

Empowering Students with Media Literacy

October 4, 2017

American English
Webinar 7.3

Joe McVeigh

Webinar overview

- Introducing the idea of “created” media
- Defining media literacy
- Using media literacy in the EFL classroom
- Analyzing media sources
- Producing media with your students

Review – Lobby Poll Questions

- How do you get most of your news about the world?
- What kinds of media have you used in class with your students? Don't include materials that came with your course book.
- Have you ever asked students to produce media?



Vermont



- His name is Nat. That is short for Nathaniel.
- He is 13 years old.
- He is an eighth-grade student in middle school.
- He is a fast runner.
- He is the co-captain of his cross-country running team.
- He is also now taller than his mother!



**Social media posting reads:
“His cross-country team's
co-captain, Nat kicks in to
lead the Middlebury Union
Middle School Tigers at the
finish line.”**

Norma Menard



Joe McVeigh



Joe McVeigh



Joe McVeigh



“His cross-country team's co-captain, Nat kicks in to lead the Middlebury Union Middle School Tigers at the finish line.”



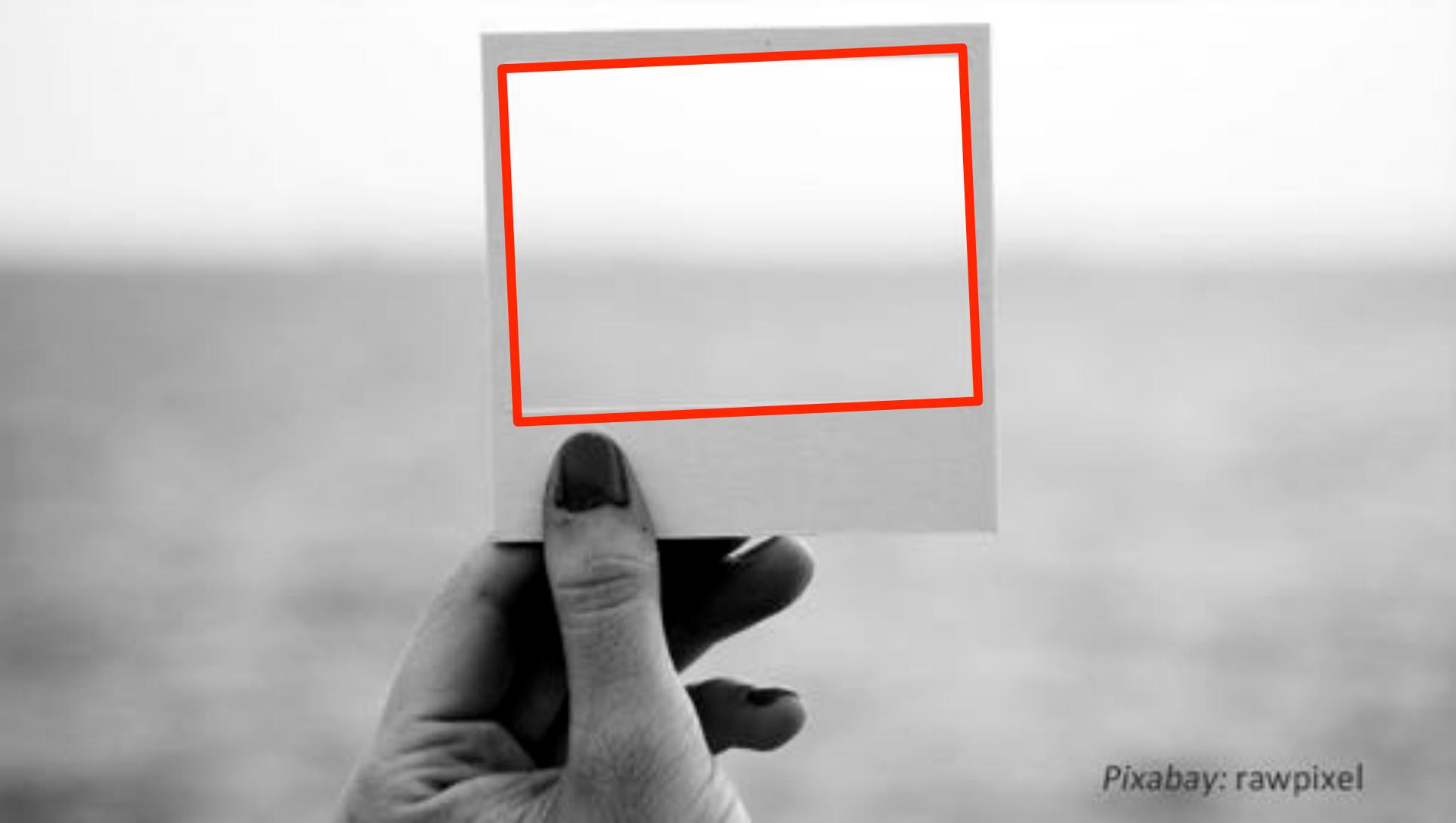
Norma Menard

When thinking about media literacy,
we need to ask:

“What is in the **frame** of the camera
or photograph?”



pixabay: Angela Yuriko Smith



When thinking about media literacy, we need
to ask:

“What is in the **frame** of the camera?”

- What is **inside** the frame that we **do** see?
- What is **outside** the frame that we **don't** see?
- What would we see if we looked in **another direction**?
- Who is **controlling** what we see?



