

# 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.

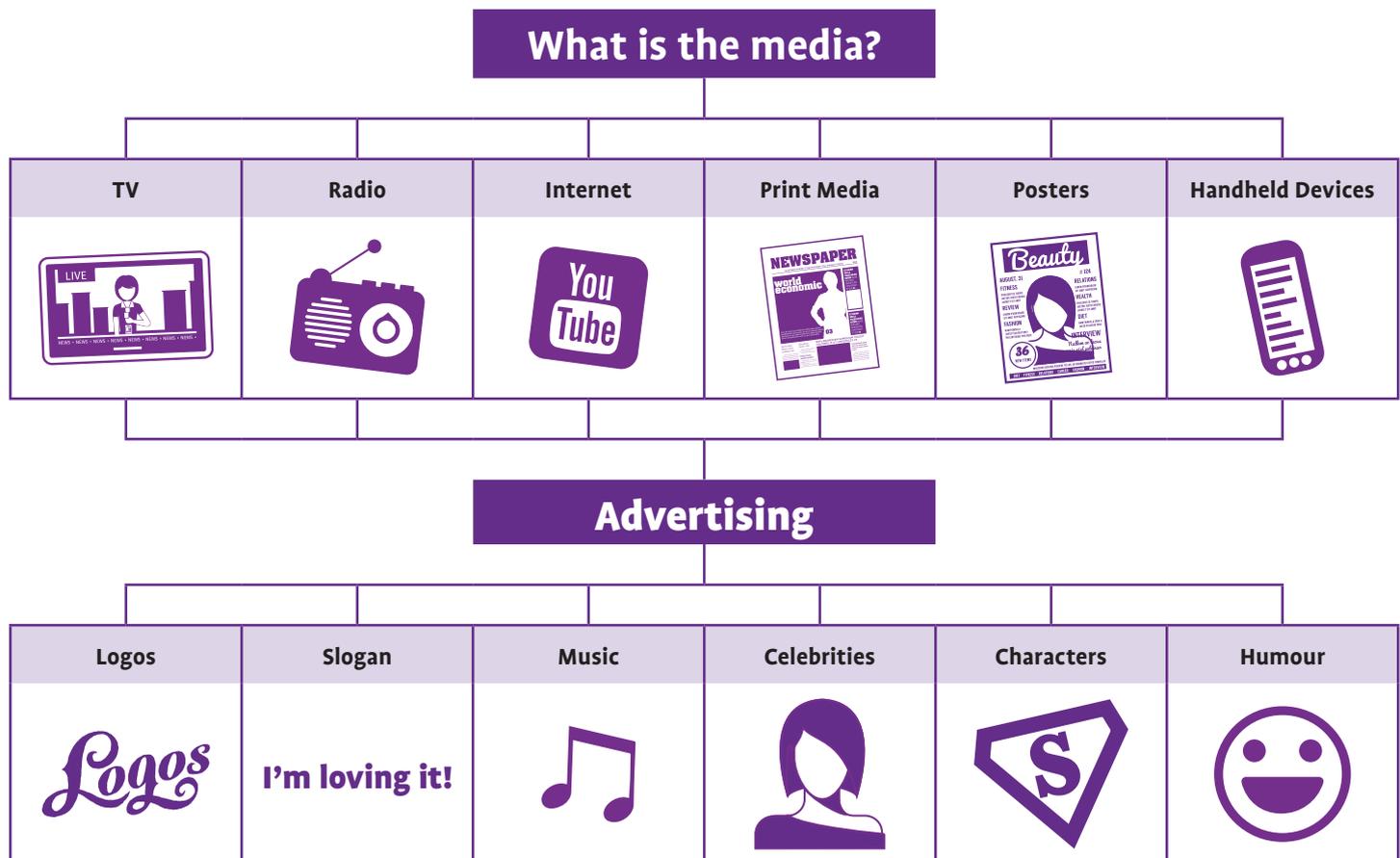
## Learning objective

MediaWise aims to give children the life skills they need to take full control of the rapidly changing forms of media 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.





