

# MediaWise 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 Media Literacy Resource developed for use across all Primary School 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.

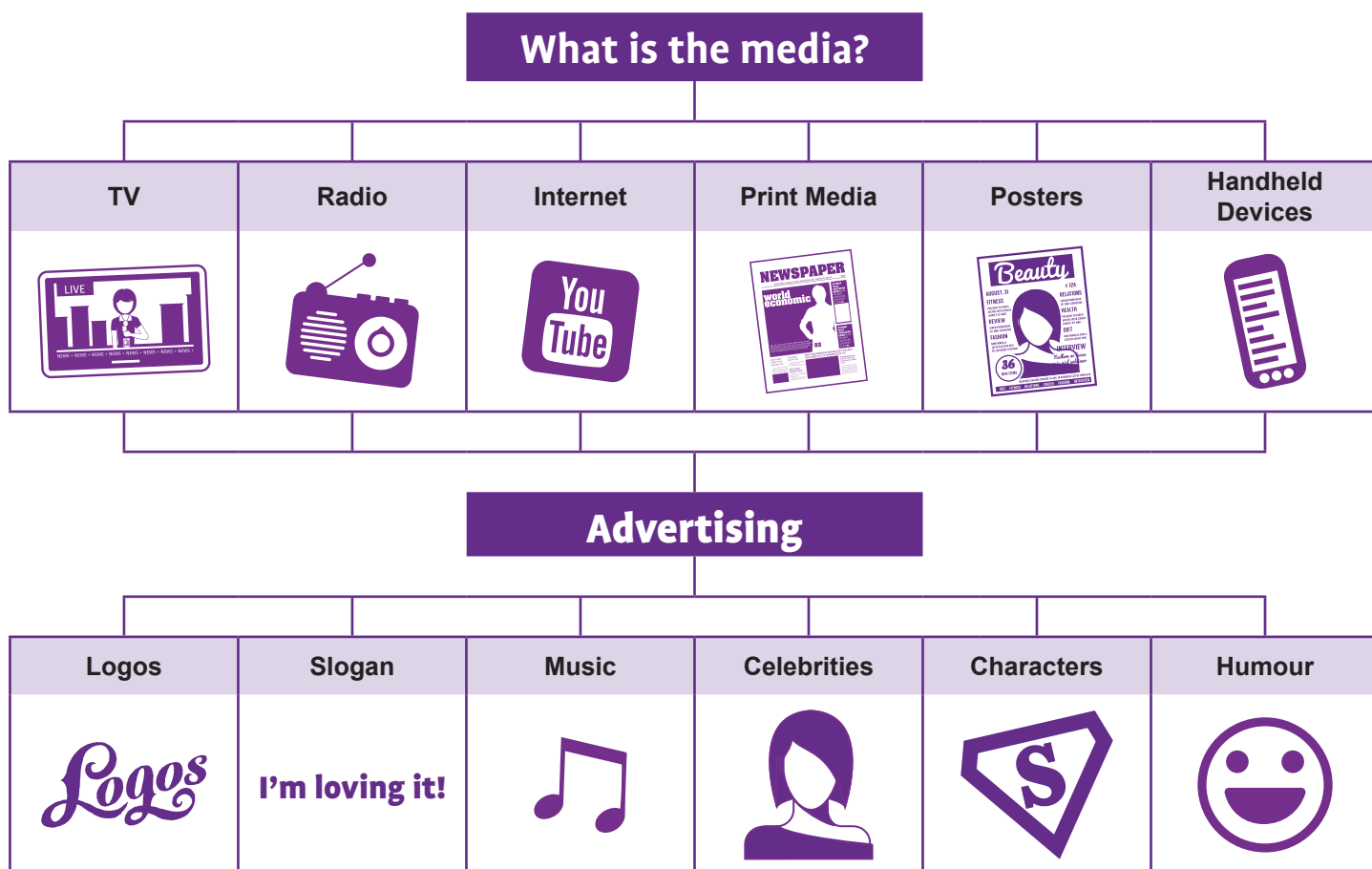
## Learning objective

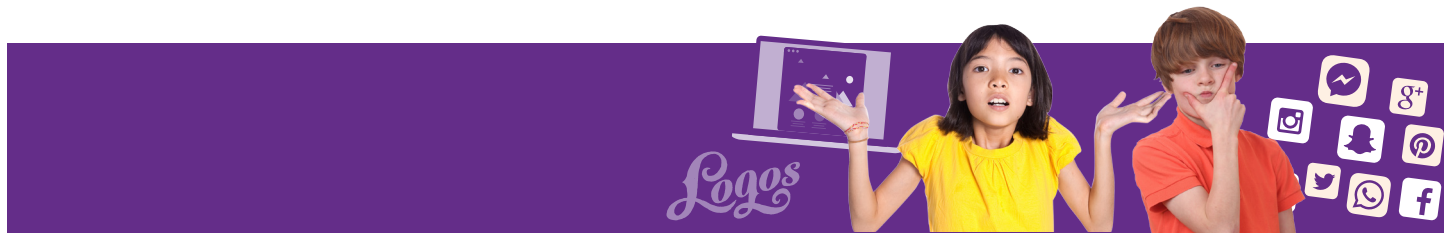
MediaWise aims to give children the life skills they need to take full control of the rapidly changing media forms at their disposal. Based on the Broadcasting Authority of Ireland's core competency framework for media literacy, the resource aims to help children understand and critically evaluate broadcast, digital and other media content and services to make informed choices.

## Learning outcomes

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.





