

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 online Media Literacy Resource developed for use across Key Stage 1 and Key Stage 2 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.

To access MediaWise lesson plans, videos, interactive quizzes and activity sheets visit [MediaWiseNI.com](https://www.MediaWiseNI.com)

Introduction



MediaWise aims to give children the life skills they need to take full control of the rapidly changing media forms at their disposal. This resource has been developed for the Northern Ireland Curriculum and aims to help children understand and critically evaluate broadcast, digital and other media content and services to make informed choices.

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.

Introduction



Overview

Lesson 1 – What is meant the by the Media? #1

- The children should be able to explain and understand what the media is.

Lesson 2 – What is meant the by the Media? #2

- The children should be able to identify different types of the media and recognise the different media they encounter on a regular basis.
- The children should be able to name some advertising and recognise that advertising is everywhere.
- The children should be able to associate advertising with persuasion and identify some advertising that is trying to 'tell' us something.
- Identify some advertising that is trying to 'sell' something.

Lesson 3 – Persuasion

- Explain what persuasion is and how it works.
- Select at least one way to persuade someone to do or think something. Associate persuasion with advertising.

Lesson 4 – Feelings and Emotions

- The children should be able to recognise a range of emotions as they are presented in the media and understand that we react emotionally to some advertisements.

Lesson 5 – Assumptions

- Understand what an assumption is.
- Recognise the assumptions made in some toy advertising and name a few other assumptions made in the media.

Lesson 6 – Favourite Television Show

- The children should be able to listen to others' opinions – how some people like the same things as us but for different reasons.

Each lesson has been designed as a 45–60 minute session. The teacher's notes comprise an outline of each lesson, including:

Learning Intentions

The learning intentions included for each activity covers a number of Areas of Learning and Cross Curricular skills. Whilst each lesson will cover all the learning intentions included, each individual teacher should decide on the appropriate focus for each lesson, whether that be developing an element of Talking and Listening, focusing on PD&MU or developing a Thinking Skill.

Resources to be used

- 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.
- A detailed walk through of the lesson is outlined, including:
 - Pupil worksheets
 - Activities
 - Interactive activities
 - Videos.

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

Introduction



Curriculum Links – Language and Literacy

Talking and Listening

- Take turns at talking and listening in group and paired activities.
- Participate in talking and listening in every area of learning.
- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.
- Listen to, respond to and explore stories, poems, songs, drama, and media texts.
- Present ideas and information with some structure and sequence.
- Think about what they say and how they say it.
- Take part in a range of drama activities to support activity based learning across the curriculum.
- Speak audibly and clearly, using appropriate quality of speech and voice.

Reading

- Participate in modelled, shared, paired and guided reading activities.
- Use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- Express opinions and give reasons based on what they have read.
- Research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways.
- Begin to use evidence from text to support their views.

PD&MU

- Being aware of who and what influences their views and feelings and behaviour.

Self Awareness

- Beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being.
- Appreciating ways we are similar and different, for example, age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.

The Arts

- Develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.

Thinking Skills and Personal Capabilities

Thinking, Problem Solving and Decision Making

- Be systematic and work through the stages in a task.

Being Creative

- Have experiences with all the senses.
- Experiment and investigate real life issues.
- Generate as many ideas and options as possible, building and combining ideas.
- Listen to and share ideas and experiences.
- Take time to use imagination for enjoyment.

Working with Others

- Become more adept at turn-taking, sharing and cooperating when working in a group or team.
- Show fairness to others.
- Recognise and respect other people's feelings and ideas.

Self-Management

- Persist with tasks until an appropriate endpoint, with teacher prompting.

Managing Information

- Record information in a variety of formats.
- Use their own and others' ideas to identify, locate and select various sources of information.
- Begin to identify audience and purpose when communicating.
- Set goals for their work, break tasks into smaller parts and plan the next steps.