

# Lesson 1



## Overview

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

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## Learning Intentions

### 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.

### Language and Literacy: 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.

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## Thinking Skills and Personal Capabilities

### Managing Information

- Record information in a variety of formats.

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## Teacher's Notes

Media is what we call the various forms of communication that carry a message. This includes things that you might be aware of like magazines, television, radio and websites. It also includes less obvious things, like text messages, sponsorship and even branded logos on clothes. As we are constantly surrounded by media, we may not even notice that we're consuming all these messages.

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## Resources

- **Interactive Activity:** What is the Media?
- **Activity 1.1:** What is the Media?

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## Introduction

### The Whisper Game

- Invite the children to sit in a circle. Explain that a message is a bit of information that you get from someone else.
- Tell them that you have a funny message and you want to share it with them.
- Tell one child, and they will tell another children and so on, until the whole class has heard the message.
- Tell the first child the message, out of ear shot of the class “I see a silly sausage on a sunny day”. Ask that child to pass the message to the next child.
- The message passes from child to child, until it reaches the last child in the circle.
- Ask that child to share the message with the class.
- Tell the children they were great at passing the message.

### Learning Intention

- Take turns at talking and listening in group and paired activities (Language and Literacy).

### Development of Learning Intention

- Use Getting to Know Me, Activity 1 Listening Skills (PD&MU Living, Learning Together: Year 3) to establish features of good listening skills when working in pairs or a group.  
[http://www.nicurriculum.org.uk/curriculum\\_microsite/PDMU/living\\_learning\\_together/year3.asp](http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp)

### And/or

- Talking Heads (CCEA, Active Teaching and Learning, page 69). [http://nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/ALTM-KS12.pdf](http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf)
- Stick Debate (CCEA, Active Teaching and Learning, page 65). [http://nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/ALTM-KS12.pdf](http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf)

## Development

### 1. Get the Message

- Ask the children how they would send 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 faraway country
  - On another planet.

The children might suggest talking, a letter, an email, a text, social media. Explain to the children that messages can come from lots of different places.

### Learning Intention

- Participate in talking and listening in every area of learning (Language and Literacy).

### Development of Learning Intention

- Ensure that children are using precise, technical words at all times – focus on the key vocabulary of the Media, including talking, a letter, an email, a text, social media etc.
- Precise language should be used throughout the lesson when discussing forms of the Media.

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## Development Continued

### 2. Act the Message

- Ask the children to share any other ways of passing a message.
- Invite them to act out any suggestions – writing a message, calling out a message, whispering a message, using hand signals, and so on.
- Tell the children that you received a message on your computer from the principal, telling you that your class were a great class.
- Ask the children – have they ever seen a message on a computer, or a phone or a tablet?

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### 3. Story Time

#### Molly's Message

Molly came home from school. She'd had a great day. She played with all her friends. She had eaten all her lunch. She had drawn a beautiful picture for her teacher. When she got home, she sat down to start her snack.

She heard a voice say, "Come play with me". Molly looked around the kitchen. Her Dad was cooking dinner. Her Mum was at work. She couldn't see where the message was coming from. Again she heard the voice, "Come play with me". Molly was confused. She asked her Dad, if he'd heard a voice. Dad laughed, "It's just the radio. Sometimes we hear messages from the radio and the television". Molly understood, the message had come from someone talking on the radio. "Come play with me," said Molly. Her Dad smiled and they went out to play.

- Ask the children
  - Have they ever heard a message from the radio or television?
  - What messages have they heard?
  - Have they ever seen or heard messages from elsewhere for example the internet, phones, apps on their tablets, magazines, television, radio, websites or posters on the street?
  - What kind of messages have they seen or heard?
- Tell the children that all these different ways of getting messages are called – the media.

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## Development Continued

### 3. Story Time (continued)

#### Learning Intention

- 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 (Language and Literacy).

#### Development of Learning Intention

Use question starters from Blooms Taxonomy to further develop this text as a shared/guided reading opportunity:

##### I Remember

What...? Where does...come from? Where...? Can you describe...? When...? Where does it say...? Why...? Who...? Do you remember...? What does...look like? How...? What is it called? Which...? What do you know about...? When did it happen...?

##### I Understand

What...? Can you give a reason for...? Why did this happen? Can you explain what happened? Where does it say...? How is ... feeling? When...? Which word tells you...? Who...? What is going to happen in the next sequence...? Can you give a reason for...? Which word tells you...? What does this mean? Why...? What are the key features? How can you compare...? What is the main idea?

##### I Can Apply

Can you think of something similar? What could you use this for? Which facts can you use to show that...? Which elements can you change? Can you use any of these sentences in your own writing? Can you think of another story/situation that is similar? How can you organize the information to share it with someone else? How can you use what you have learnt? Can you demonstrate...? What would you have done in the same situation? What might happen next?

##### I Can Analyse

What evidence can you find? How could you group/sort/classify the information? Can you investigate the differences between...? Can you infer what happened? What is the relationship between... and ...? What makes you think...? Can you select the important information? Can you examine the motives? Can you see a pattern? What makes you think that? Which information backs up your opinion? Is there a common theme?

##### I Can Evaluate

What would you recommend? How would you rate it? What did you find out? How can you decide whether it worked or not? How does it compare to...? What would your points for improvement be? What made this successful? Why? Would it be better if...? What was less successful? Can you summarise the main points? What judgments have you made? What would you do differently? What went well?

##### I Can Create

Which parts can you improve? What would you do differently next time? Is there anything you would remove? Can you make changes to get around the problem? Can you alter the plan/story? Can you write a report on what you have found out? Can you think of a better way...? Could you design a new way to...? What would you have done...? What is your opinion and what evidence supports your view? Can you write your own? What would you add? Is there a test you can design to find the answer? Has this affected our views?

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## Development continued

### 4. What is the Media? Interactive Activity

- Tell the children that many different ways of getting messages can be called – the media.
- Play the **What is the media?** interactive activity from the MediaWise website, [www.MediaWiseNI.com](http://www.MediaWiseNI.com)
- Give the children the opportunity to engage with the activity, using the interactive aspects to choose whether they feel the images are part of the media.
- Use prompts such as:
  - Does this give us a message?
  - What message might we get from this?
  - Is this part of the media?
  - Does this give us messages about a particular product or brand – food, toys, clothes, games?
  - Is this called advertising?
- Summarise the results of the **What is the media?** interactive activity by naming all the media and non-media.

### Interactive Activity



## Plenary

### 1. The Counter Game

- Following from the last activity, explain to the children that they are going to play a game with all the images and decide which is the media or non-media.
- Distribute **Activity 1.1**, and ask the children to look at all the images that they are familiar with from the interactive activity.
- Ask the children to name each of the images and to choose whether the images are the media or not.
- Distribute coloured counters, ask the children to cover all the media images in one colour counter e.g. red and to cover all the non-media images with another colour e.g. blue.
- After the children have completed the activity, use the **What is the Media?** interactive activity from the MediaWise website, [www.MediaWiseNI.com](http://www.MediaWiseNI.com), to check the answers as a class.

### Activity 1.1



### Learning Intention

- Record information in a variety of formats (TS&PC).

### Development of Learning Intention

- Use Thinking Cards Set 1 – 1.10 Presenting Information to allow the children to suggest different ways in which to present the plenary information rather than the counter activity. Discuss and choose the most effective method for presenting the information.  
[http://www.nicurriculum.org.uk/curriculum\\_microsite/TSPC/the\\_think\\_pack/download\\_cards/set1.asp](http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp)
- Keep a running list of all the suggestions for presenting information on an Interactive Whiteboard or flipchart – these suggestions will be revisited and added to over subsequent lessons.