

# Lesson: Media Messages

Curriculum Areas: ELA – Writing, Research Skill (Animal Report)

Curricular Outcome(s):

CR1.2 CR4.4 CR6.8 CR8.7

CR2.2 CR5.2 CR7.4 CR8.8

CR3.2 CR6.4 CR8.4

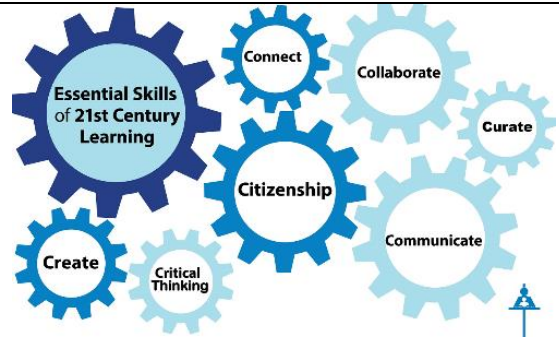
CR4.3 CR6.7 CR8.6

Resources /Materials:

- LCD projector

Websites and Digital Resources & Sources:

Lesson is adapted from Media Literacy 101 lessons: <http://mediasmarts.ca/media-literacy-101>



21st Century Essential Skills:

- Create
- Curate
- Communicate

Digital Citizenship Concepts and Skills: RESPECT, EDUCATE, PROTECT

- EDUCATE
- PROTECT

Digital Citizenship Essential Questions:

- Are students aware of the opportunities and problems associated with purchasing items using technology?
- Should students be made more aware of how to purchase goods and services through digital formats?

Essential Knowledge - See Digital Fluency Continuum

- Knowledge: What will students understand?
  - Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it.
  - Online advertising can impact my decisions as a consumer.
  - I need to be critical and in-formed consumer and seller.
  - There are benefits and risks when buying things online.
- Skills: What will students be able to do?
  - Ignore pop-up ads on websites and in apps.
  - Scrutinize and identify online advertising and how it affects them as consumers.
  - Recognize online consumer scams and how to avoid.
  - Know why they should read the terms and conditions of web-sites before buying and selling goods or signing contacts.

Essential Question:

How can I can be a critical consumer of media?

How does advertising impact me decisions as a consumer?

What is media? Where are media messages?

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**Before:**

Watch the video [What is Media Anyway?](#) Discuss the different types of media shown in the video. Ask students to imagine a typical day in your life and identify all the different kinds of media that are present.” Ask them to make a list of all the media that they see, hear, play or otherwise consume.

Make sure to include:

- Outdoor advertising (billboards, bus shelter ads, etc.)
- Product packaging in stores or in products they use at home (cereal boxes, for example)
- Logos or messages on clothing (theirs and others’)
- Posters, signs, pop and snack machines in school
- Text messages
- Background music in stores

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**During:**

Show the video [Media are Constructions](#). At the end of the video, ask students to think about the points that are raised. What does it mean to say that “media are constructions?” (*It reminds us that any media product was made by somebody.*) How does knowing this help us to understand media? (*We can look at the choices creators made – what to include, what to leave out, and so on – to figure out what the creators were trying to do.*)

Think about some products of advertisements. What do they have on them to reach their target audiences? Discuss as a class.

Compare different types of cereal boxes that reach different markets (sugary kid’s cereal, healthy cereal, etc). Discuss the questions as listed above. What audience are different cereals trying to reach?

Have students identify the different parts of the cereal box – point out things like the background colour, logo, slogans, contests, etc). What are the purposes of each part? Why do you figure advertisers make these different choices?

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**After:**

You have been hired to construct a cereal box, pick a target audience and create their own box to appeal to that audience. Students may then show their cereal boxes to the class and explain why they made their choices. OPTIONAL: Students could also create a commercial for their cereal box.

For more media lessons visit [Media Literacy 101](#):

Lesson 3: Audiences negotiate meaning

Lesson 4: Media have commercial implications

Lesson 5: Media have social and political implications

Lesson 6: Each medium has a unique aesthetic form

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**Assessment:**

Students will be able to understand that media sends us messages and we need to consume and view media critically. Students will be able to create a cereal box containing media constructs (ie. Logo, slogan, colour, nutritional facts, etc).

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