

# MediaWise Introduction



Children are growing up in a world where marketing messages reach into most areas of their lives. These messages are now so prevalent and increasingly persuasive that it's more important than ever to teach children to understand these messages and what they are saying.

MediaWise is a FREE Media Literacy Resource developed for use across all Primary School classes. It aims to help children develop their awareness and understanding of media, advertising and marketing. This will enable children to make more informed decisions about their needs and wants based on the marketing messages they are exposed to.

## Learning objective

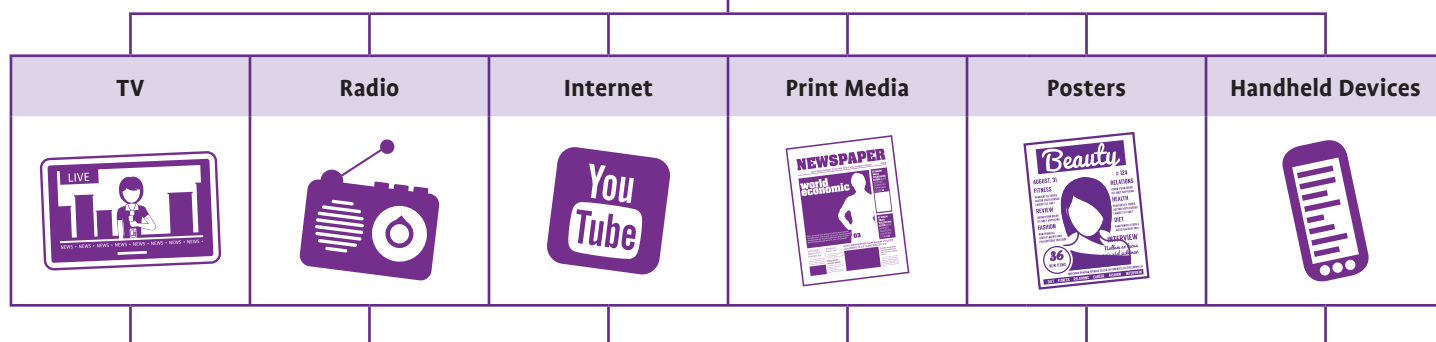
MediaWise aims to give children the life skills they need to take full control of the rapidly changing media forms at their disposal. Based on the Broadcasting Authority of Ireland's core competency framework for media literacy, the resource aims to help children understand and critically evaluate broadcast, digital and other media content and services to make informed choices.

## Learning outcomes

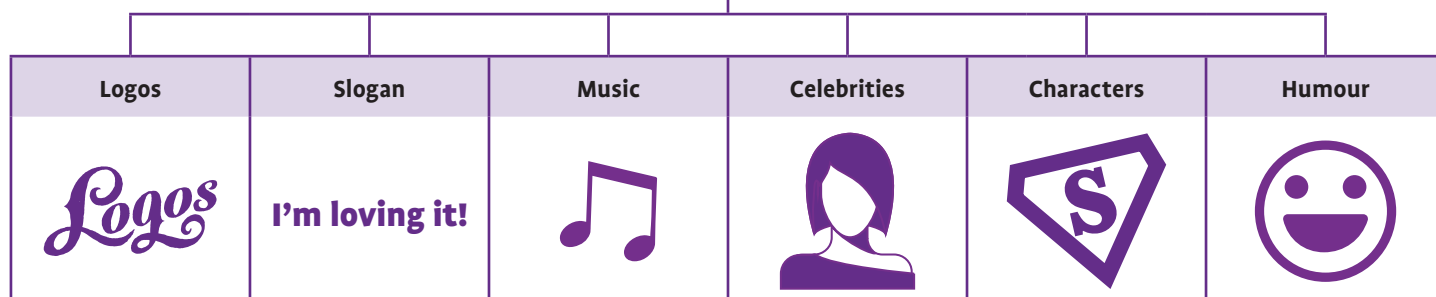
On completion of the resource children will be able to:

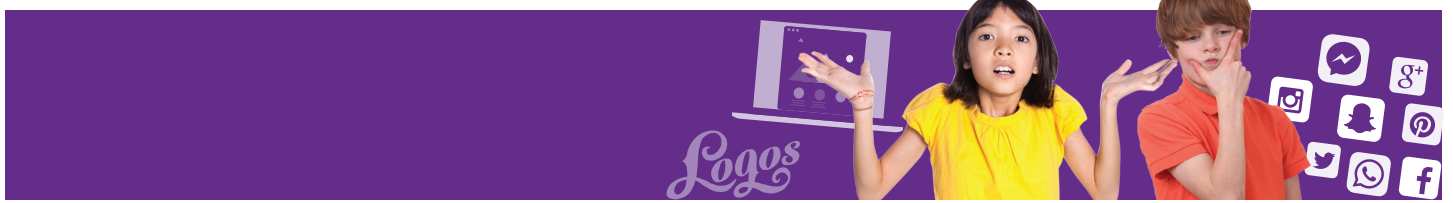
- Identify – identify and describe different types of advertising
- Analyse – understand the purpose of a range of adverts, and the techniques they sometimes use to influence
- Explain – explain how advertising rules shape the adverts that we see
- Evaluate – ultimately help children develop critical thinking about the commercial world around them and help them make better informed choices.

### What is the media?



### Advertising





## Curriculum focus

Comprehensive curricular links enable you to see how MediaWise links with your teaching to support and develop learning in your classrooms. The resource spans Language, SPHE, SESE, Drama, Geography, Visual Arts, History and Mathematics.

### Curricular Links for Junior and Senior Infants Class

Language	SPHE	SESE	Drama	History	Mathematics
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## Using MediaWise

MediaWise is an online resource. It has eight lessons for each class grade, developing in a spiral curricular manner over the course of a child's development. You can use MediaWise lessons throughout the school week, as the resource utilises a variety of teaching methodologies to link teaching and learning across the primary school curriculum.

**Each lesson has been designed as a 40 minutes session. The teachers' notes comprise an outline of each lesson, including:**

- The learning objective
- Learning outcome
- Resources to be used
- Methodology.

**A detailed walk through of the lesson is outlined, including:**

- Pupil worksheets
- Activities
- Interactive activities.

You can use these flexibly and adapt them to the amount of time you have available.

MediaWise includes a selection of real adverts for reference that you can use within the lessons and as a stimulus for future media literacy activities.

## Acknowledgements

**safefood** would like to thank all those involved in the project, particularly the pilot school teachers and children who generously gave of their valuable time and resource in the development stage.

The development of MediaWise would not have been possible without the contributions and hard work of Sheena Horgan, Journalist, Author and Consultant in Social Marketing, in the development of the resource structure and content outline and the advice and input of Gearoid McCauley, Teacher, St. Senan's Primary School, Enniscorthy, as an experienced practitioner. Corinna Hardgrave, Dublin City University Fellow with **safefood**, was instrumental in advancing this project. A full list of our advisory group members can be found at the end of this resource.

# MediaWise Overview

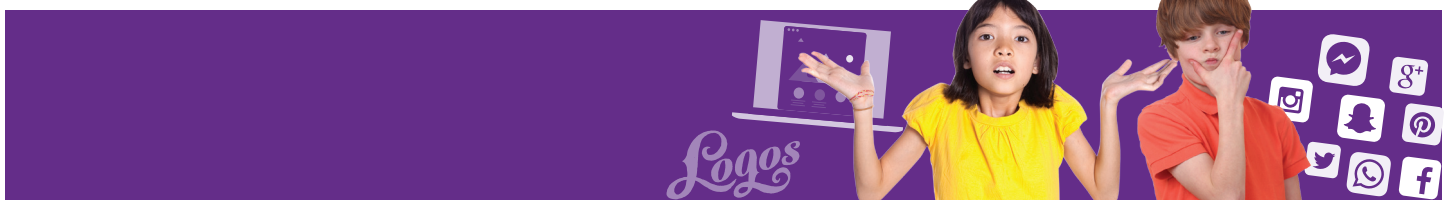


## Topics and lessons

<b>Topic 1</b> What is the Media?	<b>Lesson 1</b> Explain and understand what media is.	<b>Lesson 2</b> Explain and understand what advertising is.
<b>Topic 2</b> The message and emotion behind the media	<b>Lesson 3</b> Identify the basic emotions we feel (happy, sad, angry, bored, surprised, scared) and suggest what these basic emotions might 'look' like.	<b>Lesson 4</b> Understand what a need and what a want is and the difference between them.
<b>Topic 3</b> Who's the Target?	<b>Lesson 5</b> Identify a television programme they like and describe why.	<b>Lesson 6</b> Think about what an "assumption" might be.
<b>Topic 4</b> Media's influence on us	<b>Lesson 7</b> Explain what persuasion is and how it works.	<b>Lesson 8</b> Distinguish the real and the fantasy parts of an advertisement.

