

BAA: Media 12: The Inside Scoop Framework
District Name: Sea to Sky School District
District Number: 48
Developed by: Kelly Skehill & Kathryn Ast
Date Developed: July 15th, 2011
School Name: Howe Sound Secondary
Principal's Name: Christine Perkins

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: "Media: The Inside Scoop"
Grade Level of Course: 12
Number of Course Credits: 5 credits
Number of Hours of Instruction: 150 hours
Prerequisite(s): None

Special Training, Facilities or Equipment Required: Computer with projector, access to computer lab, set of 10 media recording devices that can be signed out and Internet connection.

Course Synopsis:

This course will expose students to the positive and negative influence media has on themselves and society. Students will analyze popular media including Social Networking, Advertising, Television, Tabloids and YouTube. The goal is for students to be media literate, to gain the critical analysis and information skills necessary to become safe and responsible consumers and creators of media messages (Considine, 2003).

Rationale:

Students today have access to an enormous amount of media products and are constantly bombarded by North American popular culture. They are growing up in a digital age where the Internet provides them with more information than past generations could have ever imagined. The Internet can be beneficial and educational for our students, but can also be misinterpreted, misused and misunderstood. It is important that schools ensure students are educated on how to use the Internet wisely. It is the responsibility of the Canadian education system to adapt with the times and teach our students what they need to know to be good digital citizens. In this course, social networking sites, YouTube and online advertisements will be examined. Students are also growing up in an age where popular culture and mass media are very prevalent and pervasive in their lives. Youth are often the target audience in advertisements, for television shows and for celebrity gossip tabloids.

Media: The Inside Scoop provides opportunities for all students to perceive, respond to, and create media. Students will think critically about how they personally view various types of media, as well as how they think society views certain types of media. They will understand that their perspective is not necessarily going to be the same as their peers. They will have a chance to examine how their individual perceptions are formed and how their background plays a major role in how they perceive the world. Canadian classrooms today are incredibly diverse and a media studies course “is a useful curriculum that provides a common denominator allowing students to examine and discuss the public media landscape of their adopted country and the values and beliefs conveyed by this media (Macpherson 2011).”

Media: The Inside scoop has 3 key components to each unit: Safety, Identity and Responsibility. The course provides an opportunity for students to become knowledgeable about how to use and view media safely, reflect upon how they view media and how it creates their reality and finally, create valuable media in a responsible way. Students will have the chance to respond by observing, reflecting on, describing, analyzing, interpreting, and evaluating media through discussion, writing, research, and in class activities. Students will become active

consumers, instead of passive consumers easily ‘fooled’ by media persuasion techniques. As active consumers of media, they will also become responsible consumers, making educated choices and staying safe. Lastly, our students are not only media consumers, but they are already active media creators. It is vital that they understand what it means to be a creator of media and the consequences associated with their actions. They will learn how to be safe, responsible creators of media and understand the significance of representing themselves to the world.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Social Networking: What message are you sending?	40
Unit 2	Advertising: What’s the Real Message?	30
Unit 3	Television: What’s in?	25
Unit 4	The Celebrity Phenomenon	25
Unit 5	YouTube: Going Viral	30
Total Hours		150

Unit/Topic/Module Descriptions:

Unit 1: Social Networking: Identity, Responsibility and Safety

Overview:

This is perhaps the most important unit. Social networking sites such as Facebook and Twitter have exploded as a new popular media phenomenon and youth represent the largest user group. Youth are also the most vulnerable to the many possible dangers associated with this type of media such as cyber-bullying and predators. Social networking sites are ignored or more often, avoided by teachers today because of school policy, a general lack of knowledge or fear of the unknown perhaps. This unit breaks down these barriers and explores this new popular media with students so that they can become informed, responsible consumers and valued creators. It does not mean that the teacher has to ‘friend’ a student, but it does mean having necessary, productive discussions surrounding the important issues our students face. This unit will teach students how to be safe and responsible users and creators in the social networking world. It will also help students become aware of their digital footprint and able to create the identity they intend to.

Curriculum Organizers and Learning Outcomes:

Safety:

Students will:

- Understand the positive and negative impact digital media have on themselves and on society
- Know how to protect the privacy of themselves and others online and why it is important to protect one's privacy

Identity:

Students will:

- Recognize the similarities and differences in how people represent themselves online and offline
- Understand that people might choose to show different parts of themselves online, depending on context and audience
- Consider the benefits and risks of assuming different personas online
- Think critically about what it means to be genuine in an online context
- Consider how to present an authentic and positive image of themselves online

Responsibility:

Students will:

- Learn that they have a public presence online called a digital footprint
- Recognize the importance of context in posting or viewing online images
- Define digital citizenship and identify their online responsibilities
- Think about online ethics in terms of privacy, self-expression, cyber-bullying, and respecting creative work

Unit 2: Advertising: What's The Real Message?