The producer of the
media controls what
we see.

They are “creating”
the media.

Flickr: emdot



The producer of the media always has choices about what to show and how to show it.

- What does a writer choose to **include** in a newspaper article?
- What does a writer choose **not** to include?
- How might **a different writer** describe the scene?
- Who is **controlling** what we read?

A close-up, low-angle shot of a person's hands typing on a laptop keyboard. The scene is dimly lit, with light coming from a window in the background, creating a soft glow on the laptop and the person's hands. The person is wearing a watch on their left wrist. The text is overlaid on a semi-transparent dark rectangle in the upper right corner.

The producer of the media
controls what we see.
They are “creating” the
media.

PART 1: Defining media literacy

- literacy
- critical thinking
- different types of media
- what do we mean by “media”?

Literacy: reading

Flickr:
Ulisse Albiati



Literacy: writing



Literacy: knowledge that relates to a particular subject



Defining media literacy

- literacy
- **critical thinking**
- types of media
- what do we mean by “media”?

Critical thinking



Flickr: Casey Fleser

Critical thinking means

- to take in information and actively analyze it from different perspectives
- to compare it with other similar information
- to evaluate that information
- the goal is to reach an answer or a conclusion

Defining media literacy

- literacy
- critical thinking
- types of media

Types of media

- traditional media



Flickr: Mattiece David



splitshire



Flickr: David Skinner



Flickr: Jens Schott Knudsen

Types of media

- traditional media
- digital media (but not social)



Hubspot



unsplash: jordan mcqueen



pixabay: geralt



pixabay:
StockSnap

Types of media

- traditional media
- digital media
 - social media

HOME WEBINAR MATERIALS EVENTS DISCUSSIONS MY PAGE MEMBERS CHAT

JOE MCVESGH

AE Webinar 7.3 Pre-webinar discussion - Empowering Your Students with Media Literacy

Posted by Joe McVesgh on September 27, 2011 at 4:20pm in American English Webinar 7.3 - Empowering Your Students with Media Literacy

3 new documents

Hi everyone! I'm looking forward to our upcoming webinar.

Here are two questions to think about before the webinar:

1. In this webinar, we will be talking about media literacy. You probably know the word "media" and the word "literacy." When you hear the combined term "media literacy," what do you think it means?
2. Have you ever used media content in class with your students? What did you do? Did the lesson go well?

Please visit the AE Webinar 7.3 resource page to find pre-webinar readings and materials: [HERE](#).

Thank you!

Reply to This



pixabay:
stu

StockSnap.io: Willfred Iven

Defining media literacy

- literacy
- critical thinking
- types of media
 - traditional, digital, social
- what do we mean by “media”?

Is “media” a transmission method, or the content that is sent or received?

- newspaper
- television
- YouTube website

- newspaper article
- television program
- video seen on YouTube

Media can be either or both

“ the news media ”



pixabay: geralt

“ the news media ”
“ the press ”



How would you define “media literacy”?

Type your answers in the chat box.

Defining media literacy

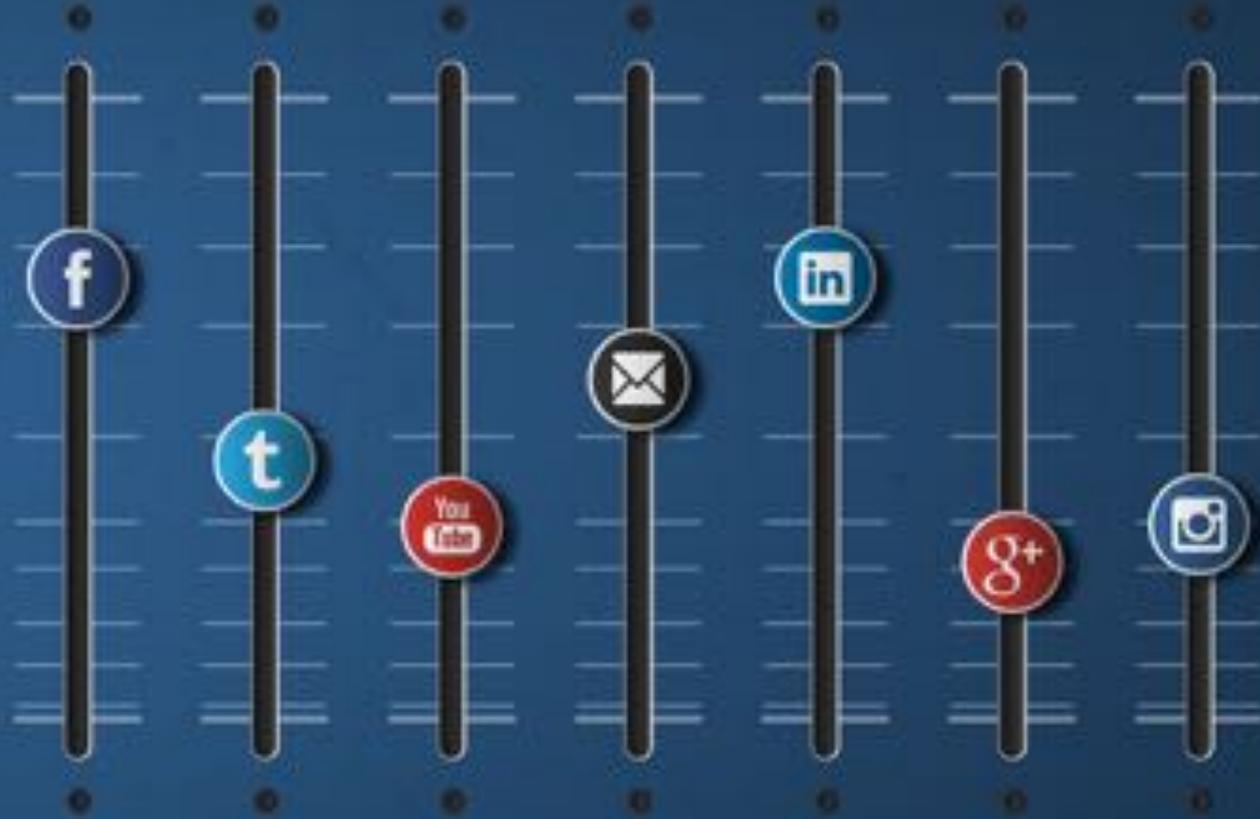
- The ability to **access**, **analyze**, critically **evaluate**, and **produce** communication in a variety of forms
- Like traditional literacy, it involves critical thinking, analytical skills, and being able to express yourself in different ways
- It also involves using media wisely and effectively, including deciding if information from different sources is believable

