters are presented in stereotypical roles similar to those found in soap operas: the villain, the flirt, the hothead, the "all-American" and so forth.*

What values are being promoted?

- *The show promotes corporate values by emphasizing power, money and prestige. In the world of* The Apprentice, *happiness is portrayed solely as having the best of everything.*

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Text

How is this done?

- *The values are communicated each week during Trump's prologue to the task and are reinforced by the criteria by which contestants are judged. The winner is the team that raises the most money or has the most successful marketing campaign.*

Whose point of view do the values represent?

- *As the host, Donald Trump comments on whether people are successful and at the end of each episode he fires someone.*

Are my values represented?

- *Answers will vary.*

Why or why not?

- *Answers will vary. People may answer that other values, such as fairness, compassion, loyalty and creative spirit, are not represented or are represented only superficially.*

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Deconstructing *The Apprentice*

Audience

Who is the target audience for this media text?

- *The show is aimed at 18- to 49-year-olds, who make up a very large segment of the adult population.*

How can I tell?

- *A simple way to identify the target audience is by observing the ads that are aired during the commercial breaks. In the case of* The Apprentice, *there are also product placements and each task has a brand sponsor.*

How and why does this media text appeal to its target audience?

- *Answers will vary, but the show appeals to its audience by building on its desire for financial and professional success, by using the popular formulas and conventions of reality TV, by including the element of competition and Trump, who embodies the American dream of financial success.*

How does this media text appeal to me?

- *Answers will vary.*

What things do I like and dislike about it?

- *Answers will vary. Some people may like the reality factor and the conflicts that arise. Others may dislike the program's corporate values or Trump's personality.*

In what ways do people use or consume this media text?

- *People primarily watch this program for entertainment, although some business schools are using it as a text in the classroom.*

How would I change the media text to make it more enjoyable?

- *Answers will vary, but may include:*
  - *changing the formula or format of the program;*
  - *including audience participation; and*
  - *giving viewers different ways to access the program, such as through cell phones or the Internet.*

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Deconstructing *The Apprentice*

Production

Who produced this media text, and for what purpose?

- The Apprentice *is produced by Mark Burnett (best known for* Survivor*) and by Donald Trump. The show is produced for NBC to attract viewers to sell advertising.*

How can I influence the production of this kind of media text?

- *Answers will vary, but could include these:*
  - *refuse to watch it;*
  - *write to the sponsors and producers of the show or NBC; and*
  - *participate in online environments dedicated to the show, such as fan sites, message boards and blogs.*

How is this text distributed or sold to the public? Who profits?

- *The show is broadcast on television. NBC purchases the show from the production company, which makes a profit, and then the network sells advertising to produce revenues. Spin-off profits include DVDs of previous seasons' shows, merchandising products, tie-ins, product placements and advertising on* The Apprentice *Web site. Episodes were available through* iTunes *following the original broadcasts.*

How was the text made?

- *Contestant experiences are videotaped while they share accommodations and perform tasks, so that they can comment on events and on their experiences. The footage is then edited down to fit an hour time slot.*

What production techniques are used?

- *They include the following:*
  - *hand-held camera work to heighten the reality;*
  - *dramatic and comedic music; and*
  - *juxtaposition of shots to add meaning to subplots, such as editing the show to foreshadow future conflicts or to highlight a moment that will be referenced later.*

What rules and laws affect the media text?

- *The running time for an hour time slot is 60 minutes, including commercials.*
- *Producers must acquire the rights to use all copyrighted and distinctive images and sounds.*
- *The show must follow Canadian broadcasting codes. (The Canadian Radio-television and Telecommunications Commission, Canada's broadcast regulator, is the body that monitors industry adherence to the codes.)*

How could I create a similar media text?

- *In this era of inexpensive digital equipment and the means to self-distribute over the Internet, people can create a video text and potentially reach a mass audience.*

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Ten Good Reasons for Teaching Media Education

1. Media education encourages children and young people to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, discriminating media consumers and users.

2. Media education brings the world into the classroom, giving immediacy and relevance to traditional subjects such as History, English, Health, Civics and the Creative Arts. It serves as a perfect bridge for subject integration and interdisciplinary studies.

3. Media education embodies and furthers current pedagogy, which emphasizes student-centred learning, the recognition of multiple intelligences, and the analysis and management—rather than just the simple storing—of information.