Overview:

This unit explores all types of advertising media and asks students to critically analyze the message being sent. Students will become actively engaged consumers, aware of advertising techniques that attempt to persuade and target a certain audience, often youth. They will reflect on how they are personally influenced by ads and be able to recognize misleading ads that may be unethical. They will have a chance to create their own effective and responsible ads.

Curriculum Organizers and Learning Outcomes:

Safety:

Students will:

- Examine and recognize various types of advertising claims, appeals and techniques (E.g. guerilla ads, product placement)
- Analyze and be able to recognize who the target audience is
- Identify the persuasion techniques used

Identity:

Students will:

- Respond personally and critically to print, visual, and oral advertising
- Examine the impact of advertising on personal and social values and behaviours (E.g. teen

eating disorders)

Responsibility:

Students will:

- Recognize ethical issues in advertising (E.g. ‘Greenwashing’)
- Recognize how stereotypical views can lead to prejudicial attitudes and discriminatory practices
- Create effective advertisements without misleading the consumer

Unit 3: Television: What’s in?

Overview:

Television is a widely viewed form of media by all ages. It dominates our cultural and political life. It provides us with information that helps individuals form their sense of reality. Television can also be influential by providing its viewers with a model of behaviours, beliefs and values.

Throughout this unit students will become more media literate by further investigating television, how messages are created, what messages are being constructed, how television companies influence their viewers, critically analyze television shows and create responsible media text. This unit will provide students with the opportunity to reflect, be critical about and create television.

Curriculum Organizers and Learning Outcomes:

Safety:

Students will:

- Recognize the language, codes, forms and conventions of television
- Recognize the underlying assumptions of mass media as they apply to television
- Recognize the ways in which television media shape their messages, and construct a sense of what the world is or how it works
- Identify the persuasion techniques used in television

Identity:

Students will:

- evaluate the popularity and nature of television
- Recognize and appreciate the role of television in communication, in contemporary society, and in their personal lives
- Examine critically their own experiences with television and how they have been influenced by it

Responsibility:

Students will:

- Critically analyze and evaluate various television shows, including their sources, intents, and underlying values
- Extend and apply their representing and viewing abilities by designing and creating a media text

Unit 4: The Celebrity Phenomenon

Overview:

The celebrity phenomenon refers to the inundation of famous people in the media today. Celebrities have always been in the spotlight, but today, a whole new level of exposure is available due to advanced technology. North Americans seem to be obsessed with exposing the lives of celebrities, gathering intimate details and judging them through popular mass media such as tabloids. Students will be asked to critically analyze this media phenomenon and decide what value can be taken from such types of popular culture. They will personally reflect on how such portrayals of celebrities impact their lives and the decisions they make.

Curriculum Organizers and Learning Outcomes:

Safety:

Students will:

- Demonstrate an understanding of the ways in which tabloids, their sponsors and their advertisers target and attract audiences
- Understand the various techniques used to attract the consumer such as large, bold font and dramatic images
- Recognize the audience that the tabloid is aimed at

Identity:

Students will:

- Examine the way in which celebrities are portrayed to the world
- Reflect on how they are personally impacted or influenced by what they see and/or read in tabloid media

Responsibility:

Students will:

- Research and reflect on how celebrities are impacted by tabloids (false representation)
- Analyze and reflect on the value of tabloids
- Create tabloids which reflect positive societal values

Unit 5: YouTube: Going Viral

Overview:

YouTube videos represent another modern and very popular mass media outlet. Gone are the days when children and youth had to entertain themselves with creative ideas like building a tree fort. Today, YouTube videos provide students with a constant supply of up to date, exciting videos that can keep you entertained, sitting in front of a computer screen for hours on end. But this doesn't mean they no longer have to be creative, they must use their creativity skills to create YouTube videos. In this unit, students are asked to examine how they perceive YouTube and how it plays a role in their lives. They will learn how to make constructive responses to videos and be safe and responsible viewers. They will also engage in the process of making their own YouTube video. They will think critically about what message they are wishing to get across.

They will critically analyze why some videos go ‘viral’ while others do not.

Curriculum Organizers and Learning Outcomes:

Safety:

Students will:

- Recognize the pros and cons of YouTube
- Recognize the reality of posting videos on YouTube
- Understand the impact and relevance of YouTube
- Be able to utilize search strategies for locating source material on YouTube

Identity:

Students will:

- Reflect personally on what it means to be an active user of YouTube
- Reflect on what types of YouTube they choose to view and why
- Reflect on the value they get out of using YouTube

Responsibility:

Students will:

- Practice making constructive comments to others videos
- Learn best practices for creating and uploading video
- Create and upload a YouTube video

Instructional Component:

We will be using a variety of instructional practices to meet the needs of the diverse student group in the classroom. We will be using a mix of both individual and group work. Some of the instructional strategies are included below:

Agree/Disagree Discussions:

Have large posters at opposite sides of the room. One with DISAGREE, one with AGREE and one with NOT SURE. Read statements aloud and have students move towards the sign that represents their opinion of the statement. Ensure they know they may be called upon to explain their decision.

