



## 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: Reading

- Participate in modelled, shared, paired and guided reading experiences.
- Use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task.
- Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital.
- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.
- Begin to be aware of how different media present information, ideas and events in different ways.

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

- Exploring how the media present information.

## Thinking Skills and Personal Capabilities

### Managing Information

- Have a sense of audience and purpose.

## 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:** Media's Influence on Us
- **Activity 6.1:** Rufus Our Handwashing Hero Campaign
- **Video and Poster:** Rufus Our Handwashing Hero Campaign



## Introduction

### Media's Influence on Us Video

- Play the **Media's Influence on Us** video from the MediaWise website, [www.MediaWiseNI.com](http://www.MediaWiseNI.com)
- 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?
- Discuss how the 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



## Development

### 1. 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 the media. As a result we may not even realise that we are seeing and hearing many media 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 pandemics such as Coronavirus / COVID-19, 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.



## Development Continued

### 2. 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 children for examples of worldwide events that they know or hear about through the media.  
*The children may suggest a world event such as the Olympics or a natural disaster.*
- Explain that world news events can include:
  - Wars
  - Natural disasters – earthquakes, volcanos, massive fires, flooding, storms
  - Political elections
  - Public health problems such as pandemics like Coronavirus / COVID-19
  - World sporting events.
- Explain to the children:
  - Information on these and similar events is freely accessible through the media, especially since the development of modern technology
  - 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 type of media reported on the 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?

### Learning Intention

- Use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task (Language and Literacy).

### Development of Learning Intention

- Allow a period of time for the children to research a world event shared in the media. Research the event using the internet and locate a variety of sources of the information.
- Allow a period of time for the children to share their responses to the question, ‘Does each form of media say the same thing or show the same pictures?’ – scaffolding and modelling from the teacher may be necessary in order to deepen the children’s thinking and responses.



## Development Continue

### 3. Rufus Our Handwashing Hero Campaign

- Using the **Rufus Our Handwashing Hero** campaign video and poster on the MediaWise website, [www.MediaWiseNI.com](http://www.MediaWiseNI.com), 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?

### Video



### Learning Intention

- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.
- Begin to be aware of how different media present information, ideas and events in different ways (Language and Literacy).
- Have a sense of audience and purpose (TS&PC).

### Development of Learning Intention

- Allow a period of time for the children to compare and contrast the information provided in the video compared to the poster:
  - Did they contain the same or differing information? Why?
  - Did they present the information in the same or differing ways? Why? What effect would that have on the audience?
  - Did the video or the poster persuade you the most? Why?

- Complete **Activity 6.1**.

### Activity 6.1

Media Campaign #1 Activity 6.1	
Rufus Our Handwashing Hero Campaign	
What do you think is the main message of the campaign?	
Do you think it's a good message?	
Who do you think it is targeted?	
Do you think it's a good campaign? Does it get the information across?	
List at least two or three ways that the information needs to be communicated.	
List the images in the Rufus Our Handwashing Hero Campaign.	
Name: _____	Date: _____

## Plenary

- 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.
- Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.