

What is the Media?

Lesson 2



The children should be able to assess points of view presented in the media and choose to agree or disagree with them, for example different viewpoints regarding children’s usage of modern media

Lesson Objective

The children should be able to assess points of view presented in the media and choose to agree or disagree with them, for example different viewpoints regarding children’s usage of modern media.

Learning Outcome

The children should be able to understand that different people have different points of view. They should be able to identify a point of view and explain whether they agree or not with the points of view presented. The children should be aware of the debate around media and young people.

Teacher’s Notes

Understand that persuasion means to talk someone into doing or thinking something. Understanding that we all have a point of view that is very important, but especially when consuming media. Understand how points of view are sometimes presented in the media, and how children might question them.

There is a lot of debate about media and young people, and whether the media world they’re growing up in is good for them or not. It’s important that the children are part of this conversation and can formulate and express their views, as well as being aware of others’ views too.

Resources

- Activity 2.1
- Activity 2.2
- Activity 2.3
- Activity 2.4

Methodology

- Talk and discussion: The Popular Song; Point of View
- Collaborative learning: Agree/Disagree Game, Persuade Me Game,
- Active Learning: Media Debate; Write a Reply
- Skills through content: Visit to a Shopping Centre – The Supermarket

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Procedure

Step 1: The Popular Song

- Play a popular song for the class. Afterwards ask the children if this is a good song?
- Allow different opinions to be shared from the class.
- If there is much consensus, play devil's advocate and offer an opposing opinion.
- Survey the class as to their favourite song at the moment.
- Again if there is much consensus, suggest a different song, to demonstrate a different point of view.

Step 2: Agree/Disagree Game

- The teacher reads out a statement and the children move to one side of the room to show that they agree, or to the other side of the room to show they disagree.
- The children from the agree side are allowed to persuade the children from the disagree side to join their side, and vice versa.
- The children should attempt this one at a time to allow everyone to hear their persuasion argument.
- The teacher could use statements such as:
 - Homework is a great idea
 - Sports are better than art
 - Pop music is better than rock music
 - Chocolate is good for you.

Step 3: Persuade Me Game

- Survey the children on their favourite breakfast cereal, sweets or sport. Record the results, and create a graph if possible to display the results.
 - Pick the top three results and divide the class into three teams. Ask one “neutral” child to sit in the centre of the room. Each team must convince the neutral child that their breakfast cereal, sweets or sport is the best.
 - Give some time for each team to devise reasons and be specific as to why their choice is better than another. The teacher could model the persuasion process, to encourage the teams.
 - Allow several children in turn to be the neutral child, to encourage the children to develop their persuasion skills, with different members of each team leading the persuasion each time. Encourage the neutral child to take their time deciding which breakfast cereal, sweets or sport is the best for them and to weigh up each argument.
 - Ask each neutral child, why they chose the breakfast cereal, sweets or sport. Ask what about each groups argument convinced them?
 - During feedback time, ask the children what are the best ways to persuade someone to agree with them. Take a note of any suggestions.
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Procedure continued

Step 4: Visit to a Shopping Centre – The Supermarket

- Explain to the children that the media is constantly trying to persuade them to buy and use products like food, clothes, games, books, toys and technology.
- Remind the children of their “Visit to a Shopping Centre”. The logos, slogans and colours that they included on the shops, clothes and kiosks during that activity were all trying to persuade people to buy and use products.
- Explain that the children are going to imagine that they are returning to the shopping centre, this time to go to a big supermarket.
- Remind the children that the supermarkets are separated into aisles, with different products on each aisle. Ask the children to suggest which aisles they may find in a supermarket.

They may suggest kitchenware, household cleaners, pharmacy products like medicine, pet supplies, meat, fresh produce like fruit and vegetables, dairy, baked goods, clothes, DVDs, sporting equipment, board games, baby foods and baby-care products.