## Curriculum focus

Comprehensive curricular links enable you to see how MediaWise links with your teaching to support and develop learning in their classrooms. The resource spans Language, SPHE, SESE, Drama, Geography, History, Visual Arts and Mathematics.

### Curricular Links for Fifth and Sixth Class

Language	SPHE	SESE	Drama	Geography	Visual Arts
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## Using MediaWise

MediaWise is an online resource. It has eight lessons for each class grade, developing in a spiral curricular manner over the course of a child's development. You can use MediaWise lessons throughout the school week, as the resource utilises a variety of teaching methodologies to link teaching and learning across the primary school curriculum.

**Each lesson has been designed as a 40 minutes session. The teachers' notes comprise an outline of each lesson, including:**

- The learning objective
- Learning outcome
- Resources to be used
- Methodology.

**A detailed walk through of the lesson is outlined, including:**

- Pupil worksheets
- Activities
- Interactive activities.

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

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.

## Acknowledgements

**safefood** would like to thank all those involved in the project, particularly the pilot school teachers and children who generously gave of their valuable time and resource in the development stage.

The development of MediaWise would not have been possible without the contributions and hard work of Sheena Horgan, Journalist, Author and Consultant in Social Marketing, in the development of the resource structure and content outline and the advice and input of Gearoid McCauley, Teacher, St. Senan's Primary School, Enniscorthy, as an experienced practitioner. Corinna Hardgrave, Dublin City University Fellow with **safefood**, was instrumental in advancing this project. A full list of our advisory group members can be found at the end of this resource.

# MediaWise Overview



## Topics and lessons

<b>Topic 1</b> What is the Media?	<b>Lesson 1</b> Understand that media carry a 'message' and understand that advertising is trying to do one of four things: <ul style="list-style-type: none"><li>• Tell us something we need to know</li><li>• Persuade us to buy a product</li><li>• Persuade us to change our behaviour</li><li>• Put forward a point of view.</li></ul>	<b>Lesson 2</b> The children should be able to assess points of view presented in the media and choose to agree or disagree with them, for example different viewpoints regarding children's usage of modern media.
<b>Topic 2</b> The message and emotion behind the media	<b>Lesson 3</b> Recognise how some advertising can use emotions to influence whether we want or need something.	<b>Lesson 4</b> Understand that the media industry has to follow a set of rules, and be able to explain why they are necessary.
<b>Topic 3</b> Who's the Target?	<b>Lesson 5</b> Evaluate the influence of hidden messages in the media & distinguish different viewpoints regarding the debate about media in modern society, and children's usage of it.	<b>Lesson 6</b> Recognise the use of stereotyping in the media.
<b>Topic 4</b> Media's influence on us	<b>Lesson 7</b> Compare how different audiences might react to the same advertisement and recognise and appreciate how media can be a source of information, and misinformation.	<b>Lesson 8</b> Consider that media gives us a voice and create an information media campaign using that voice.

### MediaWise for Fifth and Sixth Class should enable the children to:

1. Understand that media carries a 'message' and understand that advertisement is trying 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.
2. Assess points of view presented in the media and choose to agree or disagree with them, for example different viewpoints regarding children's usage of modern media.
3. Recognise how some advertising can use emotions to influence whether we want or need something.
4. To understand that the media industry has to follow a set of rules, and be able to explain why they are necessary.
5. To evaluate the influence of hidden messages in the media & distinguish different viewpoints regarding the debate about media in modern society, and children's usage of it.
6. To recognise the use of stereotyping in the media.
7. To compare how different audiences might react to the same advertisement and recognise and appreciate how media can be a source of information, and misinformation.
8. To consider that media gives us a voice.
9. To create an information media campaign using that voice.



## Curriculum links

### Language

#### Oral language

##### Developing competence and confidence in using oral language

- Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language – slogan in branding and advertising.

#### Reading

##### Developing interests, attitudes, information retrieval skills and the ability to think

- Distinguish between fact and opinion, and bias and objectivity, in text and in the media
- Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology graphical and electronic media.

#### Writing

##### Clarifying thought through writing

- Write for a particular purpose and with a particular audience in mind – samples of media.

### SPHE

#### Myself

##### Growing and changing

- Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media.

##### Making decisions

- Explore and learn to examine critically the factors and levels of thought that influence decisions and choices – peer and media influences.

#### Myself and others

##### Myself and my family

- Critically examine the media portrayals of families and family life.

#### Myself and the wider world

##### Media education

- Explore and understand how information is conveyed and practise relaying messages using a variety of methods.
- Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included.

- Identify the audiences at which different aspects of the media are aimed.
- Become aware of the different forms of advertising, its purpose and the messages it promotes.

### Drama

#### Drama to explore feelings, knowledge and ideas, leading to understanding

##### Exploring and making drama

- Discover how the use of space and objects helps in building the context and in signifying the drama theme
- Help to plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored.

##### Reflecting on drama

- Learn, through drama, the relationship between story, theme and life experience.

##### Co-operating and communicating in making drama

- Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

### Geography

#### Geographical investigation skills

##### Investigating and experimenting

- Carry out simple investigations and collect information from a variety of sources.

##### Analysing

- Sort, group and/or classify data on people, events and natural phenomena using a range of appropriate criteria.

##### Recording and communicating

- Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using information and communication technologies.

##### Human environments: People and communities

- Learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland.

### Visual Arts

#### Drawing

##### Making drawings

- Make drawings based on themes reflecting broadening interests, experiences and feelings.
- Draw imaginative themes using inventive pattern and detail.