

Canadian Media Literacy

Grades 2-3

Written by Eleanor M. Summers



About the author:

Eleanor M. Summers is a retired elementary teacher who continues to be involved at various levels of education. She has written many useful resources to assist teachers with their Language Arts programs.

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Learning Expectations	Understanding Media Texts	Understanding Media Forms & Techniques	Creating Media Texts
Understanding Concepts			
• Share prior knowledge of simple media texts	•		
• Identify different forms of media	•	•	
• Identify the purposes and intended audiences of simple media texts		•	
• Describe how different audiences might respond to a message in a media text		•	
• Discover and retell the overt and implied messages in simple media texts	•	•	•
• Identify whose point of view is being presented	•	•	•
• Identify who creates some simple media texts and why they are produced	•	•	•
• Become familiar with techniques used to produce specific results in simple texts		•	•
Skills of Communication and Critical Thinking			
• Observe with their senses	•	•	•
• Work co-operatively with others		•	•
• Make predictions and judgments		•	•
• Distinguish between facts and opinions; real and make-believe		•	•
• Evaluate the information in simple media texts	•	•	•
• Develop opinions and express personal point of view		•	•
• Identify point of view of others		•	•
• Relate media to personal experiences and knowledge	•	•	•
• Extend media text message to personal actions and behaviors	•	•	•
Creativity and Design			
• Create a visual product for a specific topic, purpose, and audience			•
• Identify an appropriate form for a specific purpose and audience		•	•
• Identify and use techniques for creation of media texts		•	•
• Create and produce short, simple media texts			•



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Introduction

In our ever-changing world, the amount of information we receive is growing constantly. From the time we get up in the morning until we go to sleep, we are surrounded by media messages. Often we do not give their meaning a second thought because our senses are so bombarded.

The main purpose of this book is to create awareness in young children about those messages around them. These messages can influence the ideas and reasoning of young minds. Once students have acquired the skills to look at media images critically, they will be better equipped to make decisions about the true value of the messages.

Background Information

Media literacy involves some specific terms such as:

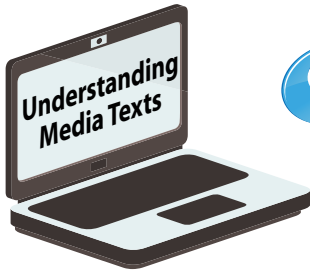
- **Media:** refers to the most commonly known forms of mass communication such as television, radio, newspapers, and the internet.
- **Media form:** form used to communicate a message. Forms may be **print** such as magazine, flyer, newspaper or **non-print** such as movie, product packaging, television news.
- **Media text:** the image, sound, text or visual techniques used to communicate a message. Many media texts contain a combination of these techniques while others stand alone to convey their message.
- **Digital media:** electronic devices or cyber situations where we can create and store media texts or interact with other people. Digital media includes digital cameras, computers, cell phones, the internet, social networking websites, and video games.
- **Media literacy:** knowing about the ways that people connect with each other and trying to evaluate the validity of those ways.

Types of Media

Young children will be familiar with a number of forms of simple media. Here is a list of some common ones:

- billboards
- books
- bulletin boards
- brochure
- cartoons
- CD's DVD's
- comic books
- commercials
- flyers
- greeting cards
- internet
- logos
- magazines
- maps
- mail
- menus
- newspapers
- paintings
- photographs
- post cards
- posters
- radio
- television
- signs and symbols
- videos
- video games
- websites





Activity #7 Media Purposes

Goal: to identify the purpose of some familiar simple media texts and who produces those texts.

Teacher Suggestions

Page Reference

1. Purpose of Media:

Review the purposes of media texts (Activity #2, page 12)

- To inform us: give us facts and information
- To entertain us: give us enjoyment; makes us laugh
- To persuade us: convince us to believe something or to buy something

2. Examine a variety of media texts one at a time.

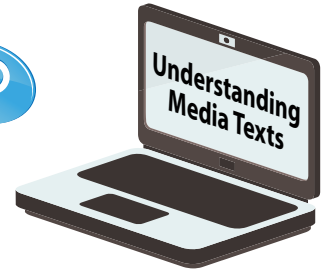
- Discuss and decide the purpose for creating this media.
- Encourage students to use clues in the media text to help them to explain their ideas.

3. Purpose in Advertising

- Discuss the idea of advertising and commercials in our everyday life. List some examples we see: billboards, commercials, flyers, logos, magazines, product packaging, product claims, etc.
- Companies make products that they can sell and make money. In order to sell their products, they **advertise** in different ways.
- Review the purposes of media as they apply to advertising: convince us to buy something, to believe in something or to do something.
- Collect a variety of ads from flyers, magazines, and newspapers.
- Give each child an ad to use with the **Student Worksheet: "Ad Messages"**

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Activity #7

Media Purposes

Goal: to identify the purpose of some familiar simple media texts and who produces those texts.

Teacher Suggestions

Page Reference

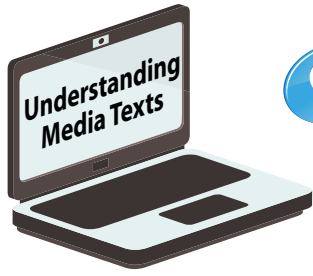
4. Who Makes the Media?

- Remind students that companies make products to sell to make money.
- Discuss and decide who makes some of this media text that they are familiar with.
- Create a list, with the students, of products that are geared to children. For example, movies, toys, games, foods, cereals, candy, clothing, etc.

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Complete Student Worksheet: Who Makes It?





Ad Messages

Name: _____

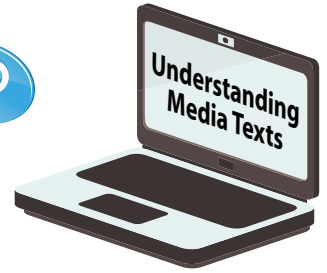
Trim the edges of your ad and paste it in the space below.
Answer the questions with your ideas.

What is this ad trying to make you think or believe? _____

How did the advertiser get your attention? _____

Would you buy this product? Why or why not? _____





Who Makes It?

Name: _____

Many companies make products for children. Some are:

clothing







film

food

shoe

toy

Match the name of the company to the product they have made.
Write the name of the type of company beside the product.

Kind of Product	Kind of company who makes this product
1. a movie based on a favourite book 	
2. a T-shirt showing a popular rock star 	
3. action figures from a movie or tv show 	
4. sparkly shoes like those worn by a movie character 	
5. cookie snacks that a superhero likes to eat 	
6. a "magic" sword that is used to defeat enemies 	
7. a cereal that Olympic runners eat 