Anonymous Survey:

Give each student a YES/NO survey about one of the media unit topics and have them fill it out. Once everyone is finished collect the surveys and redistribute them throughout the class. Once students have someone else survey, read each survey question and have the students stand up if the person selected yes on the survey they have at that time. This will allow the group to see how many people know information about that media unit. It will give everyone an idea of where the class is at before introducing learning about the topic.

Clock Meetings:

Have each student draw a clock on their piece of paper and label 12, 3, 6, 9 o'clock. The ask them to walk around the room and find one person to put on each of the labels. When you

require student to discuss in pairs ask them to quickly and quietly find their partner for a specific time and discuss the following topic.

Message Board:

Have a designated board or wall space to paste newspaper articles, posters, pamphlets and any interests for students on the topic of Media Awareness. Allow student to contribute the to wall or have an assignment where they make something to contribute to the wall.

Think/Pair/Share:

As a warm-up to the topic of a unit topic, have students individually brainstorm their experiences or thoughts. Have them share their ideas with a partner and then with the class.

Assessment Component:

Formative Assessment:

Observation:

The Think/Pair/Share activity is a useful way to formally assess students learning. Observation should be ongoing but during specific activities it is a good idea to write down some notes. This type of observation is for the purpose of making programming and instructional decisions.

Exit Slips:

A formative assessment tool to gauge how the students are engaging with the topics. Prior to the end of class, students write on a slip of paper:

- Two things I've learned ...
- Two ways I will ...

Depending on the topic covered more will be added to direct students response.

Circle of Knowledge:

Students will get a piece of paper at the beginning and then the end of a unit. The first circle will include "The facts I know about ...", the second circle will include, "Questions I have about ...", and the third will include, "Answers to my questions are ..."

Summative Assessment:

Unit 1:

- a) Create a Social Networking 'Protocol' for users (E.g. the do's and do not's of Facebook)
- b) Peer evaluate another students social networking site to check for appropriate self representation, safety concerns and responsible communication skills
- c) Self evaluate your own site.

Unit 2:

- a) Examine and analyze one advertising technique and present your findings to the class
- b) Create your own paper advertisement
- c) Create your own video advertisement (30 seconds)

Unit 3:

- a) Choose a television show and analyze and evaluate its sources, intents, and underlying values
- b) Write a review on a television show

- c) Create a television log for a week and evaluate how television impacts your life
- d) Create an idea for a new television show and make a script for the trailer (1 minute)

Unit 4:

- a) Write a review of a tabloid
- b) Re-create a section of a tabloid to make it appropriate and positive
- c) Create one page of a tabloid using ‘celebrities’ from within your school

Unit 5:

- a) Add your own ‘comments’ to <http://www.youtube.com/> for ten videos
- b) Post your own YouTube video
- c) Add a comment to one of your peer’s YouTube videos
- d) Self evaluate your own YouTube video

Cumulative:

Throughout the course, students will be expected to keep a ‘Media Log’, a journal that will include a variety of assignments such as reviews of new television shows and reactions to media texts, responses to celebrities and advertisement reflections. The log will be collected by the teacher throughout the course for comment and evaluation. Students should feel comfortable expressing their individual viewpoints in their log and realize that every student will have a different perspective.

Learning Resources:

Internet:

Media Education Foundation
 (<http://www.mediaed.org/>)
 Media Awareness Network (www.media-awareness.ca)
 The University of Oregon
 (<http://mlop.proscenia.net/>)
 Film Education (www.filmeducation.org)

British Film Institute
 (www.bfi.org.uk/education/)
 YouTube (www.youtube.com)
 CBC Television (www.cbc.ca)
 Star Magazine:
 (<http://www.starmagazine.com/>)
 National Enquirer:
 (<http://www.nationalenquirer.com/>)

Additional Information:

Media: The Inside Scoop is a locally developed course for the Sea to Sky School District. This course includes viewing, critiquing and producing media components. All equipment needs to be supplied by the school.

Bibliography:

Board/Authority Authorized Courses: Requirements and Procedures Ministry of Education, Province of British Columbia, 2003.

Considine, D. (2003) *Media literacy across the curriculum*. Malibu, CA:Center for Media

Literacy.

Macpherson, Cam. (2011). *Popular Culture and Personal Identity: Teaching Media Studies in the Multicultural Classroom, A Canadian Perspective*. Retrieved on July 15th, 2011 from <http://www.journalofmedialiteracy.org/index.php/past-issues/2-cultural-diversity-v55-n1a2/36-popular-culture-and-personal-identity-teaching-media-studies-in-the-multicultural-classroom-a-canadian-perspective>

These are the websites we used to help create this document:

<http://www.sasked.gov.sk.ca/docs/ms20/index.html>

<http://www.common sense media.org/educators/lesson/who-are-you-online-9-10>

<http://www.pbs.org/wgbh/pages/frontline/kidsonline/view/>

http://cmns.athabascau.ca/featured_courses/mediaLiteracy/sample/