



Media Literacy Workshop (Ages 10-11)

Each part of the workshop is around one-hour in duration. The full day workshop will cover all of these parts.

Pupils will be split into groups of four, of two girls and two boys where possible. They will be asked to work as a class in discussion, and in groups for some activities. Each part has an introduction of the key points, followed by a discussion, followed by activities and presentation of those activities by pupils, as well as further discussion if necessary.

Learning goals:

Part 1: The media and Me

Participants will be able to:

- Identify various forms of media and their purpose
- Understand their place as individuals and as a group in the current media environment

Part 2: Safety on Social Media

Participants will be able to:

- Navigate safely on social media
- Use social media responsibly and productively
- Understand cyber-bullying and how to respond

Part 3: Decoding Images

Participants will be able to:

- Be able to recognize the purpose of advertising
- Be able to recognize altered/enhanced/misleading images

Part 4: Active Citizenship and the Media

Participants will be able to:

- Know how to appropriately participate in democratic processes via the media
- Know how to recognize fake news/propaganda

Part 1

The media and you

- What is the media?
 - o TV
 - o Film
 - o Radio
 - o News
 - o Music
 - o Games
 - o Social media (facebook, twitter, snapchat, whatsapp, instagram etc)
 - o Advertising (billboard, online, TV)
 - o Magazines

- What is the purpose of these types of media?
 - o To entertain
 - o To inform
 - o To persuade
 - o To distract
 - o To sell
 - o To connect
 - o To communicate

Group Discussion

- What media do you use and why?
- What is good about using media and what is bad?
- How do you think you could use it better?

Exercises

- The whole picture:
 - o Pupils are given a typical media image (screenshot, photograph, advert) in the centre of an A3 piece of paper, and asked to draw what is happening in the rest of the image. Then the rest of the image (showing cameras, someone flicking hair, misleading locations) are revealed. This demonstrates that media is a single snapshot of a much broader scenario, and can be misleading.

Part 2

Safety on social media

- Privacy
- Safe conduct
 - o Know who your “friends” are
 - o Online permanence
 - o What image of yourself and your life are you presenting?
- How “real” is a social media presence?
 - o A personal fan club – why followers don’t matter

Discussion

- What is good and bad about social media – what dangers and opportunities does it present?
- Look at a standard Facebook feed – what is implicitly being presented there?
- Don’t say/show anything online that you wouldn’t be happy to shout across a room filled with total strangers, your friends, your teachers, your parents and your future employers

Exercise

- How to express yourself
 - o Ask the groups to come up with three qualities/interests about themselves that they would want to promote, and how they could promote that without being explicit
- How to be safe online
 - o Ask the groups to come up with three rules to stay safe online

Cyber Bullying

- What is cyber-bullying
- How is it different from off-line bullying?
- What can you do if you’ve been cyber bullied?

Discussion

- Why cyber-bullying can be more pervasive (a text sent when you’re at home, for instance, negates that safe-space)
- Why cyber-bullying is far easier to prove, and therefore victims are more empowered to stop it by presenting evidence to adults

Exercise

- Protect your friends
 - o Ask groups what advice they would give their friends if they were being cyber-bullied

Part 3

Decoding images (including advertising)

- What is the purpose of advertising?
- How does it work?
- How is this image misleading – photojournalism

Discussion

- Advertising identifies the thing you don't have, presents a version of reality whereby, when you get the thing you don't have, your life becomes perfect
- Look at how the news images present you with a version of reality that is misleading – look also at captions and the disparity between what you are seeing and what you are being told you are seeing

Exercises

- Spot the augmented image
 - o Slideshow (two seconds for each image, roughly how long they're expected to really look at the advert in real life) of photoshopped adverts and asked to call out when they spot altered images. 9/10 images should be photoshopped.
- This thing will fix everything
 - o From magazine adverts – groups are asked to identify in what way will this product change your life, according to the advert and in reality. For instance, these latest football boots will make you an amazing football player, or will they just make you a mediocre player with flash shoes

Part 4

Citizenship and participation through the media

- What is democracy?
- What are your rights as citizens?
- What are your obligations as citizens?

Discussion

- What issues are important to you now and what issues are important in ten years?
- Democracy is not limited just to participating in elections – there is a conversation happening all the time online, the news, social media and individuals, be aware of it, and as you grow older, be a part of it.
- Informed opinions – my opinion is not equal to your fact. Be aware that what you say and what is said to you has impact – be responsible in informing yourselves, drawing your own conclusions.

Activity

- Spot fake news
 - o Using EAVI's infographic, pupils will be given news articles on age-appropriate topics (climate change, for instance), and asked to use the checklist to spot whether it is fake news
- How can you be an active citizen now?
 - o Ask groups to come up with three ways they can safely and responsibly participate in civil society