

# Media's influence on us

## Lesson 8



### Design an information media campaign to show how media can be a source of information and makes the world a smaller place

#### Lesson Objective

The children should be able to design an information media campaign to show how media can be a source of information and makes the world a smaller place.

#### Learning Outcome

Explain how different media can be an important source of information, for local, national and international events.

#### Teacher's Note

Media is all around us and as well as selling to us, media can provide us with information that is part of our everyday lives. Media can be very influential, and as it grows, so too does its influence. The media is very good at persuading us what to think and what to believe and can be used to promote awareness of road safety, antismoking or other social issues. Media makes us aware of what's happening in the world and makes the world a smaller place. News travels faster. We know what events look like although they might be thousands of miles away. We can hear people's views too because media can also give us a voice.

#### Resources

- *The Media's Influence on Us* video
- Activity 8.1
- Activity 8.2

#### Methodology

- Talk and discussion: Get the Message; Making the World a Smaller Place; Sources of Information
- Collaborative learning: Bin Your Gum Litter Campaign; Design an Information Media Campaign
- Skills through content: *The Media's Influence on Us* video

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### Procedure

#### Step 1: Media's Influence on Us Video

- Tell the children that they are going to watch a short video about the media's influence on us.
- Play the *Media's Influence on Us* video from the MediaWise website, [www.MediaWise.ie](http://www.MediaWise.ie)
- After the video, remind the children that the media tries to have an influence on how we think and what we do.
- Ask the children if they can remember any ways the media try to have an influence on how we think and what we do?
- Explain that media uses lots of different ways such as logos and brand name, visuals including images and colours, language / words, characters and animals, sound and music, celebrities, special offers such as free gifts, money off, buy one get one free, supersize, 50% extra or movie tie ins to try to have an influence on how we think and what we do.
- Remind the children that we hear and see information from the media and advertising every day.
- All of these elements are designed to encourage us to feel a range of emotions and make us feel in a particular way.



Video

#### Step 2: Get the Message

- Ask the children how they would get a message to someone:
  - In the seat beside them
  - In the next classroom
  - At the far side of town
  - In another town
  - In another county
  - In a far way country
  - On another planet.
- The children might suggest talking, a letter, an email, a text, social media.
- Explain to the children that information can travel in many different forms. Thanks to the media and modern technology, there are more ways to get and send information than ever before.

#### Step 3: Making the World a Smaller Place

- Explain that events that take place thousands of miles away are shown on television, talked about on websites, and discussed on social media.
- Ask the students for examples of worldwide events that they know or hear about through the media.  
*The children may suggest world event such as the Olympics and Irish athletes' participation in the events, or other world events.*
- Explain that world news events can include:
  - Wars
  - Natural Disasters – Earthquakes, Volcanos, Massive Fires, Flooding, Storms
  - Political Elections
  - World Sporting Events.
- Explain to the children that information on these and similar events is freely accessible through the media, especially since the development of modern technology.
- Explain that as a result the world feels 'smaller', this means that information about anything going on in the world is accessible very easily.
- In groups ask the students to consider a recent world event, with the following questions:
  - How they would hear about world events without the media?
  - What media reports on world news events?
  - How do the different media report the event?
  - Do all media say the same thing or show the same pictures?
  - What happened as awareness of the world event was raised?

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### Procedure continued

#### Step 4: Sources of Information

- Ask the children if they can remember any media that we discussed in previous lessons?

*The children may suggest television, radio, internet, social media, in magazines, comics or posters on the street or a bus.*

- Tell the children that we see television, radio, internet, social media, in magazines, comics, posters and other forms of media nearly every day.
- Explain that therefore we are constantly surrounded by media. As a result we may not even realise that we are seeing and hearing many, many advertising messages every day.
- Ask the children if they have seen any messages from the media this week on television, radio, internet, social media, in magazines, comics or posters.

*The children may suggest advertisements for food, clothes, games, books, toys and technology*

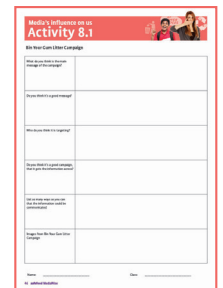
- Tell the children that in fact we may see up to 1,500 advertisements every day. That's a lot of messages every day.
- Explain that the media can also educate us.
- We can learn about subjects like litter, road, water and bike safety, environmental activities, recycling and/or saving energy, the benefits of exercise and healthy eating from the media, from websites, social media, the radio, newspapers and television.

#### Step 5: Bin Your Gum Litter Campaign

- Using the Bin Your Gum Litter Campaign advertisement and posters on the MediaWise website, [www.MediaWise.ie](http://www.MediaWise.ie), ask the children in pairs or groups to decide:

- What do you think was the main message of the campaign?
- Do you think it's a good message?
- Who do you think it targeted?
- Do you think it's a good campaign? Does it get the information across?

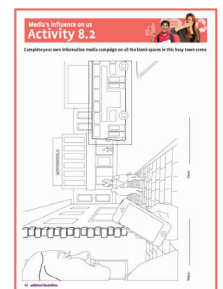
- List as many ways as you can that the information could be communicated.
- The teacher could prompt television ads, posters, school programmes, websites, magazine ads and newspaper articles.



Activity 8.1

#### Step 6: Design An Information Media Campaign

- In groups, pairs or individually the children can pick a topic for example: recycling, the importance of sleep, internet safety, healthy eating, antismoking, or any other social issue relevant to them and design a media campaign to promote the topic.
- Each group, pair or individual should consider:
  - What information do they want to get across?
  - What is the main message?
  - Who is the campaign targeted at? Children, young people, adults, older people?
  - What slogan should they use so that people will remember?
  - Could they use music to promote their campaign?
  - Could they involve a celebrity? If so, who?
  - What media should they use to create their campaign?
  - Are the chosen media good ways to communicate this information?
  - Will the information reach everyone that needs it?
  - Will it influence the people it reaches?



Activity 8.2



## Procedure continued

### Step 6: Design An Information Media Campaign continued

- Using Activity 8.1 the children can complete their own media messages for their campaign on all the blank spaces in this busy town scene.
- Demonstrate how the children can fill in different media messages on Activity 4.3. Suggest to the children that they could:
  - Include a poster at the cinema
  - Advertise in the magazine, on the bus poster or the tablet apps
  - Design a logo for the clothes the people are wearing, to encourage others follow your campaign
  - Advertise the campaign on social media on the mobile phone or the tablet apps.
- After they have completed the activity ask the children if they'd like to share their work with the class and explain why they chose those forms of media to advertise their campaign.

### Step 7: Media Literacy Round Up

- Remind the children that over the last eight lessons, they have learned lots about the media and advertising.
- Ask the children if they can name any of the things they have learned?
- Remind the children that they learned:
  - To name some different types of media and recognise the different media they encounter on a regular basis
  - To describe what advertising is and recognise that advertising is everywhere
  - To 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
  - To understand that everyone has a point of view
  - To recognise some of the different elements that are used in the media
  - To explain how these elements affect our emotions
  - To understand that advertisements are meant to make us feel in a particular way
  - To explain what a need and what a want is, and the difference between them
  - To recognise different media target different groups of people (audiences)
  - To find hidden messages and advertising in the media
  - To understand the concept of stereotypes and stereotyping
  - To link an emotional reaction to an advertisement with an action
  - To understand how media can be a source of information and makes the world a smaller place.
- Each child can be presented with a MediaWise Certificate, showing their learning as part of the programme.