4. Media education is grounded in the sound pedagogical approach of starting learning *where kids are at*. Media—music, comics, television, video games, the Internet and even ads—are a part of life that all kids enjoy. Media create a shared environment and are, therefore, catalysts for learning.

5. Media education encourages young people to use multimedia tools creatively, a strategy that contributes to "understanding by doing" and prepares them for a workforce that increasingly demands the use of sophisticated forms of communication.

6. In a society concerned about growing youth apathy to the political process, media education engages young people in “real-world” issues. It helps young people to see themselves as active citizens and potential contributors to public debate.

7. In a diverse and pluralistic society, the study of media helps youth understand how media portrayals can influence how we view different groups in society: it deepens young people’s understanding of diversity, identity and difference.

8. Media education helps young people's personal growth and social development by exploring the connections between popular culture—music, fashion, television programming, movies and advertising—and their attitudes, lifestyle choices and self-image.

9. Media education helps children critique media representation, teaching them to distinguish between reality and fantasy as they compare media violence and real-life violence, media heroes and real-life heroes, and media role models and real-life roles and expectations.

10. With the majority of Canadian students turning first to the Internet for research, media education is an essential component of Information Communications Technology education, assisting young people in: developing critical thinking skills and strategies for optimizing searches; evaluating and authenticating information; and examining issues of plagiarism and copyright.

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How to Get Involved and Learn More

Join your provincial media education association.

- British Columbia Association for Media Education (BCAME)
- Alberta Association for Media Awareness (AAMA)
- Association for Saskatchewan Teachers of English and Language Arts (STELA)
- Manitoba Association for Media Literacy (MAML)
- Association for Media Literacy (AML – Ontario)
- Association for Media Education in Quebec (AMEQ)
- Media Literacy Nova Scotia (MLNS)
- Association for a Media Literate New Brunswick (A-4-ML-NB)
- Association for Media Literacy for Newfound-land and Labrador (AMLNL)
- Jesuit Communications Project (JCC)

Contact information for these organization can be found at: http://www.media-awareness.ca/english/teachers/media_education/index.cfm.

To learn more about media education, visit the following Web sites:

For the Classroom

- **Media Awareness Network: Lesson Library** is an extensive database of more than 200 copyright cleared, class-room ready, media education lessons and activities. http://www.media-awareness.ca/english/teachers/index.cfm
- **Media Education in Canada** is a section on Media Awareness Network's Web site that provides an overview of media education in Canada and curricular expectations for media literacy by province and territory. http://www.media-awareness.ca/english/teachers/media_education/index.cfm
- **Association for Media Literacy: Articles & Reviews** is a collection of writings and media education resources on the Association for Media Literacy's Web site. http://www.aml.ca/articles/
- **Kids' Take on Media Teacher/Student Activity Guide** is designed to help teachers encourage students to think critically about the media in their lives. http://www.ctf-fce.ca/en/projects/MERP/TeachersandStudentsGuide.pdf
- **Scanning the Movies** is a popular TV show, hosted by John Pungente, which deconstructs films and examines their values. http://www.bravo.ca/television/tvshows/show.asp?showID=Scanning+the+Movies
- **TV&ME: For Educators** is a series of media literacy lessons designed around the Concerned Children's Advertisers' commercial series. http://www.cca-kids.ca/tvandme/english/educators/index.html
- **School Libraries in Canada: Media and Education** is the journal of the Canadian Association for School Libraries. This issue is devoted to raising awareness about media-related topics. http://www.schoollibraries.ca/issues/13.aspx
- **Canadian Journal of Education: Vol.29, No. 1** is a bilingual journal of educational scholarship in Canada. This issue's theme is media and education. http://www.csse.ca/CJE/Articles/CJE29-1.htm

For the Home

- **Media Awareness Network: For Parents** is a section on the Media Awareness Network's Web site that provides resources, background information and practical tips to help parents manage media in the home. http://www.media-awareness.ca/english/parents/index.cfm
- **Be Web Aware** is a national, bilingual public education program produced by Media Awareness Network. The site focuses on Internet safety to ensure young Canadians benefit from the Internet, while being safe and responsible in their online activities. http://www.bewebaware.ca/english/default.aspx

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- **Me, My Kids and the Media: A Workshop for Parents** is a workshop that provides parents with practical tips to help their kids become engaged, active and careful media users. http://www.ctf-fce.ca/en/Projects/MERP/parentworkshop.pdf
- **TV&ME: For Parents** is a resource created by Concerned Children's Advertisers to help parents support children in developing healthy media habits and life-coping skills. http://www.cca-kids.ca/tvandme/english/parents/index.html
- **Commonsense Media** a non-partisan, not-for-profit organization that provides information, tools and an independent forum, so that families can have a choice and a voice about the media they consume. http://www.commonsensemedia.org
- **Media and the Family** is an independent, non-partisan, non-profit research-based organization on the positive and harmful effects of media on children and families. http://www.mediafamily.org
- **New American Dream** provides resources and strategies to consume responsibly to protect the environment, enhance quality of life, and promote social justice. http://www.newdream.org

Research

- **Young Canadians in a Wired World** is a research project by Media Awareness Network that investigates and outlines the behaviours and attitudes of Canadian children with respect to their use of the Internet. http://www.media-awareness.ca/english/research/YCWW/index.cfm
- **Kids' Take on Media** is a national survey by the Canadian Teachers' Federation on the topic of Canadian children and their media habits. http://www.ctf-fce.ca/bilingual/PUBS/ctfreport/kidsenglish.pdf
- **Commercialism in Canadian Schools** is a national report by the Canadian Teachers' Federation on commercialism in Canadian schools. http://www.ctf-fce.ca/commercialism_in_school/default.htm

Organizations

- **Media Awareness Network (MNet)** is a Canadian not-for-profit centre of expertise and excellence in media education and Web literacy. MNet's vision is to ensure children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media. http://www.media-awareness.ca
- **Association for Media Literacy (AML)** is a voluntary, non-profit organization dedicated to promoting media education as a means of understanding the influence of the media, and the impact of rapidly evolving technology, on our culture. http://www.aml.ca/home/
- **Canadian Association of Media Education Organizations (CAMEO)** is an association of Canadian media literacy groups from across Canada. http://interact.uoregon.edu/MediaLit/CAMEO/index.html
- **Historica** provides programs and resources that encourage Canadians to explore their history. http://www.histori.ca/default.do?page=.index
- **Conseil pédagogique interdisciplinaire du Québec (CPIQ)** promotes and supports media education with Quebec teachers and encourages media literacy skills in students. Each year, CPIQ hosts la Quinzaine éducation-médias in 3000 Quebec schools. This year's event takes place November 15-30, 2006. http://www.conseil-cpiq.qc.ca - French only.
- **Concerned Children's Advertisers (CCA)** produces and delivers social messaging campaigns on issues of challenge in children's lives. http://www.cca-kids.ca
- **Alberta Association for Media Awareness (AAMA)** is a non-profit association dedicated to providing education, information and leadership in promoting and improving mass media awareness and mass media education across Alberta. http://www.aama.ca
- **CyberWise** is a Web site hosted by Industry Canada's National Strategy for the Protection of Children from Sexual Exploitation on the Internet. The site provides resources, information, tips and links to help keep young people safe when using the Internet. http://www.cyberwise.ca/epic/internet/incyb-cyb.nsf/intro

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Media Literacy Sites for Youth

- **Media Awareness Network: Educational Games** provides interactive modules and educational games for use in the classroom. All resources are accompanied by teacher's guides. http://www.media-awareness.ca/english/teachers/education_resources/index.cfm
- **MuchMusic** includes programming that addresses media and social issues from a pop-culture, youth-oriented perspective. http://www.muchmusic.com/
- **Young People's Press** is a North American news service that empowers a large network of youth and young adult writers to have a voice in the mainstream media. http://www.ypp.net
- **Historica: Youth Links** is a collaborative Web-based learning project that allows students to interact and share ideas on global issues with others across the country and around the world. http://www.youthlinks.org/index.do
- **Adbusters** is a not-for-profit, reader-supported magazine concerned about the erosion of our physical and cultural environments by commercial forces. http://adbusters.org/home/
- **About-Face** promotes positive self-esteem in girls and women through a spirited approach to media education, outreach and activism. http://www.about-face.org
- **Don't Buy It** is a media literacy Web site for young people that encourages users to think critically about media and become smart consumers. http://pbskids.org/dontbuyit/
- **I Buy Different** is part of Be, Live, Buy Different - Make a Difference, a campaign from the World Wildlife Fund and the Center for a New American Dream to help young people learn how they can make a difference by buying differently. http://www.ibuydifferent.org

