



UNIT ONE

MEDIA AWARENESS

DAY 1-8:

LESSON: 'VIRAL' VIDEOS - HOW DOES THAT HAPPEN?

OBJECTIVES: Students will recognize the impact of media
Students will experiment with and learn video editing software
Students will work co-operatively and contribute positively

ACTIVITIES: Distribute student passwords for apps
Discuss viral videos "viral videos" (numa, numa, ultimate dog teaser, wedding dance, fat kid on roller coaster, Maria Aragon, other?) and "hoax" videos- Loch Ness pictures, bigfoot (the famous one, aliens, etc)
Can individuals affect popular culture?
What makes these videos successful? How did they take off?

ASSIGNMENT: Viral video creation- discuss copyright laws
Vocabulary



DAY 9:

LESSON: STUDENT WEBSITE CREATION

OBJECTIVES: Students will learn to create a website & network with others.

ACTIVITIES: Introduce students to the class website, explore links and FORUM.
Set up the students with their emails and apps. Explain purpose of these websites
Create links to the main site for each student.

ASSIGNMENT: Students will set up a website and email link to designated email



DAY 10-11:

LESSON: The representation of women in the media

OBJECTIVES: Respond personally and critically to a range of media: recognize how stereotypes can lead to prejudicial views and discrimination

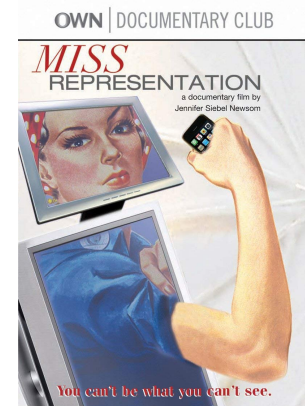
ACTIVITIES: Students to brainstorm ways they have seen products, women, and sex associated in the media. Discuss why these stereotypes exist.
Students will search magazines, the internet, ads, television, movies, etc for:

5 examples of negative portrayals of women (as objects)

5 examples of positive portrayals of women.

Discuss- which were easier to find

ASSIGNMENT: 3 paragraph assignment. Formal writing required.



Why are women portrayed in negative ways (what is the producer's motivation)?
What can be done to end this portrayal?
What effect can these portrayals have on women and our society as a whole?

DAY 12:

LESSON: Media Images: Fact or Fiction?
INTRODUCTION TO THE MEDIA LOG

OBJECTIVES: Write to express understanding
Recognize how stereotypes can lead to prejudicial views and discrimination

ACTIVITIES: Distribute media log and rubric. Explain that the media log is an ongoing homework assignment which will be posted on their website.
Discuss the portrayal of teens in ads, movies, tv, etc. How are teens often portrayed. Are these portrayals fair?
Get teen magazines/online magazines and other sources. Have students read the article titles, lead paragraphs, captions, ads, etc.

ASSIGNMENT: Answer the media images- fact or fiction questions. Formal writing - give expectations.



DAY 13:

LESSON: PORTRAYAL OF MEDIA DIVERSITY

OBJECTIVES: Evaluate the reliability of information communicated through the mass media

ACTIVITIES: Discuss whose culture appears to be reflected in the media.

Which ones are not? Why?

Discuss examples of negative, unrealistic, stereotyped, or prejudiced portrayals of a group in the media.

Explain how media creates culture:

discuss gangs in the US and the Oka incident

Show a news program.

Students will record who the reporters/newscasters are (cultural).

How many stories are about minorities?

What roles do these minorities play?

Chart.

ASSIGNMENT: 1 page writing assignment. “Racism is all about fear and ignorance”.

Is this true?

If it is, how can the media help eliminate fear and ignorance from society?

Why would the media not want to do this?



DAY 14:

LESSON: EXAM: READING MEDIA TEXTS

OBJECTIVES: Students will recognize the influence of, and respond critically to the media.

ACTIVITIES: Refer to media logs.

When you “read” media, do you think of the purpose/goals?

Notes- Mass Media texts

ASSIGNMENT: Write an essay on the significance of media influence

DAY 15-16:

LESSON: MASS MEDIA AND POPULAR CULTURE

OBJECTIVES: Students will learn how mass media affects and reflects popular culture

ACTIVITIES: In groups of 3 or 4 brainstorm items, objects, food, clothing, toys, TV programs, music, slang, posters- that they think are important to their generation.

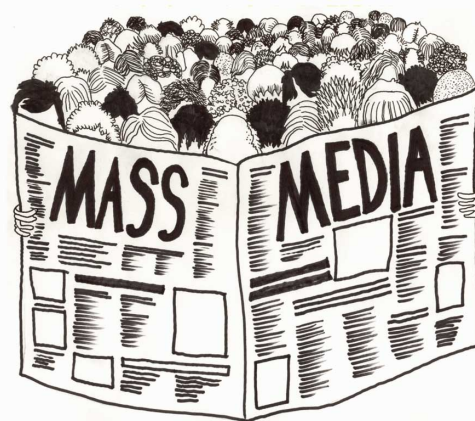
In groups- use magazines, movie posters, internet pictures, etc about their generation. Include lists- top tv shows, 10 top movies, top songs.