A row of wooden figures, similar to a row of pawns on a chessboard, set against a blue bokeh background. The figures are light-colored wood with a rounded head and a teardrop-shaped body. The first figure in the row has the word "Social" written on its body in a dark blue, bold, sans-serif font. The other figures are out of focus.

Social

Media

Poll question: social media use







Flickr: Lore Van Caenegem

2017 This Is What Happens In An Internet Minute



Created By:
@LoriLewis
@OfficiallyChadd



Flickr: futurestreet

SOCIAL MEDIA SAFETY AND ETIQUETTE

- Be cautious about sharing personal information; don't put your birthday or address in your profile
- Make passwords hard to guess and change them regularly
- Don't "talk" to strangers
- Don't try to make "friends" with someone you don't know
- Don't ask a complete stranger for help
- Younger students should ask for parents' permission



PART 2: Why teach media literacy to our students?

Why teach media literacy to our students?

- Encourages discussions about how the media promotes certain social values through how it shows beauty, importance, family, love, success, freedom, and consumerism
- Allows students to access, analyze, and evaluate popular texts
- Engages students' communication and higher-level thinking skills
- Uses authentic materials
- Appeals to student interests and increases motivation

Why teach media literacy to our students?

- Requires real language for meaningful communication
- Permits teachers to include various activities that appeal to many kinds of learning styles
- Provides a large amount of language input and output so students learn to use effective communication strategies
- Helps students evaluate and respond to arguments, which develops their analytical skills

PART 3: How to analyze media sources

1. Analyzing advertisements
2. Evaluating sources of information
3. Identifying false, biased, or sensationalized information in the media



Advertising





1. ANALYZING ADVERTISEMENTS: Questions to ask

- Who paid for this ad? Why?
- To what age group, economic group, and gender does this media appeal? What text or images bring you to this conclusion?
- What kind of lifestyle is presented? How is it glamorized or made attractive?
- What is the obvious message? What do they want me to do?
- What are the hidden messages in this media?
- What techniques of persuasion does this ad use?

- Who paid for this media?
- To what age group, economic group, and gender does this media appeal?
- What kind of lifestyle is presented? How is it glamorized or made attractive?
- What is the obvious message in this media?
- What are the hidden messages in this media?



MOST BEAUTIFUL BIKE IN THE WORLD!

Schwinn **PHANTOM**

MADE IN AMERICA . . . SO
YOU KNOW IT'S THE BEST



MORE FUN
with these features

- SPARKLING CHROME FENDERS
- STREAMLINED CHAINGUARD
- STURDY LUGGAGE CARRIER
- STREAMLINED FENDERLITE
- GENUINE LEATHER SADDLE

EASY

ADVERTISING: Common methods of persuasion

- Hyperbole (exaggeration) - *it's the best in the world!*
- Humor - *made you laugh*
- Testimonials - famous people say it is good
- Popularity - *everyone else is doing it, shouldn't you?*
- Scientific evidence or appeal to authority
- Beautiful people - *"You can't be too rich or too thin."*

"HAMMERIN' HANK" AARON...

two-time National League
batting champion ... is again
adding to his reputation
as one of the greatest
outfielders in baseball.
Hank has already joined the
all-time top ten in every
batting department of
the Milwaukee Braves!

You just know this young man
is a Camel smoker.
"Can't beat 'em for flavor,"
says Hank. "And Camels sure
smoke mild!"

If you're smoking more now
but enjoying it less...
CHANGE TO CAMELS

Quantity will never be a substitute for quality. And the Camel
blend of costly tobaccos has never been equalled. So if you're
smoking more these days, but enjoying it less—change to
Camels. Today as always, the best tobacco makes the best smoke.



Have a real cigarette — have a **CAMEL**

ACTIVITY: Critical Viewing

Ask students to bring in examples of advertisements, or collect some from magazines, or show short television commercials.

In small groups, have students answer key questions about each item:

- Who paid for this media?
- To what age group, economic group, and gender does this media appeal? What text or images bring you to this conclusion?
- What kind of lifestyle is presented? How is it glamorized or made attractive?
- What techniques of persuasion does this ad use?
- What is the obvious message in this media? What do they want you to do?
- What are the hidden messages in this media?