## Curriculum focus

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

Curricular Links for First and Second Class					
Language	SPHE	SESE	Drama	History	Mathematics

## 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> Understand what media and advertising are.	<b>Lesson 2</b> Explain and understand advertising's purpose.
<b>Topic 2</b> The message and emotion behind the media	<b>Lesson 3</b> Recognise a range of emotions as they are presented in the media and understand that we react emotionally to some advertisements.	<b>Lesson 4</b> Identify some of the different elements that are used in the media.
<b>Topic 3</b> Who's the Target?	<b>Lesson 5</b> Listen to others' opinions – how some people like the same things as us but for different reasons.	<b>Lesson 6</b> Understand what an "assumption" is.
<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> Recognise that media can be a source of information.

### MediaWise for First and Second Class should enable the children to:

1. Name some different types of media and recognise the different media they encounter on a regular basis.
2. Describe what advertising is and recognise that advertising is everywhere.
3. Understand that advertising tries to do one of four things:
  - Tell us something we need to know
  - Persuade us to buy a product
  - Persuade us to change our behaviour
  - Put forward a point of view.
4. Describe what the basic emotions (happy, sad, angry, bored, surprised, scared) might 'look' like and understand emotions as they are presented visually in the media.
5. Understand how some people like the same things as us but for different reasons.
6. Understand what an assumption is, to recognise the assumptions made in some toy advertising and name a few other assumptions made in the media.
7. Understand that persuasion means to talk someone into doing or thinking something and to understand how persuasion works.
8. Describe everyday examples of information that they come across and suggest the sources of this information.



## 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

- Use social conventions of language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience.
- 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.

##### Acquisition and use of vocabulary

- Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words.
- Use sophisticated oral vocabulary and phrases, including the language of text\*\*, topic and subject-specific language, and express and use decontextualized language.

##### Demonstration of understanding

- Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case, including speculating, hypothesising, justifying, negotiating, arguing and complaining.

#### 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.

#### Playful and creative use of language

- Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively.

#### Information giving, explanation and justification

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

#### Description, prediction and reflection

- Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.

#### 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 talk about text\*\* in a range of genres for pleasure, interest and specific purposes.

##### Understanding

###### Conventions of print

- Use conventions of print to help understand text.

###### Phonics and word recognition

- Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.

###### Reading vocabulary

- Use a range of vocabulary strategies and knowledge of synonyms, antonyms and homonyms, affixes and root words to clarify and discuss the meaning of unknown words and phrases as they arise.

#### 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.
- Draw on a repertoire of comprehension strategies flexibly and interchangeably to engage with the text.

##### Fluency and self-correction

- Read instructional and independent-level texts in a range of genres with fluency and understanding, and self-correct independently.



## Curriculum links continued

### Language continued

#### Writing

##### Communicating

##### Engagement

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

##### Motivation and choice

- Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.

##### Understanding

##### Conventions of print and sentence structure

- Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing.

##### Spelling

- Spell a wide range of high frequency words accurately and use spelling strategies for unfamiliar words.

##### Vocabulary

- Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing.

##### 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.

##### Writing process

- Use the writing process when creating texts collaboratively or independently.

##### Response and author's intent

- Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent.

##### Handwriting

- Write using cursive script.

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

### Mathematics

#### Data

##### Recognising and interpreting data

- Sort and classify objects by two and three criteria.
- Represent and interpret data in two, three or four rows or columns using real objects, models and pictures.

### History

#### Story

##### Stories

- Express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies.
- Listen to, discuss, retell and record some simply told 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 through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments.

### SPHE

#### Myself and the wider world

##### Media education

- Become aware of and learn about the different ways in which information can be communicated.
- Begin to distinguish between fact and fiction in stories or situations in different media forms.
- Discuss and explore advertising that is specifically aimed at children.

### Drama

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

##### Exploring and making drama

- Use the ability to play at make-believe to enter fully into participation in drama.
- Use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character.
- Experience how context is built and a drama reality created through the use of space and objects.