- In groups or pairs, the children should select one aisle and imagine all the different products that they may find on that aisle. Ask the children to select one item from their aisle, which they think they could persuade the class to buy or use.
- In their group or pair, they can use the prompts from Activity 2.1 to help them decide how best to persuade the other children to buy or use their product.
 - What is your product called?
 - What does it look like?
 - Who might buy your product? Adults, children, younger people, older people, families?
 - Who might use your product? Adults, children, younger people, older people, families?.
 - Who should you aim your advertising at? The buyer or the user?
 - Where should you advertise? Online, posters, television, radio, apps?
 - What slogan can you use to persuade people to buy or use your product?
 - Does it have packaging? If so what colour, logo or brand is on it
 - Design the packaging for your product, including colour, logo or brand.
- Explain to the children that persuasion means to talk someone into doing or thinking something.
- In order to do this, you need to have a point of view on a topic or product.
- A point of view is the perspective or opinion we hold about something.

What is the Media? Activity 2.1	
Visit to a Shopping Centre – The Supermarket	
What is your product called?	
What does it look like?	
Who might buy your product? Adults, children, younger people, older people, families?	
Who should you aim your advertising at? The buyer or the user?	
Where should you advertise? Online, posters, television, radio, apps?	
What slogan can you use to persuade people to buy or use your product?	
Does it have packaging? If so what colour, logo or brand is on it?	
Design the packaging for your product, including colour, logo or brand.	
Name: _____	Date: _____

Activity 2.1

Step 5: Point of View

- Explain to the children that the media put forward different points of view all the time.
- Tell the children that the media can have strong points of view on different topics, and that sometimes media aims to persuade us to agree with their point of view.
- Display Activity 2.2 for the class and enable the children to read the article.
- At the end of the article, ask the children in groups to decide if they agree or disagree with the article.
- Ask them to explain their point of view on the article.

Tech News

TECH NEWS

SOCIAL MEDIA GIANTS TO LIMIT ACCESS

Facebook, Google, Amazon, Apple, Microsoft, and other tech giants have announced they will limit access to their services in certain countries. This move has caused a lot of controversy and concern among users and governments alike.

The companies claim that this is necessary to protect national security and privacy. However, critics argue that this is a way to control information and limit freedom of expression.

Users are worried that their data will be monitored and that their privacy will be compromised. Governments are also concerned that this will give them more control over the internet and its users.

It remains to be seen how this will affect the global tech industry and its users. Only time will tell.

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Activity 2.2

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Procedure continued

Step 6: Media Debate

- Explain to the children that they can explore more points of view on the Article 2.2.
- The teacher will suggest a class debate on one of the following motion: “Social Media companies across the world should limit the access of young people to social media”. In pairs, groups or teams the children should pick a side in favour or against the statement. They can use Activity 2.3 to help structure their debate.
- Each side should be allowed an agreed amount of talking time to put across their point of view, with an opportunity to reply at the end of the debate. Different groups may take different motions.
- Teacher can encourage the children to express their points of view.
- Allow disagreement, and counter arguments.
- At the end of the debate, explain that although the different teams had a different point of view, all points of view are valuable.
- As an extension activity the children could debate any of the following motions in a similar fashion:
 - School children should wear school uniforms
 - Homework is a great idea to help children learn
 - Children shouldn’t be allowed to own mobile phones
 - School holidays should be shorter to allow children to learn more.



Activity 2.2

Activity 2.3

Step 7: Write a Reply

- Explain to the children that they are going to take on the role of a journalist writing a reply to the article in Activity 2.2 for their local newspaper.
- Using all the information that they gathered during the debate the children could choose a point of view either agreeing or disagreeing with the article and the point of view put forward.
- Whether they are agreeing or disagreeing they should have four reasons for their position.
- The children can work individually, in pairs or groups on the reply article using Activity 2.4.
- At the end of the activity ask the children if they’d like to read their article, and share their point of view.



Activity 2.4