ACTIVITY: Critical Viewing

- Think about the language in the advertisements.
 - Ask students to find adjectives that describe the product or service being advertised.
- Is there a “testimonial”?
 - Ask students to write down vocabulary words the person uses to describe the product.
- Ask students to create their own ad for a different product using some of the same language.



CALENDAR



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ABOUT US

RESOURCES

ENGLISH TEACHING FORUM



English Teaching Forum 2008, Volume 46, Number 4

Chicago is the focus of the feature article and the basis of a lesson plan that provides practice in writing and reading postcards. This issue also includes articles on enhancing learning with mobile phone technology, VoM-mediated cooperative tasks, and corpus-aided discovery. Additional articles discuss critical media literacy and ideas for incorporating an intercultural approach into EFL teaching.

TABLE OF CONTENTS**Adbusting: Critical Media Literacy in a Multi-Skills Academic Writing Lesson**

Adbusting: Critical Media Literacy in a Multi-Skills Academic Writing Lesson

Media literacy is a field that began as a grassroots movement among educators concerned with the growing gap between popular culture, produced by corporations, and the literacy content in today's schools (Flores-Koulish 2005). Today, many educators rec-

often used to describe a more rigorous evaluation of the mass media's relationship to democracy, power, and social justice. As a classroom topic, critical media literacy encourages discussions about how the media conceptualize race, class, and gender, and how it promotes certain social values

ACTIVITY: Adbusters

See the article in *English Teaching Forum* for instructions on a great multi-skills academic writing project to address issues in advertisements with advanced writing students.

2. Evaluating information sources

If we see a news story or something on the internet, how can we know if it is trustworthy?

All News

In the Media

Educator

Faculty Research Interests

Video

Podcast

<https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online>

Recent News

September 6, 2017

Stanford researcher talks about the message standardized tests send to students about reading

September 6, 2017

Home / News Center / All News / Stanford researchers find students have trouble judging the credibility of information online

Stanford researchers find students have trouble judging the credibility of information online



7210



1712



172



1640



Print

November 22, 2016

By Brooke Donald

Education scholars say youth are duped by sponsored content and don't always recognize political bias of social messages.

When it comes to evaluating information that flows across social channels or pops up in a Google search, young and otherwise digital-savvy students can easily be duped, finds a new report from researchers at **Stanford Graduate School of Education**.

The report, released this week by the **Stanford History Education Group (SHEG)**, shows a dismaying inability by students to reason about information they see on the Internet, the authors said. *Students, for example, had a hard time distinguishing*





Balance - evenness

TRUSTING INTERNET SOURCES

Adapted from criteria from Roger Sevilla, Project Look Sharp

AUTHORITY

- Who is the author or sponsor of the site?
- Is the author qualified and/or reputable? An expert? What are the author's credentials?
- Is there an "About" page?

ACCURACY

- Is the information reliable and error-free?
- Are there typographical errors, spelling mistakes, or bad grammar?
- Is the information part of a larger publication?
- Can the information be crosschecked with a reliable source?

TRUSTING INTERNET SOURCES

Adapted from criteria from Roger Sevilla, Project Look Sharp

OBJECTIVITY

- Does the information show a minimum of bias?
- Is the page designed to change your opinion?
- Is there a statement of the purposes and objectives of the site?
- Are there links to commercial sites selling products/services?

CURRENCY

- Is there a date on the page? If so, when was the last update?
- How current are the links? Have some expired or moved?

COVERAGE

- What topics are covered? How in-depth is the material?

3. Identifying false, biased, or sensationalized information in the media

- 
- **1938 – most news and entertainment from radio**
 - ***The War of the Worlds***
 - **From a science-fiction novel**
 - **Radio drama**
 - **Invasion of Earth from the planet Mars**
 - **Pretended to be real news**

The New York Times.

Copyright, 1938, by The New York Times Company.

Entered as Second-Class Matter,
Postoffice, New York, N. Y.

NEW YORK, MONDAY, OCTOBER 31, 1938.

PP

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New Times,
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very likely
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paper add-

MEAD STANDS PAT AS A NEW DEALER IN BID FOR SENATE

Democratic Candidate Opposes
Any Except Minor Changes in
Labor and Security Laws

Radio Listeners in Panic, Taking War Drama as Fact

Many Flee Homes to Escape 'Gas Raid From
Mars'—Phone Calls Swamp Police at
Broadcast of Wells Fantasy

A wave of mass hysteria seized thousands of radio listeners throughout the nation between 8:15 and 9:30 o'clock last night when a

and radio stations here and in other cities of the United States and Canada seeking advice on protective measures against the raids.

DOUSTED JEWS FIND REFUGE IN POLAND AFTER BORDER STAY

Exiles Go to Relatives' Homes
or to Camps Maintained by
Distribution Committee

Panama
To

Special O-
PANAMA
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ACTIVITY: Train your brain to spot false news

adapted from the News Literacy Project

Double-check the source

- Check the web site address

Be aware of your reaction

- False news stories try to provoke a strong response

Watch for “red flags”

- Excessive punctuation ??!?!? or ALL CAPITAL LETTERS?
- Look at well-known fact-checking sites, such as [FactCheck.org](https://www.factcheck.org), [Snopes.com](https://www.snopes.com) and [PolitiFact.com](https://www.politifact.com)

Tabloid headlines

- Man explodes on beach!!!
- Woman gives birth while skydiving!!!