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Creating Media Savvy Students:
Media Awareness Network resources for educators and teacher-librarians

(*Written by Warren Nightingale, Media and Internet Education Specialist with Media Awareness Network*)

Each month over half a million Internet users visit the Web site of the not-for-profit education organization Media Awareness Network (http://www.media-awareness.ca). The site, one of Canada's largest education sites, draws users with its extensive offerings of free media education and Internet literacy resources for educators, teacher-librarians, parents, students and researchers. The resources, which are available in both English and French, include classroom lessons, educational games, research on Canadian students' Internet use, professional development tools and background information on a variety of media issues.

Classroom resources are easily accessible through the *Lesson Library* in the *For Teachers* section. The library features over 200, copyright-cleared, K-12 lessons and activities linked by provincial and territorial curriculum outcomes/ expectations. A user-friendly interface allows educators to search these resources by grade and topic.

The following is a look at the media-related topics in the *Lesson Library*, accompanied by a brief overview of the relevant resources available and one highlighted lesson.

Advertising and Marketing: Alcohol

Among the resources that address alcohol marketing is *The Target Is You!* program: a series of lessons designed to help students explore the messages and techniques of alcohol marketing aimed at youth. The series gives educators a powerful tool to increase young people's understanding of alcohol marketing strategies in magazines, on billboards, television, the Web and during sports events.

Lesson: *The Target Is You!: Alcohol Advertising Quiz* http://www.media-awareness.ca/english/games/alcohol_quiz/index.cfm

Advertising and Marketing: Food

The lessons on food advertising and marketing take a close look at how companies make food products attractive to consumers through the use of food stylists and the design of the packaging. There are also lessons that encourage kids to think about the nutritional value of advertised foods, where snacks can fit into a healthy diet and how marketing can affect their food choices.

Lesson: *Packaging Tricks* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising_marketing/packaging_tricks.cfm

Advertising and Marketing: General

The *Lesson Library* contains over 26 general resources on advertising and marketing. These resources provide opportunities for students to deconstruct and address the messages presented in advertising, to analyze marketing techniques and to think about the impact of brand culture.

Lesson: *Marketing to Teens* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/mtt_introduction.cfm

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Advertising and Marketing: Tobacco

The tobacco advertising lessons explore the marketing techniques used by the industry, the physical and social effects of smoking and the role of social activists in focusing media attention on the risks of smoking.

Lesson: *Thinking Like a Tobacco Company* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/think_like_tobacco_ele.cfm

Body Image

The lessons on body image encourage students to reflect on media messages about thinness, dieting and beauty, and to understand the role media play in perpetrating gender stereotypes.

Lesson: *Prejudice and Body Image* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/prejudice_body_image.cfm

Broadcast News

Lessons on broadcast news teach students how to deconstruct news in order to understand the commercial and ethical issues surrounding the industry, how bias or slant can occur in reporting and how broadcast news differs from print journalism.

Lesson: *How to Analyze the News* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Consumerism

Resources on consumerism include teachable moments on *Buy Nothing Day* and *Earth Day*, lessons addressing issues related to mass consumerism and the role of media in influencing attitudes and perceptions about global development issues.

Lesson: *Hype!* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/hype.cfm

Crime

The crime resources compare life-crime with how it is reflected in the media. Students examine how law enforcement is portrayed in films and on television and they explore the ethical issues surrounding the reporting of crime and how stereotypes can impact real life attitudes and perceptions of crime.

Lesson: *Cinema Cops* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/crime/cinema_cops.cfm

Diversity Portrayal

Lessons on diversity portrayal allow students to explore the ways that ethnic and visible minorities are portrayed in media, how negative stereotypes can happen and the consequences of under-representation.

Lesson: *Ethnic and Visible Minorities in Entertainment Media* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/stereotyping/minorities_in_entertainment_lesson.cfm

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Ethics

The resources in this section explore the ethical issues surrounding the construction of media, the implications of media messages and their perceived influence and impact on viewers.

Lesson: *The Anatomy of Cool* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/anatomy_of_cool.cfm

Gender Portrayal

The gender portrayal lessons provide opportunities for students to examine gender messages in the media and compare media depictions of males and females to people in real life.

Lesson: *Exposing Gender Stereotypes* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/gender_portrayal/exposing_gender.cfm

Internet

The Internet resources cover a wide range of topics including basic information on how the Internet works, how students can deconstruct Web pages to authenticate information and the challenges students can encounter online such as privacy invasion, online marketing tactics and Web sites containing hateful content.

Lesson: *Jo Cool or Jo Fool* interactive Flash module http://www.media-awareness.ca/english/games/jocool_jofool/teachers.cfm

Movies

Resources on the topic of movies include teachable moments on the Academy Awards and product placement in movies and lessons on film violence, classification systems and the hype surrounding blockbuster movies.

Lesson: *Movie Heroes and the Heroic Journey* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/movies/movie_heroes_journey.cfm

Music

The music resources explore the role of music in popular culture. Students examine the media conventions and techniques used in music production (including video and CD covers) and the controversy surrounding file-sharing music files on the Internet.

Lesson: *Popular Music and Music Videos* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/pop_culture_popular_music.cfm

Newspaper and Magazines

Lessons on the topic of newspapers and magazines look at various issues including elements on the front pages of newspapers, relevance of political cartoons, implications of digital image manipulation technology, differences between fact and opinion in newspaper articles and the role played by news in the political process.

Lesson: *Newspaper Ads* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/newspapers_magazines/newspaper_ads.cfm

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Online Hate

Resources on the topic of online hate provide opportunities for students to develop critical thinking skills to authenticate online information and recognize hatred and bias in online content. Students learn how hate groups are using the Net to target young people and they explore the inherent tension within democratic societies between freedom of expression and freedom from hate.

Lesson: *Allies and Aliens* http://www.media-awareness.ca/english/games/allies_aliens/teachers.cfm

Popular Culture

Lessons in this section help students address popular culture as a concept and explore its effect on their lives and the pressures they face to conform to its messages.

Lesson: *Defining Pop Culture* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/popular_culture/define_pop_culture.cfm

Privacy

The privacy lessons introduce students to a range of issues surrounding privacy in the electronic age, including ways in which commercial Web sites collect personal information from youth and what their privacy rights are as citizens and consumers.

Lesson: *Privacy in the Information Age* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/privacy/privacy_in_the_info_age.cfm

Sports

Lessons on the topic of sports address how media represents athletics and the ways in which companies use sporting events and athletes to sell products and influence consumers – especially young people.

Lesson: *Favourite Sports and Athletes: An Introduction to Sports Media* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/violence/fav_sports_and_athletes.cfm

Stereotyping

The 25 resources on the topic of stereotyping address the under-representation, mis-representation and negative portrayal of certain members of society in the media. Students learn about the messages that media stereotypes convey by examining gender portrayals, ethnic representations and portrayals of young people.
Lesson: *Stereotyping and Bias: The Three Little Pigs* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/stereotyping/stereotyping_and_bias.cfm

TV and Radio

Lessons on the topic of television and radio offer students the opportunity to learn about the various techniques used by broadcasters to communicate with audiences and how to analyze and assess messages. They will understand the technical aspects of television, film and radio production and how production decisions impact meaning.
Lesson: *Broadcasting Codes* http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/broadcasting_codes.cfm

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The Global Citizen

The global citizen resources explore how perceptions of world issues and international campaigns and events are shaped through media coverage, and how the Internet can be utilized to connect people and share information.

Lesson: *Buy Nothing Day* teachable moment http://www.media-awareness.ca/english/resources/educational/teachable_moments/buy_nothing_day_TM.cfm

Video Games

The video games lessons offer students the opportunity to explore the issues surrounding video game violence, including: the debates about the influence of violent video games on young people, the connection between violent video games and stimulus addiction and the classification systems that govern video and computer games.

Lesson: *Killer Games* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/video_games/killer_games.cfm

Violence

The resources in this section explore the subject of violence as it appears in television, music, films and video games. Students think about the different types of media violence they encounter and the absence, or unrealistic portrayal, of consequences to violence.

Lesson: *Facing TV Violence: Consequences and Media Violence* http://www.media-awareness.ca/english/resources/educational/lessons/elementary/violence/ftv_media_violence.cfm

To browse for resources on any of the above topics, visit the Media Awareness Network's *Lesson Library* at http://www.media-awareness.ca/english/teachers/

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