

# 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.

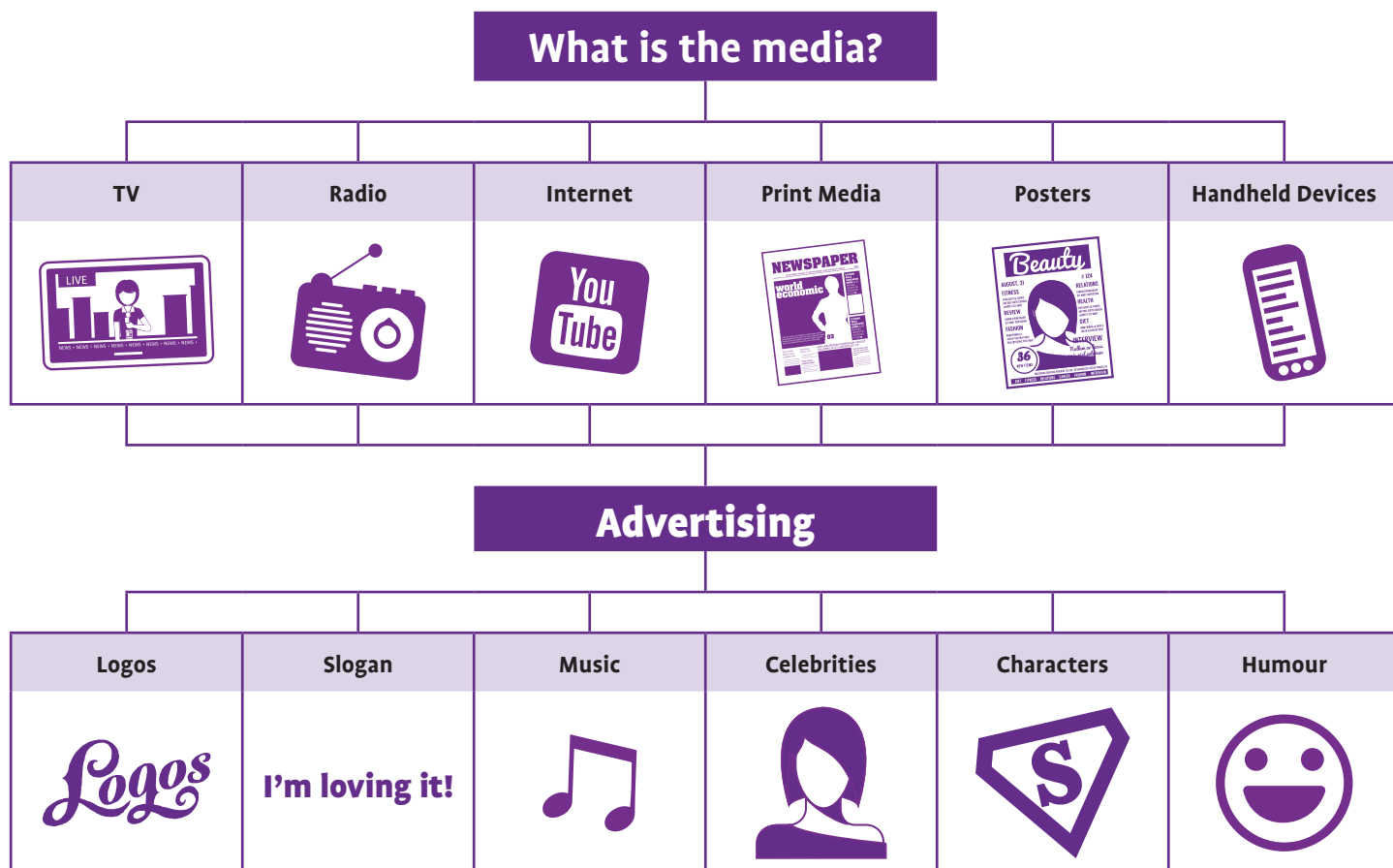
## Learning objective

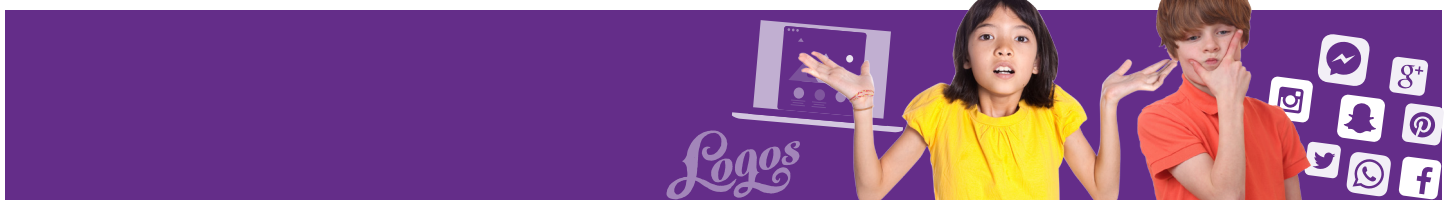
MediaWise aims to give children the life skills they need to take full control of the rapidly changing forms of media at their disposal. Based on the Broadcasting Authority of Ireland's core competency framework for media literacy, the resource aims to help children understand and critically evaluate 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 your classrooms. The resource spans Language, SPHE, SESE, Drama, Geography, Visual Arts, History and Mathematics.

