

Media's influence on us

Lesson 8



Recognise that media can be a source of information

Lesson Objective

The children should be able to recognise that media can be a source of information.

Learning Outcome

Describe everyday examples of information that you come across and suggest the sources of this information.

Teacher's Note

As well as selling to us, media can provide us with information and is part of our everyday lives.

Methodology

- Talk and discussion
 - Active learning
 - Collaborative learning
 - Problem solving
 - Skills through content
 - Using the environment
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Procedure

Step 1: What is Information?

- Ask the children if they know what information is?
- Explain that information is facts provided or learned about something or someone.
- Ask the children if they can give an example of a piece of information that they heard today or yesterday.
- Explain to the children, that we all need information.
- Explain that ourselves and our families use lots of information on a daily basis – news, recipes, gardening advice, sales information, cinema listings, bus timetables, etc
- Ask the children to think about the different media they could use to find that information.
- The children might suggest:
 - Cinema – information about a new movie
 - Magazines – recipes, gardening advice, information about a new toy or game
 - Posters – bus timetables, information about a new toy, game, food or movie
 - Television – information about a new toy, game, food or movie, world news
 - Radio – information about a new movie or an music album, world news
 - Websites – bus timetables, information about a new toy, game, food or movie, world news
 - Video games – information about a new video game
 - Apps on tablets – information about a new toy, game, food or movie
 - Social media – information about a new toy, game, food or movie or an music album.
- Ask the children to look around the classroom/school to look for media that are sources of information
 - posters, books, magazines, the computer, whiteboard.

Step 2: Media Flashback

- Remind the children that they played a media game in lesson 1.
- Ask if any of the children can remember which form of media you are referring to based on the information they give:
 - This is made from paper and you can read the news from it? *Newspaper*
 - You might have one of these in your sitting room or kitchen, it shows images and sounds and you can watch lots of different television shows on it? *Television*
 - This can sit on your lap and you can play games on it and surf the internet. *Laptop*
 - People make phone calls on this, but it can also be used to surf the internet or play games. *Mobile Telephone*
 - This is bigger than a mobile phone but can also be used to surf the internet or play games on it. *Tablet*
 - This is made from paper and is very colourful, you can read stories and look at pictures in this. A *comic*
 - These are on notice boards around your town or city. They encourage you to buy or use something like a drink, food or service. A *poster*

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Procedure continued

Step 3 – Media Literacy Round Up

- Remind the children that over the last eight lessons, they have learned lots about the media.
- Ask the children if they can name any of the things they have learned?
- Remind the children that they learned:
 - To name some different types of media and recognise the different media they encounter on a regular basis.
 - To describe what advertising is and recognise that advertising is everywhere.
 - To understand that advertising tries to do one of four things:
 - Tell us something we need to know
 - Persuade us to buy a product
 - Persuade us to change our behaviour
 - Put forward a point of view.
 - To describe what the basic emotions (happy, sad, angry, bored, surprised, scared) might 'look' like and understand emotions as they are presented visually in the media.
 - To understand how some people like the same things as us but for different reasons.
 - To understand what an assumption is and to recognise the assumptions made in some toy advertising and name a few other assumptions made in the media.
 - To understand persuasion means to talk someone into doing or thinking something and to understand how persuasion works.
 - Describe everyday examples of information that you come across and suggest the sources of this information.
- Each child can be presented with a MediaWise Certificate, showing their learning as part of the programme.

