

5 Theme 5: MEDIA LITERACY

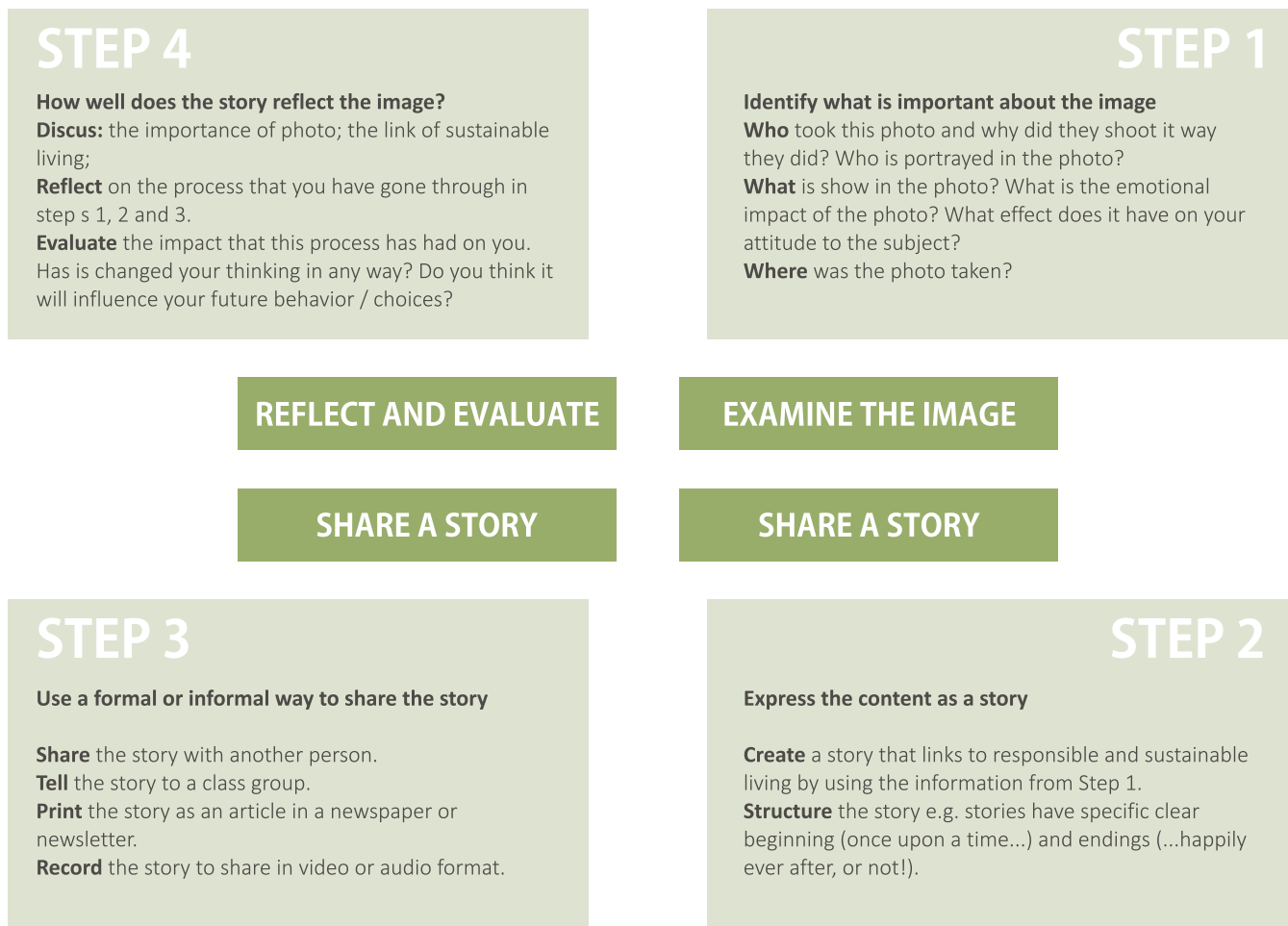
The mass media today plays a significant role in forging stereotypes and prejudices in the society by conditioning perceptions and shaping people's attitudes and behaviors. According to Media literacy expert group, which was created in 2017 by European Commission, "Media literacy is an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it. It refers to all kind of media, through all kind of channels (traditional, internet, social media) and to all ages. Media literacy means different things for different countries and stakeholders. It is also a dynamic concept that evolves at the same that technology and society. However, a key stone in all possible definitions of media literacy is the development of critical thinking by the user." (Source: (E02541), CNECT- DG Communications Networks, Content and Technology).

This part of toolkit invite young people to develop media literacy skills to become better interpreters of media messages. By participating in activities learners will elevate perception of reality and the way we see the world. They will learn about construction and deconstruction of media messages and particularly by developing storytelling skills.

Stories are effective educational tools and because of that this project has focus on one of the key questions that influence intercultural and international relations: the construction of social representations - how different groups of people perceive and are perceived by others. New forms of media are creating new ways to record, express and consume stories and by this better understand sustainable development related issues.




The activities in this section will stimulate to develop and adopt critical thinking and analytical competences when touch the coverage of the situations in different countries and on different continents. Below you will find structure of story making cycle. It can be useful to analyze it if you decide to adapt activities for your needs.





5a Activity “Whose Story is This?”

Each student writes a description of a photograph in relation to signs of responsible living they find. Afterwards all class members are invited to match photographs and descriptions.

 <p>Sustainable development skills</p>	<p>System thinking competency; Anticipatory competency; Critical thinking competency; Self-awareness competency.</p>
 <p>Curriculum</p>	<p>Languages; Literacy.</p>
 <p>Tips and recommendation</p>	<p>Students can use the Responsible and Sustainable Living Prompt Cards. This activity can also be carried out with groups of two / three students.</p>



Materials needed

A set of photos – enough to give each student an image (Annex 9);
Pens and paper;
Sticky tack;
Responsible and Sustainable Living Prompt Cards (Annex 8).

INSTRUCTION: Organize this activity in two stages:

Stage ONE:

- Show the students one example of a photo and invite them to describe what they see in the photograph in relation to responsible and sustainable living. This step provides a practice run for the next step.
- Distribute a photo (face-down) to each student. Instruct them not to show it to their peers.
- Distribute paper and a pen to each student. Invite the students to write down as many sentences as is possible, in five minutes, to describe “the story” of their image in relation to responsible and sustainable living.
- Collect all of the images and descriptions from the students.

Stage TWO:

- Attach the students images to a whiteboard with sticky tack. Number each image.
- Explain to the class that each of the descriptions written by students will be read out randomly. As descriptions are being read out students are asked to guess which of the numbered images is being described and to record their choice on a sheet of paper.
- When all descriptions have been read out and matched to a photograph review the students answers.
- Discuss the photographs, descriptions and the number of correct answers. What images were challenging to describe / guess?

Questions:

- *What have they learnt from this experience?*
- *Has the activity heightened their awareness of responsible and sustainable living? How?*
- *After a couple of weeks invite students to discuss and reflect on:*
- *Has the activity prompted them to take any kind of action or make a change? If yes, what?*

5b Activity “The secret story of an everyday object”

In groups, students gather information about various everyday products. Then they share their findings about the sustainability and origin of the product.



Sustainable development skills

System thinking competency;
Critical thinking competency;
Integrated problem- solving competency.



Curriculum

Languages;
Literacy;
Geography.



Tips and recommendation

Questions can be selected / written and graded according to the ability and interests of students.
Objects / products can be made more challenging for older or more able student e.g. objects / products made from a range of different materials and sources (e.g. a mobile phone, a toaster).



Materials needed

Objects (products) that students are familiar with (e.g. chocolate, a mobile phone, shoes);
A set of questions for each object;
Pens;
World map or a globe (optional).

INTRODUCTION: The classroom should be organized for group work, with access to the internet. The teacher selects objects for groups and prepares the questions and all other materials needed. Divide students into groups of four or five.

Provide each group with an object / product and a set of questions. Invite each group to look at their object / product and research answers to their set of questions. Students can brainstorm possible answers or look for answers on the internet and should record each answer on the worksheet template.

Students are invited to display their worksheets and share the story of their findings with each other. Each group identifies the origin of their object / product on a world map or globe.

Question Bank of Ideas

- o Where was the object / product produced / manufactured?
- o What material is the object / product made from?
- o Does the production of the object / product pollute the environment?
- o What is the origin of the materials used to manufacture the object / product?
- o Were materials processed in any way? How?
- o How was the object / product transported to its present location?
- o Has the object / product got more than one use? Can it be used more than once?
- o What will happen to the object / product after it is no longer used?
- o Does it have potential for Reusing? Recycling? Repurposing? Re-gifting? Repairing? Remaking? Redesigning?
- o Is the object / product an everyday item or a luxury item?
- o Who has use for the object / product?
- o When the product is disposed of is there a risk to the environment?
- o Are the people who manufacture the object / product treated fairly? Are they exposed to any risk factors?

Questions:

- *What have they learnt from this experience?*
- *Has the activity heightened their awareness of responsible and sustainable living? How?*
- *After a couple of weeks invite students to discuss and reflect on:*
- *Has the activity prompted them to take any kind of action or make a change? If yes what?*

WORLD MAP



5c Activity “Front Page News Story”

Using chosen photos, students write newspaper articles designed to raise awareness about an aspect of responsible and sustainable living. They choose the best story for a newspaper front page.