Curricular Links for Third and Fourth Class					
Language	SPHE	SESE	Drama	Geography	Visual Arts

## 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

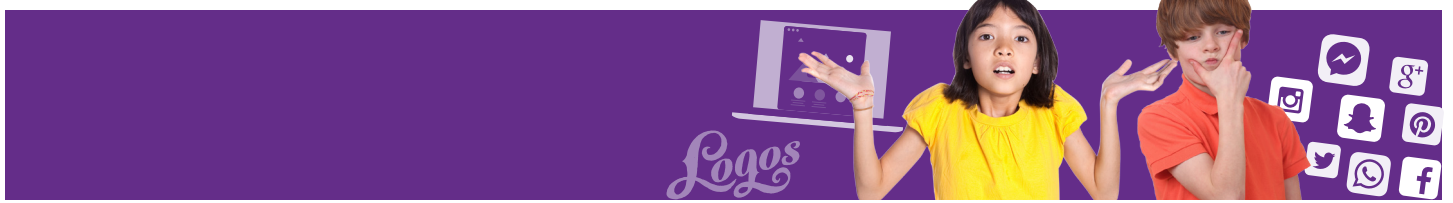


## Topics and lessons

<b>Topic 1</b> What is the Media? What is your media diet?	<b>Lesson 1</b> Recognise that media and advertising are everywhere and understand that advertisers pay to communicate their message as they are trying to 'sell' something.	<b>Lesson 2</b> Understand that everyone has a point of view.
<b>Topic 2</b> The message and emotion behind the media	<b>Lesson 3</b> Recognise some of the different elements that are used in the media and explain how these affect our emotions in order to make us feel in a particular way.	<b>Lesson 4</b> Explain what a need and what a want is, and the difference between them.
<b>Topic 3</b> Who's the Target?	<b>Lesson 5</b> Recognise different media target different groups of people (audiences) and find hidden messages and advertising in the media.	<b>Lesson 6</b> Introduce the concept of stereotypes and stereotyping.
<b>Topic 4</b> Media's influence on us	<b>Lesson 7</b> Link an emotional reaction to an advertisement with an action.	<b>Lesson 8</b> Design an information media campaign to show how media can be a source of information and makes the world a smaller place.

### MediaWise for Third and Fourth Class should enable the children to:

1. To name some different types of media and recognise the different media they encounter on a regular basis.
2. To describe what advertising is and recognise that advertising is everywhere.
3. To understand that advertising tries 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.
4. To understand that everyone has a point of view.
5. To recognise some of the different elements that are used in the media.
6. To explain how these elements affect our emotions.
7. To understand that advertisements are meant to make us feel a particular way.
8. To explain what a need and what a want is, and the difference between them.
9. To recognise that different media target different groups of people (audiences).
10. To find hidden messages and advertising in the media.
11. To understand the concept of stereotypes and stereotyping.
12. To link an emotional reaction to an advertisement with an action.
13. To understand how media can be a source of information and makes the world a smaller place.



## Curriculum links

### Language

#### Oral language

##### Developing receptiveness to oral language

- Experience the teacher's use of challenging vocabulary and sentence structure – e.g. slogan in branding and advertising.
- Listen to, retell and tape a narrative or a description, taking turns giving the account.
- Give and follow instructions on how to perform a particular task or process.

##### Competence and confidence in using language

- Discuss what he/she knows of a particular topic or process as a basis for encountering new concepts.

#### Reading

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

- Explore new interests and perspectives through reading.

#### Writing

##### Clarifying thought through writing

- Write about ideas encountered in other areas of the curriculum – samples of media.

### SPHE

#### Myself

##### Making decisions

- Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision - peer and media influences.

#### Myself and the wider world

##### Media education

- Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes.
- Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media.
- Become aware of advertising and its purpose and nature.
- Begin to explore some of the techniques that are used in marketing and advertising.
- Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations.

### Drama

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

##### Exploring and making drama

- 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.
- Look for and recognise patterns and relationships in the environment.

##### 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.

##### Human environments: Transport and communications

- Learn about the available methods of communication - postal and telecommunications, electronic media (e.g. satellites, internet).

### Visual Arts

#### Drawing

##### Making drawings

- Make drawings from recalled experiences, emphasising pattern, detail, context and location.
- Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail.
- Draw from observation.