

INTRODUCTION TO MEDIA LITERACY

Five-Part Lesson for Grades 9-12

Lesson 1: What is Media Literacy?

Description

Students will learn the definition of Media Literacy and use the Five Core Concepts to analyze and evaluate media messages.

Objectives

- **DEFINING MEDIA** – The ability to define media and media literacy.
- **INTERACTING WITH MEDIA** - Understanding how we consume and interpret media.
- **FIVE COMPONENTS OF MEDIA LITERACY** - Becoming a responsible media creator.
- **INDIVIDUAL PROJECT** - Applying knowledge to media consumption.

[Texas TEKS State Standards](#)

[ISTE Standards](#)

Length

45-50 minutes

Resources

Whiteboard and screen projector or TV

Slideshow: [What is Media Literacy?](#)

Handout: [Media Literacy Trustworthy News Sources Activity](#)

Hanout: [Media Literacy Lesson 1 Exit Ticket](#)

Lesson step-by-step

1. *What is Media – 5 minutes*

Take a moment to ask students what do think of when they hear the word media. Remind them the media is not just news media. Books, films, paintings, songs, TV shows, video games, magazines, podcasts, music videos, newspapers, web forums, coupons, email newsletters, tweets, DVDs, street art, Snapchat Stories, protest signs, photographs, push notifications, etc... those are all media.

Show the students the two slides about media consumption:

Adults – In a 2016 report from Adweek, Adults spend 10 hours, 39 minutes a day consuming media.

Teens – Common Sense Media reports that the average U.S. teen spends 6-9 hours per day watching TV, scrolling on their phone, listening to music, etc. That is more than 40% of your day.

2. *Media Literacy Defined Discussion – 10 minutes*

Show the students the slide with the definition of Media Literacy from the NAMLE.

Ask students what media they consumed today. Then show them the slide of the 5 Core Components of Media Literacy and go over each step. Go to next slide and Tell students with these media literacy skills they will have the power to think through each of these important questions every time you pick up your phone.

Go to the next slide and ask students where they get their news. With teens, social media like Snapchat, TikTok, Facebook and such will probably be the most popular answers.

3. *Activity – 10-15 minutes*

Students will find, using phones or computers, a story they think is news they read recently, or find a new one. Using the 5 Core Components, they will write whether or not the article is from a trustworthy news source or not.

Places to find news stories or videos:

[PBS NewsHour You Tube](#)

[Newscompare](#)

[Freedom Forum Today's Front Pages](#)

4. Class discussion – 10-15 minutes

Once students finish with their activity, have students share what they found and if their news source was trustworthy. Go through each core concept as students explain. You might want to put up the 5 Core Concepts Slide while doing this.

5. Exit Ticket – 5 minutes

Students will watch the TedED Video “[How to choose your news](#)” and answer the 3 questions from the video on the exit ticket.

6. Optional Homework

Assign students a personal media log for homework. Starting at the end of class and continuing until they return tomorrow (or the next time you see them), students should keep a media log that details what kind of media they use (news, entertainment, personal), the specific websites or media they read (Facebook, the local paper, etc), and the time spent with each one. Ask them to keep a simple chart that looks like this:

Media Type	Description of Media	Time Spent
Social media	Facebook	1 hour
News	KKCO evening news	30 minutes
Entertainment	Jon Stewart	30 minutes
Retail	Amazon.com	15 minutes

Reflect on your media log. Are you surprised by the amount of media you consume? Are you surprised by the type or the amount of time you spend on any given media? Do you think you consume more or less than the average teenager? Was there any item of your media chart that was unusual or atypical of your normal daily media usage?

References

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