 Sustainable development skills	Normative competency; Strategic competency; Collaboration competency; Integrated problem-solving competency.
 Curriculum	Languages; Literacy.
 Tips and recommendation	Responsible and Sustainable Living Prompt Cards (Annex 8) can be used to support writing by providing prompts and words that can be used in the article.
 Materials needed	A set of photos (have a minimum one per student); Pens and paper or IT equipment to support writing of newspaper article / short story; Responsible and Sustainable Living Prompt Cards (Annex 8).

INTRODUCTION: The classroom should be organized for group work. Lay the photos out on a large table or on the floor so that the students can walk around them to view them before making a selection. Inform the students that the class is being invited to become journalists to produce a special edition newspaper on responsible and sustainable living.

Invite each student to look at the photos that have been laid out and select a photograph that they feel links to the theme which could be used on one of the newspaper pages as part of an article / story designed to create awareness about an aspect of responsible and sustainable living. Divide the students into groups of approximately four and invite each member of the group to share their photos with each other and explain what motivated them to select the photo for the newspaper article / story. Explain to the students that as a group they will now need to:

- select just one photo for the group;
- write a caption for the photo;
- write a short article / story to accompany the photo.

The short article / story can be fact or fictional but must be linked to themes of responsible and sustainable living and help to create awareness about some aspect of the theme. The article / story might for example: tell a good news story, highlight a need for change, provide a warning, or report on a catastrophe.

When each group has finished writing their article / story, invite the groups to present their articles / stories to each other. While students are listening to each other's articles / stories they should consider which article / story should be selected to go on the front page of the special edition newspaper. When each group has finished their presentation, the class can vote to decide this.

Invite the groups to complete the activity by assembling the newspaper containing all of their articles as either a hard copy newspaper or an electronic newspaper.

Questions:

- *What have they learnt from this experience?*
- *Has the activity heightened their awareness of responsible and sustainable living? How?*
- *After a couple of weeks invite students to discuss and reflect on: Has the activity prompted them to take any kind of action or make a change? If yes what?*

5d Activity “Key words”

Following suggested keywords, students brainstorm and make up a list of related films. They discuss what can be learned from the film about sustainable living.

 Sustainable development skills	Normative competency; Self-awareness competency.
 Curriculum	Languages; Literacy; Arts.
 Tips and recommendation	This activity can also be used with other media, e.g. songs, newspaper or magazine articles, books, TV programs, YouTube clips. This activity could also be done as homework and students could complete their list by conducting research on the internet.
 Materials needed	Paper (A4) for keywords; Pens and paper.

INTRODUCTION: The teacher writes specific keywords on A4 paper. Each keyword should take up the whole A4 page.

Examples of keywords: • **Nature** • **Pollution** • **Poverty** • **Transport**
 • **Crime** • **Media** • **Consumption** • **Disease**

The teacher cuts up each A4 keyword into approximately four pieces to create a simple puzzle. Overall there should be enough pieces so that each student receives one.

The pieces of paper are distributed randomly to students. Students are asked to team up by finding other students that can help to make up a whole keyword.

Each group that forms is invited to brainstorm as many films as possible where their keyword features in the film. They are also invited to give a short description / explanation of how their keyword is linked to / addressed in each particular film, e. g.

- Is it the main theme of the film?
- Is it in the background of the film story?
- Which perspectives are addressed?
- Is the current view on the theme different / changed from the one presented in the film?
- What can we learn from the film(s) on the theme of:
 - *responsible and sustainable living?*
 - *the role of the media in responsible and sustainable living?*

Each group is then invited to present their work and ideas.

Examples for the keyword “MEDIA”

All the President's Men – investigative reporters work on the Watergate scandal; media play a positive role;

Wag the dog – shortly before an election, a Hollywood producer joins efforts to fabricate a war in order to cover up a presidential sex scandal; example how easy it is to manipulate public opinion;

The Social Network – media is the main topic of the film; a story on how the most successful social network of today was founded;

Sex and the city – series and a film about a woman writing articles for a New York newspaper; newspaper job seems to be very easy and not a stressful job;

Good morning, Vietnam – a story about American radio DJ in the Vietnam War; in his radio show consists of comedy and news updates that were vetted by the station censors.

Questions:

- *What have you learned from this activity / experience that you didn't know before?*
- *What would you like to find out more about?*
- *Was there anything that surprised you during the activity?*

Annex 8 – for activity „Whose Story is This?“ ir „Front Page News Story“

RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS

CONSUMPTION	LOCAL AND GLOBAL COMMUNITIES																																																																																
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