ASSIGNMENT: Written responses - formal writing requirements

Can you properly
generalize a generation?

Are you affected by the
media culture or do you
create it?

What effect does the
location source of this
media have



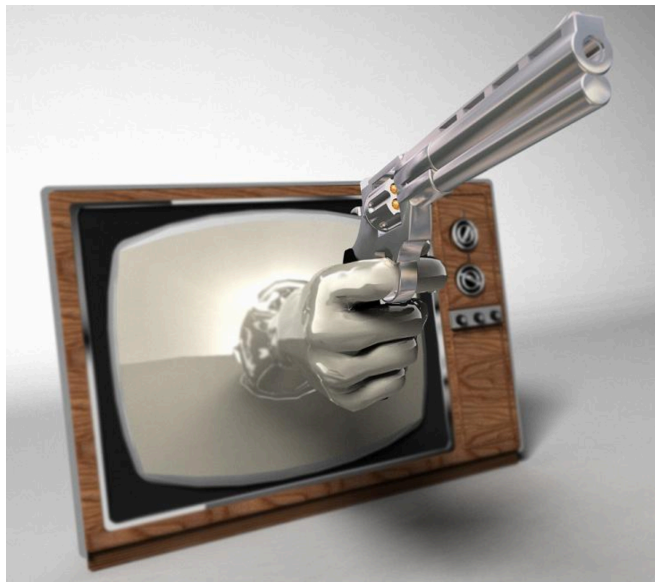
DAY 17:

LESSON: VIOLENCE AND THE MEDIA

OBJECTIVES: Students will learn media constructs versions of reality

ACTIVITIES: Discuss the Richard Bachman (Stephen King) story Rage. Discuss the response to this story. Connect to music, video games, movies, etc. Watch “Jeremy”. Discuss the violence in schools in the late 90’s. Did the media create this or just reflect what was happening in society? Discuss our rating systems- http://www.media-awareness.ca/english/resources/ratings_classification_systems/television_classification/canadian_tv_class_syst.cf
How do these rating reflect our values as Canadians? Is nudity really worse than violence?

ASSIGNMENT: Students will search for examples of violence directed at young people. Will this have an effect?



DAY 18-19:

LESSON: SELLING IMAGES AND VALUES

OBJECTIVES: Students will learn how persuasion is used in advertising.

ACTIVITIES: Discuss David Crystal quotes
View several advertisements, identify the persuasive method used to sell the product

ASSIGNMENT: In groups of 4, select an everyday product that does not work well or have much appeal. Students will make a radio advertisement telling about the “real” story of the product, using credible characters.
Record what you included and what you left out. Is leaving things out lying?



DAY 20:

LESSON: ANALYZING ADVERTISEMENTS

OBJECTIVES: Students will identify the goals and techniques of advertisers.

ACTIVITIES: Read and discuss 'Nasty secrets of Advertising'
Take notes - Analyzing an Ad

ASSIGNMENT: Students will examine advertising throughout the school.
How effective is each ad?
Give at least 5 points on how the ad is constructed

DAY 21:

LESSON: BELIEVABILITY AND MEDIA MANIPULATION

OBJECTIVES: Students will understand that media can be manipulated in many ways to make people believe what the creator wants.

ACTIVITIES: Discuss the WB Seattle marches OR current event. Explain what was shown and how it was different from what happened. What is the motivation of the media in doing this?

ASSIGNMENT: Picture manipulation: Student will take a picture and manipulate it to change its mood, meaning, and message. (Show BJ and the Bear?)
Post to website



DAY 22-24:

LESSON: INTERNET SAFETY AND PROFILING

OBJECTIVES: Students will learn the positives and dangers of the internet.

ACTIVITIES: Discussion: who has pictures on Facebook or any other internet site they wouldn't show their grandmother?

Why wouldn't you? Could these pictures have an effect on your future?

Show 'Embarrassing facebook pictures'.

How could these effect a person's future (career, family, marriage, etc)

Show 'Embarrassing youtube videos' (racist UCLA girl, star wars kid, amnesia boy).

Discuss the long term effects of these videos.

Counter with positive videos (words can hurt, UCLA girl response).

Discuss how controlled and thought-out videos can be good.

Show season 7, episode 2 of How I Met Your Mother. (The Naked Truth) or

DocZone- Facebook Follies. <http://www.cbc.ca/doczone/episode/facebook-follies.html>

Has anyone changed what they will allow on the internet?

ASSIGNMENT: Internet profiling assignment