ACTIVITY: “Beware of red flags”

- Some headlines on the web consist of exaggerated expressions designed to grab your attention
- These headlines look interesting, but they usually are trying to get readers to click on them to show them advertisements
- Don't let your students waste their time!

ACTIVITY: “Beware of red flags”

1. Hand out the list of common exaggerated headlines on the next slide.

COMMON EXAGGERATED HEADLINES

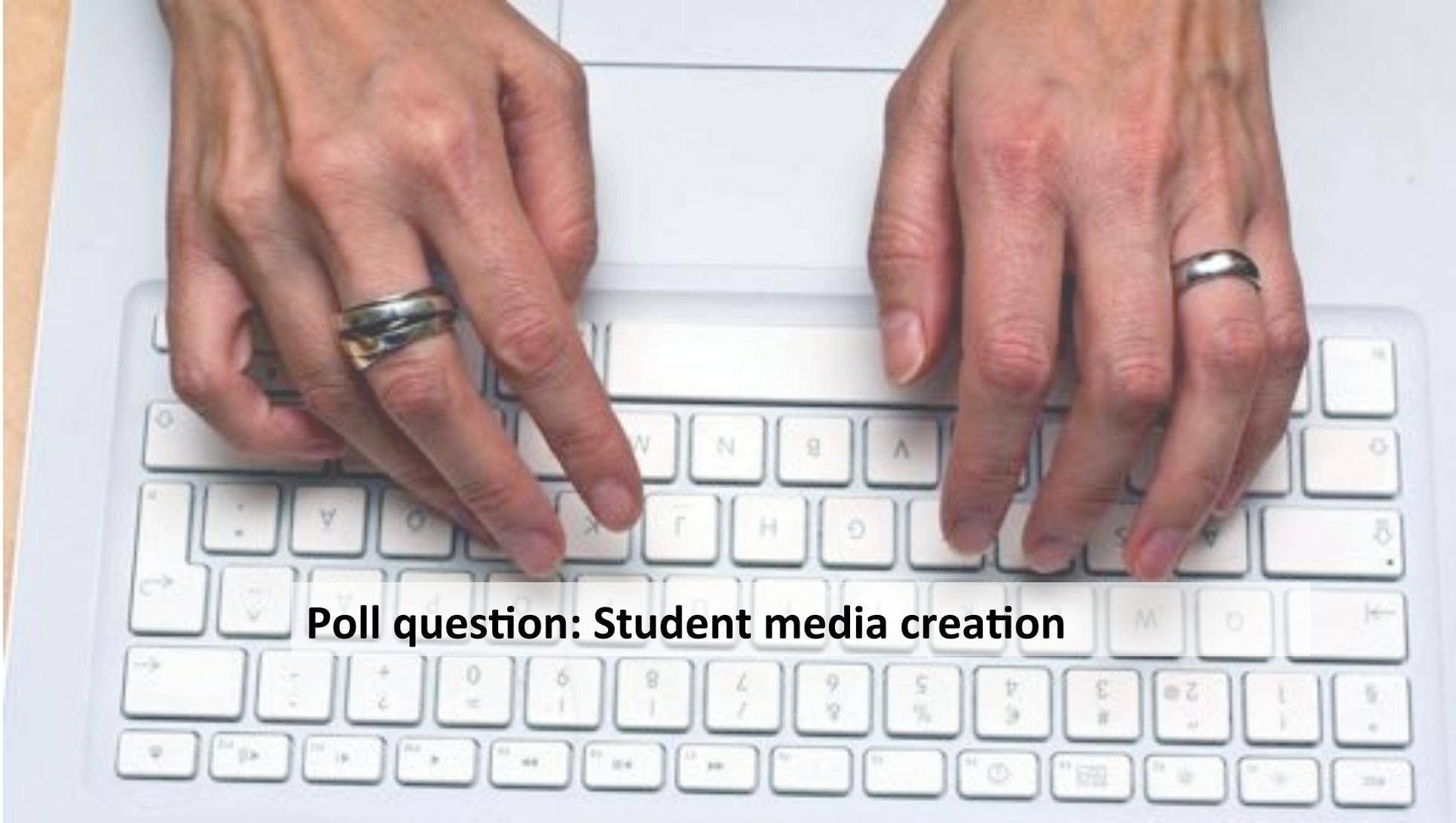
- *You won't believe this . . .*
- *This _____ will change your life*
- *With this one weird trick . . .*
- *. . . you won't believe what happens next.*
- *17 secrets _____ don't want you to know*
- *Lose 15 kg in 3 months with this natural product*
- *The hot new _____ everyone is talking about*

ACTIVITY: “Beware of red flags”

1. Hand out the list of common exaggerated headlines on the next slide.
2. Review vocabulary words in the headlines.
3. Ask the class to complete the missing parts of the headlines.
4. Discuss: Who came up with the most interesting headline?
5. Talk with your students about the techniques that advertisers use to get their attention.