### MediaWise for Junior and Senior Infants should enable the children to:

1. Name some different types of media.
2. Describe what advertising is.
3. Identify the basic emotions (happy, sad, angry, bored, surprised, scared) we feel.
4. Understand the difference between needing something and wanting it.
5. Describe and share why they like a particular television programme.
6. Understand that the interests of all children are different, that the media makes assumptions about the likes and preferences of girls or boys based on their gender alone.
7. Understand that persuasion means to talk someone into doing or thinking something.
8. Understand that advertisements can be set in the real or an imaginary world, or a mixture of both.
9. Recognise that children may like advertisements that are set in an imaginary world.



## Curriculum links

### Language

#### Oral language

##### Engagement, listening and attention

- Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.

##### Social conventions and awareness of others

- Recognise that language style changes with different relationships and audiences and show understanding of the listener's needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally.
- Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences.

#### Understanding

##### Sentence structure and grammar

- Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.

#### Exploring and using

##### Requests and questions

- Express personal needs and preferences, and make requests with confidence.
- Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.

##### Categorisation

- Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding.

##### Retelling and elaborating

- Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.

##### Information giving, explanation and justification

- Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.

### Reading

#### Communicating

##### Engagement

- Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others.

##### Motivation and choice

- Choose, read and communicate about text\*\* in a range of genres for pleasure and interest.

#### Understanding

##### Conventions of print

- Identify and use basic conventions of print in text.

##### Reading vocabulary

- Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding.

#### Exploring and using

##### Purpose, genre and voice

- Experience and respond to the aesthetic, creative and imaginative aspects of text and a wider range of genres justifying preferences and opinions.

##### Comprehension

- Recall, discuss and sequence significant details and identify key points of information in text.
- Use a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively.

#### Writing

#### Communicating

##### Engagement

- Take part in and enjoy writing to communicate with others.

#### Understanding

##### Conventions of print and sentence structure

- Use basic conventions of print and sentence structure.

#### Exploring and using

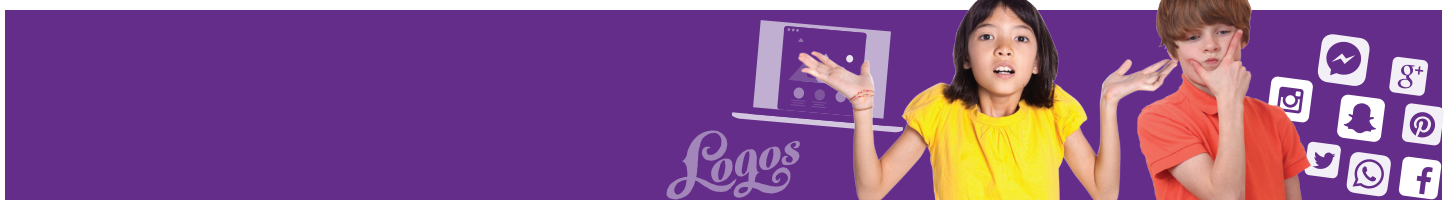
##### Purpose, genre and voice

- Draw and write with a sense of purpose and audience while creating texts in a range of genres, and develop an individual voice to share their thoughts, knowledge and experiences.

#### Response and author's intent

- Share the meaning of their own texts and demonstrate understanding through responding to the texts of others.

\*\* 'text' to include all products of language use: oral, gesture, sign, written, braille, visual, tactile, electronic and digital.



## Curriculum links continued

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### SPHE

#### Myself

##### Myself and the wider world

- Realise that he/she receives information from many different sources.
- Identify favourite television programmes, videos and video games and indicate reasons for preference.
- Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits.
- Begin to use and explore the various kinds of information technology available.
- Begin to explore and talk about the difference between advertisements and programmes.

### Mathematics

#### Data

##### Understanding

##### Recognising and interpreting data

- Content for junior infant class: sort and classify sets of objects by one criterion.
- Content for senior infant class: sort and classify sets of objects by one and two criteria.

### Drama

##### Drama to explore feelings, knowledge and ideas, leading to understanding

- Develop the instinct for make-believe play into drama.
- Develop the ability to play in role as an integral part of the action.
- Experience how the use of space and objects can help to create the reality of the make-believe world.

### History

#### Story

- Listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways.