

## Media Literacy Foundations 3: Can We Agree To Disagree? Lesson Plan

### ***Learning objectives:***

- Students will be able to recognize the challenges of coming to an agreement about whether or not a statement is a settled fact by evaluating 3 options and brainstorming pros and cons for each.

### ***Activities:***

Activity	Materials
1. Instructor takes students through the first 8 slides of a slide deck that revisit learning from the first 2 Foundations lessons	<ul style="list-style-type: none"><li>• <a href="#">Slide deck</a> &amp; <a href="#">script</a></li></ul>
2. Instructor introduces a handout with 3 possibilities for determining whether or not something is a settled fact	<ul style="list-style-type: none"><li>• <a href="#">Handout</a></li></ul>
3. Students work individually or in small groups to complete the handout by describing the pros and cons of each possibility	
Optional extension: Students propose a 4th possibility and describe its pros and cons	
4. Students share out; instructor can capture their responses by writing them on 3 different T-charts on a board or on large pieces of paper	<ul style="list-style-type: none"><li>• Optional: Sticky notes so students can share out their responses by writing “pros” on sticky notes of one color and “cons” on another color, then posting them on the T-charts</li></ul>
5. Instructor takes students through the rest of the slide deck	

- |   |  |
|---|--|
| 6. Students go back to their “pros & cons” handout and reflect on whether there was anything in the share-out or the slide deck that would lead them to change any of their responses |  |
|---|--|

***Rationale for all 3 Foundations lessons:***

If you and your students find things you can agree on, you can establish a shared understanding and vocabulary that can be used while exploring other aspects of media literacy.

If you have a shared understanding that there are topics that have been settled as factual and other topics that are still up for debate, you can use this language when discussing news stories, social media posts, or other media messages.

For example: Your class is analyzing a story that presents a topic as up for debate when it’s actually a settled fact, like [this one](#).

You can say: “Is the rise in anti-Asian violence after the start of the Covid-19 pandemic a settled fact or is it up for debate? Where is it on the spectrum?”

You can follow up with: “Who determined this is a settled fact? How was it determined?”

In this case, both experts with data and Asian American people with lived experience determined this is a settled fact.

There could be debates about how much anti-Asian violence rose or how directly it was related to the pandemic, but no one can reasonably argue that the number of incidents didn’t increase.

And it’s because you have a shared understanding of what “up for debate” means that you can acknowledge the aspects of the story that could be reasonably debated.