PART 4: Producing media in your classroom

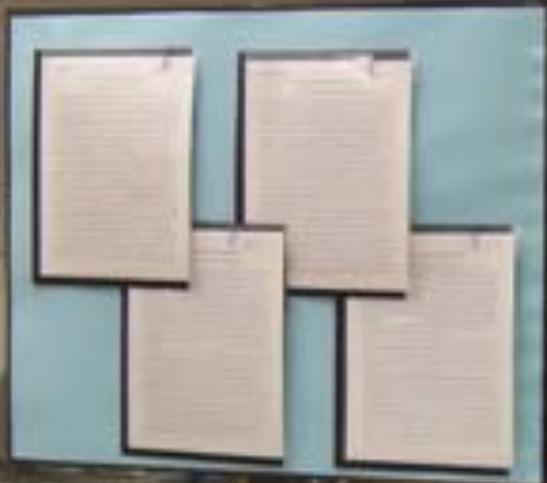


Poll question: Student media creation

Writing projects



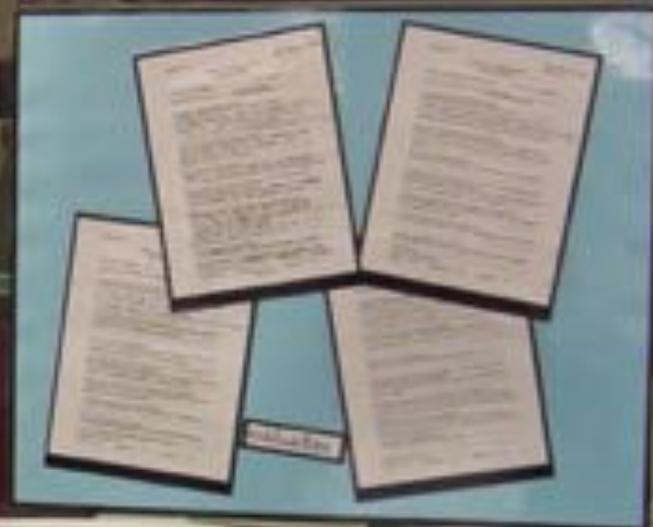
Publishing



800 - 899

Literature

Reflections



811 - 821

Reading



pixabay:
pashminu

Media production activities: three examples

1. Students write blogs about movies (Chile)
2. Students make their own TV commercial
3. Students write entries for the online encyclopedia *Wikipedia* (Japan)

Student media production example: Blogs about movies from Chile



Miriam Salazar Vélaz

- University-level film and literature class
- In pairs or small groups, students chose a movie and wrote blog posts about it; then they responded to other students' posts
- Focused on listening, speaking, reading, writing, and vocabulary skills as well as critical thinking and analysis

Vertigo

"For me, the cinema is not a slice of life, but a piece of cake." Alfred Hitchcock

Critical
thinking



Vertigo :

"A feeling of spinning round and being unable to balance, caused by looking down from a height."

From : Cambridge
Advanced Learner's
Dictionary

Welcome !

Thank you for visiting
our blog. We hope you
enjoy your visit !

The posts of our blog
contain :

1. A biography of Alfred
Hitchcock

SUNDAY, NOVEMBER 11, 2007

Blog and Film as means of Learning

It is a well known fact that we cannot be taught in the same way as our parents or grandparents were. Nowadays, the Technology offers motivating ways to teach and learn that all teachers should take into account. In this sense, we are very glad to have worked with Blog as we think that this is a very helpful and motivating tool to work with. Clearly it is not the same a research made with a Blog and a research made in papers.

As a group, before taking this course and doing this Blog, we agreed that after seeing a movie the first things that we usually said was if we liked the film or not, but without giving any powerful reason and tending to qualify films as good or bad using a weak criteria that was based on our personal tastes, and at the same time we felt that we had neither the words nor the tools to go beyond the entertainment that films provide.

Now that we've concluded our blog, we feel that we have those words and tools that we needed to express ourselves and thoughts. Thus, many conclusions come to our minds since this task we've been asked to do has involved a lot of deep research.

There is no doubt that this has allowed us to open our minds and find out different points of appreciation about films that we used to ignore in the past.

Consequently, we've learned to recognize films that were made many years ago as something really valuable taking into account that our actual cinema would have never developed if films like this had not been done.

By doing this research and studying films, we have been provided new issues of conversation that involve cultures, audiences, historical stages and other appreciations that depend on what kind of audience you belong to. At the end of our blog we feel that we have become part of more educated audience that doesn't only watch films for pleasure but for cultural interests and purposes as well.



Writing practice

HOME TECHNICAL INFORMATION THE DIRECTOR CONNECTIONS THANKS TO... ABOUT US

About us

We are Ivonne Arce and Catalina Sepúlveda, both students of Film & Literature I in the English program of Andres Bello University. This blog will be developed week by week until November, making a deep research of the movie that we presented you. This, on purpose of learn and understand better how movies were in the old times. We hope you like it!

Our impressions after seeing High Noon:

Before having watched High Noon, we had a preconceived idea of what this film was about. We thought that we would see the typical Western movie, in which cowboys with dirty clothes and big guns would fight against other villains with similar characteristics, or against the typical native American with big feathers on their heads. But we had a wrong idea. This movie showed us that Western films are not as boring as we thought. Even if this is not the best movie we have ever seen, we liked it very much. The story showed us the internal conflict of a man who was too proud to run and escape with his wife. That is the main characteristic of this movie, making it different from other western films. A psychological dilemma that is usually part of human beings, and mainly, of men. On the other hand, the costumes were very realistic, the music and the use of different shots created an environment of expectation. It is also interesting that in a Western movie of that time, the Latin people were represented by the Mexican and promising actress (in that time) Katy Jurado. This film was not what we expected to see; it was much better, and now we consider the Western genre, as a respectful genre, just as many others.

