



Overview

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

Learning Intentions

Language and Literacy: Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in a range of drama activities across the curriculum.
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics.
- Use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience.

Language and Literacy: Reading

- Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital.

Language and Literacy: Writing

- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.
- Create, organise and present ideas using traditional and digital means, combining text, sound or graphics.

The Arts: Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.

PD&MU: Strand 2 – Mutual Understanding in the Local and Wider Community

- Exploring how the media present information.
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Thinking Skills and Personal Capabilities

Managing Information

- Record information in a variety of formats.
- Begin to identify audience and purpose when communicating.

Being Creative

- Listen to and share ideas and experiences.
- Experiment and investigate real life issues.

Self Management

- Evaluate what they have learned and compare their approaches with others.
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Teacher's Notes

Media is all around us and as well as selling to us, the media can provide us with information that is part of our everyday lives. The 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, anti-smoking 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 the media can also give us a voice.

Resources

- **Video and Poster:** Rufus Our Handwashing Hero Campaign
 - **Activity 7.1:** How Did I Do?
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Introduction

Media's Influence on Us Video

- Using the **Rufus Our Handwashing Hero** campaign video and poster on the MediaWise website, www.MediaWiseNI.com, ask the children in pairs or groups to recap:
 - 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 use prompt such as television ads, posters, school programmes, websites, magazine ads and newspaper articles.

Video



Development

1. Design an Information Media Campaign

- In groups the children can pick a topic for example: recycling, the importance of sleep, internet safety, healthy eating, anti-smoking, or any other social issue relevant to them and design a media campaign to promote the topic.
- Each group 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?

2. Make the Information Media Campaign using the media selected

NB: This activity could be significantly extended in the cross curricular areas of Communication and Using ICT. The following Cross-Curricular tasks could be used:

- *Communication: Writing to Persuade, Level 3 (CCEA).* https://www.rewardinglearning.org.uk/task_exemplification_library/
- *UICT: Come to Life, Level 3 (CCEA).* https://www.rewardinglearning.org.uk/task_exemplification_library/
- *UICT: Poster Magic, Level 3 (CCEA).* https://www.rewardinglearning.org.uk/task_exemplification_library/
- *UICT: Lights, Camera, Action, Level 3 (CCEA).* https://www.rewardinglearning.org.uk/task_exemplification_library/

Whilst these task are written as assessment tasks, they can also be used very successfully in the teaching and learning of key skills in Communication and UICT.

Learning Intention

- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics (Language and Literacy)
- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations (The Arts).

Development of Learning Intention

- Thinking Cards Set 2 :2.27 Using Your Imagination (CCEA):
 - Use this card to provide support for the children as they plan their improvisation/drama response. http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp



Development Continued

2. Make the Information Media Campaign using the media selected (continued)

And/or

Learning Intention

- Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital (Language and Literacy)
- Record information in a variety of formats (TS&PC).

Development of Learning Intention

- Select from or combine elements of the Thinking Cards:
 - Thinking Cards Set 2:2.09 Presenting Your Information to Others (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp
 - Thinking Cards Set 2:2.11 Consider All Factors (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp
 - Thinking Cards Set 2:2.12 Choosing the Best Option for a Task (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp

And/or

Learning Intention

- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
- Create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics (Language and Literacy)
- Listen to and share ideas and experiences (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - One Point of View (CCEA, Active Teaching and Learning, page 55).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Post It Collection (CCEA, Active Teaching and Learning, page 58).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Card Ranking (CCEA, Active Teaching and Learning, page 11).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Thinking Cards Set 2:2.22 Got an Idea? Who Can Help to Make it Better? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp
 - Thinking Cards Set 2:2.46 My Steps to Success (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp
 - Thinking Cards Set 2:2.48 Making a Plan to Get This Task Done (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp

Plenary

1. Use **Activity 7.1** ‘How Did I Do?’ to allow children to evaluate each other’s media campaign.
2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.

Activity 7.1

Media Campaign #2
Activity 7.1

How Did I Do?
Get your partner to share to a partner - they are going to share your work to them.
Using the success criteria for the activity, think about your partner's work and what your partner could have done better.

What I Did Well...	What I Could Have Done Better...
★ ★	★

Feedback for: _____
Give the assessment sheet back to the writer.
Read your partner's feedback very carefully. Compare it to your plan of work. Discuss with your partner's feedback.
Based on your partner's feedback, write a plan for the next piece of work that you do.