Regarding the experience of creating a blog, we can say that even though it was hard to learn how to use most of the tools provided here, we are very happy with the final result of our page. We now see this as a very useful tool to publish and share information

LINKS

[A Western Star: John Wayne](#)
[About Western Films](#)
[Article about Fred Zinnemann \(in Spanish\)](#)
[First Western: The Great Train Robbery](#)

OUR CLASSMATES' BLOGS

[Brazil](#)
[Cabaret](#)
[Casablanca](#)
[Citizen Kane](#)
[Corpse Bride](#)
[Elephant](#)
[Manhattan](#)
[Rebel Without a Cause](#)
[The Battle of Britain](#)
[The Gold Rush](#)
[The Maltese Falcon](#)
[The Thin Red Line](#)
[The Third Man](#)
[The Wild Bunch](#)
[The Wizard of Oz](#)
[Vertigo](#)

RECENT COMMENTS

About us...

This is a blog designed by Pilar Astorga, Natalia Bruce, and Carolina Pardo, Literature I students at the Andrés Bello University, Santiago, Chile.



Collaboration

- [About us...](#)
- [Create Your Movie Website](#)
- [Google](#)
- [The Internet Movie Data Base](#)
- [Trailer of the movie](#)
- [Wikimedia Commons](#)
- [WordPress](#)

1 Comment

1. **Carla said,**

August 29, 2007 at 12:09 am



I've read this blog and I think it is quite interesting and gives new information, most of it that doesn't usually appear in technical files. ... I like the movie a lot also, it has a lot of especial effects and the plot is very funny

CHARLES CHAPLIN'S "THE GOLD RUSH"

Solar Energy Charity

Helping Relieve Poverty Through The Provision
of Solar Energy. Join Us!
Public Service Ads by Google

DOMINGO 11 DE NOVIEMBRE DE 2007

Class blogs comparison.

Since my movie is the oldest one, it was really difficult to find similarities between my blog and my classmates'. But, I can say with authority that my movie, alongside his star, was the precursor of many other movies and genres. It was a tough age, movies didn't play an important role in society, but Charles Chaplin and his movies were able to change the historic lane of Film. It was the first stone for most of genres like comedy, where he was the pioneer. Looking for similarities among my classmate's blogs, I couldn't find technical issues that matched my movie, like plot, country, language of course and in a few cases genre. I would have loved to dig deeper into this subject but since my movie is far older it was really hard.



WHO AM I

GONZALO LIZASOAIN
IAS CONDES, B.H., CHILE

I'm an English Teaching student from the Andrés Bello University, Stgo. Chile, and this is a project that we had to do for our subject "Film & literature", I hope you enjoy it and take out useful things from it.

Creativity

HOW LONGER DO YOU THINK CHARLES CHAPLIN WILL BE CONSIDERED THE FIRST COMEDIAN, AFTER THE APPEARANCE OF IMPORTANT COMEDIANS LIKE JIM CARRÉY OR BEN STILLER?

10 Years	0 (0%)
30 Years	1 (100%)
50 Years	0 (0%)
Never	0 (0%)

Votos hasta el momento: 1
Encuesta cerrada

THE THIN RED LINE

The aim of this blog is to show a new and creative way to learn more and more about films and cinema in general. We hope you enjoy the material we are giving you through this page.

Identity

SUNDAY, 11 NOVEMBER 2007

The Good-bye of the Blog.

Dear guests, this is a sad moment, since we have to say good bye to all of you and also to this great and interesting assignment we were told to do. The funny thing about this blog is that even though it was an obligation to do the tasks, we started to enjoy doing it, because we loved the movie (at least two of us) and it was pretty interesting to try to look up for more information about the movie and also to apply all the things we were learning in Film and Lit through the whole semester. So, dear friends, we hope you have enjoyed visiting our blog and that you had seen the movie.

Thanks for all your comments and for your attention.
Have a nice day.

Daniela Agulla, Marta Pereira, Natalia Venegas.

Posted by Agulla, Venegas & Pereira at 17:46

 1 comments

 Links to this post

SATURDAY, 10 NOVEMBER 2007

Almost THE END ...

SIMILARITIES WITH OUR PARTNERS' BLOGS

The first impression we had about our blog's movie was not the one we hoped, because we expected a simple war movie with no more than guns, ships, military airplanes, blood, explosions, and all the

ABOUT US...

Agulla, Venegas & Pereira
We are students of English Teaching Programme at Andre Bello University. Now, we are part of the Film and Literature subject with Miss Miriam Salazar.

 [View my complete profile](#)

Visit our classmates' blogs

-  ["Brazil"](#)
-  ["Cabaret"](#)
-  ["Casablanca"](#)
-  ["Citizen Kane"](#)
-  ["Gunga Bride"](#)
-  ["Elephant"](#)
-  ["High Noon"](#)
-  ["Marhatten"](#)
-  ["Rebel without a Cause"](#)
-  ["The Battle of Britain"](#)
-  ["The Gold Rush"](#)
-  ["The Maltese Falcon"](#)



Technology

HOME

TECHNICAL INFORMATION

THE DIRECTOR

ABOUT GENRE

ABOUT STARS

US

Watch a trailer!



Comments: 0 Comments

Tags: Unstaged

LINKS

A Western Star: John Wayne
About Western Films.
Article about Fred Zinnemann (in Spanish)
First Western: The Great Train Robbery

OUR CLASSMATES' BLOGS

Brazil
Cabaret
Casablanca
Citizen Kane
Corpse Bride
Elephant
Mankato
Rebel Without a Cause
The Battle of Britain
The Gold Rush
The Maltese Falcon
The Thin Red Line
The Third Man
The Wild Bunch
The Wizard of Oz
Vertigo

RECENT COMMENTS

Post a Comment On: Brazil

"Brazil"

2 Comments - [Show Original](#)

 **Cristian said...**

Amazing movie,
great review

August 19, 2007 7:35 PM

 **coke said...**

Brazil is just an undasified movie. Out of this world, half of comedy, a black one, half drama. But also pure fiction in his major esplendor. Just a show of black cinema. Full of cinematographics references, I may have to say this is an awsome cult movie. Just great

PS: Terry Gilliam what a genius :D

October 24, 2007 9:33 PM

Communication

You can use some HTML tags, such as `
`, `<i>`, `<a>`

This blog does not allow anonymous comments.

Google Account

USERNAME

PASSWORD

No Google Account? [Sign up here.](#)
You can also use your [Blogger](#) account.

PUBLISH YOUR COMMENT

PREVIEW

ACTIVITY: Make a TV Commercial

Adapted from Project Look Sharp

1. Divide the class into small groups.
2. Explain that each group will design a TV commercial to sell a **white towel**. They'll need to decide:
 - a name for their product
 - what characters will be in the commercial
 - what the background and setting will be like
 - how the story will take place
 - what the voiceover will say
 - what kind of music will be playing in the background, and so on...



3. Explain, however, that each group will be designing their commercial for a different target audience.

- Do not announce each group's target audience aloud.
- Write it down or tell each group quietly.

4. Give students time to write and plan their commercials and to rehearse them.

5. Ask each group to act out their commercial for the class. Have each group start by giving the name of their product, but not their target audience.
 - Alternative: Assign students to make videos of the commercials and show them in class.
6. When the group is finished, have the other students guess the target audience, giving evidence from the commercial.

Target audiences that work well are:

- adult women
- adult men
- college students (could be separate groups for males and females)
- teens
- young children

For a large class, assign the same target audience to more than one group; see how similar or different the commercials are.

Instead of a white towel, what is another simple product that you could use for the commercial in this activity?

The object needs to be something with multiple uses that could be used by different audiences.

Type your answers in the chat box.

- a great place to hide from your friends
- warms you up when you feel cold
- protects you when you don't want to talk to anyone



Now you try!

What might be some expressions you would use if you were trying to sell the white towel to mothers?

What about to auto mechanics?

Student media production example: Wikipedia entries from Japan



Jennifer Louise Teetor

- University-level academic writing class
- Students studied and then wrote entries for the online encyclopedia *Wikipedia*
- This helped students **analyze** media sources, **research** topics, and then **write** encyclopedia entries

Student media production example: Wikipedia entries from Japan



WIKIPEDIA
The Free Encyclopedia

- Students **studied the structure** of a Wikipedia article that had been identified as well-written
- They **analyzed** references from a variety of sources
- They **compared** the well-written articles with “articles needing attention”
- Then they **chose** topics, **wrote** drafts, **received** feedback from peers and teacher, **published** articles on Wikipedia, and received feedback from Wikipedia editors
- Helped them **develop confidence in their writing abilities**

Thank you!!!

Twitter: @joemcveigh

A person with long dark hair, wearing a grey cardigan over a white top, is holding a lit sparkler. The sparkler is bright yellow and orange, with many sparks flying out. The background is a soft, out-of-focus blue. The text "Special thanks!!!" is overlaid on the left side of the image.

Special thanks!!!

JOE MCVEIGH

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Empowering Your Students with Media Literacy

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EVENT DETAILS



Time: October 4, 2017 from 8am to 8am

Location: Online

Event Type: webinar

Organized By: Moderator Heather

Latest Activity: on Friday

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EVENT DESCRIPTION

“You must register through your Regional English Language Officer or local U.S. Embassy to participate.”

Webinar Description:

Each day English language students absorb messages from newspapers, magazines, television, radio, and many forms of social media. Just as we help our students read, listen to, and understand English, we also want to help them develop critical thinking skills to understand and assess the information they obtain through different forms of media. In this webinar, we will explore activities that help students ask key questions about the messages found in news and social media. We will examine specific media texts and engage in hands-on evaluation techniques that can be used in class with students.

See you on the Ning!

<http://americanenglishwebinars.com>

Join us for a live conversation about media literacy

facebook

LIVE

Wednesday, October 11, 2017
9:00 a.m. EDT; 1:00 p.m. UTC

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Bibliography

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Useful websites

- Center for Media Literacy: www.medialit.org/reading-room/reading-room-article-index
- Project LookSharp: www.projectlooksharp.org
- The News Literacy Project: www.thenewsliteracyproject.org

You can print a copy of this bibliography. Look for “Bibliography” in the Webinar 7.3 section of the American English Webinars Ning site.

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