

Lesson Skill: Media literacy in presentations

Strand Communication

SOL 6.2, 6.3

7.1, 7.3

8.2, 8.3

Materials:

- A variety of media messages in print, audio, and video formats
- Overhead or LCD projector
- Internet access
- Computer lab/laptop cart
- Analyzing Media Messages table
- Persuasive Techniques in Media chart
- Media Design Cycle Plan
- Media Messages Analysis Rubric

Lesson Preparation

In preparation for the lesson, select a variety of media messages in the following formats:

- Visual media—television, video, print ads, Web-based material
- Written media—newspapers, magazines, books, blogs
- Audio media—music, radio shows, podcasts

Select two examples from each of the formats to analyze as a class. Choose additional examples to organize into three stations (one for each format). The students will rotate through the stations to select media messages to analyze and present.

Lesson

1. Discuss the three different formats of mass media messages. Ask students to recall examples of the three formats they have observed. Record accurate responses on a class web.
2. Distribute the Analyzing Media Messages table to the students. Discuss the meaning of angle, audience, aim, and arrangement (4 A's). Explain that this lesson requires students to analyze examples of visual, written, and audio media.
3. Show students one example of the different formats of media messages. As each example is shown, model (through a think aloud) identifying details that describe the angle, audience, aim, and arrangement. Accurate responses will be recorded on the Analyzing Media Messages table. The students and teacher discuss the impact of the 4 A's on each media format.
4. Show students another example of each of the three media formats. Working in pairs, the students identify details that describe the 4 A's in each example. The students record details onto an *Analyzing Messages* table created on loose-leaf paper.

5. Distribute the Persuasive Techniques in Media chart. Discuss the different persuasive techniques. Collaborate with students to identify examples of the persuasive techniques observed in the media formats that were analyzed during the lesson. As responses are given, refer students back to (replay if necessary) the specific examples. Students record the examples of the techniques being used on the chart. Discuss the impact of the techniques on the audience. Students record accurate responses on their individual charts as the teacher records them on the class chart.
6. Refer the students to the three stations arranged around the room:
 - o Station 1: Visual Media
 - o Station 2: Written Media
 - o Station 3: Audio Media

Explain each station has examples of each the media formats from everyday life.

7. Arrange students in groups of three. Students rotate through each station to choose an example of visual, written, and audio media formats from the designated stations.
8. Groups analyze the selected examples for the four A's, as well as the persuasive techniques being used. Groups also determine the impact of the persuasive technique on the audience. Students record their responses onto a *Persuasive Techniques in Media* chart created on loose-leaf paper.
9. Groups use their completed charts to create a presentation for the class. Students may create a poster, online poster, brochure, digital slide presentation, online presentation, blog, video, or wiki for their presentation.
10. Distribute the Media Design Cycle Plan. Groups complete this resource to plan and organize their presentations.
11. Students use computers to create the selected presentation.
12. After finishing their presentations, groups complete the reflection component on the Design Cycle Plan.

Strategies for Differentiation

- Students with accommodations will focus on finding one example of a persuasive technique in one media format. Students then present their example in a small group setting.
- The Media Design Cycle Plan is a helpful organizational tool for all learners.
- Contact local magazine and newspapers, as well as television and radio stations to arrange guest speakers for a real world connection.

Analyzing Media Messages Table

Media messages are constructed using a variety of persuasive techniques. The techniques used to produce the media messages are based on two factors:

1. the desired effect from the audience; and
2. the purpose of the message.

Analyze the three different media formats (visual, written, auditory) for the following elements:

- **Angle**—Camera angle refers to the angle between the camera and the subject and can be used to convey an idea. For example, “up” angles often suggest power, prestige, and success.
- **Audience**—A specified “target audience” or demographic group is the audience for which a media message is designed.
- **Aim**—The “aim” is the purpose for which a media message is created. The purpose of a media message can be to persuade, inform, entertain, or sell.
- **Arrangement**—The way the media message is “arranged” suggests a certain idea. For example, the way a product is placed in an advertisement creates a specific idea about that product. Also, the different ways actors are portrayed in ads suggests feelings about the products. Likewise, music chosen for a media message can influence the mood associated with that message.

Directions: Analyze the following formats of mass media messages for the 4 A’s.

Visual Media (television, video, print ads, Web-based material)				
Description of media message	Angle	Audience	Aim	Arrangement
Written Media (newspapers, magazines, books, blogs)				
Description of media message	Angle	Audience	Aim	Arrangement

Auditory Media (music, radio shows, podcasts)				
Description of media message	Angle	Audience	Aim	Arrangement



Persuasive Techniques in Media

A variety of persuasive techniques are used in media. These techniques can influence beliefs, behaviors, and interpretations. Media messages persuade by appealing logically, ethically, and emotionally.

Review the persuasive techniques, and then identify them in the examples provided below.

- Name Calling or Innuendo—creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language
- Glittering Generalities or Card Stacking—telling only part of the truth; generalizing from a shred of evidence
- Bandwagon—creating a desire to join a large group satisfied with this idea; making one feel left out if not with the crowd
- Testimonials—using the declaration of a famous person or authoritative expert to give heightened credibility
- Appeal to Prestige, Snobbery, or Plain Folks—using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience
- Appeal to Emotions—connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice

Persuasive Technique	Media Message	Example	Effect on the Audience
	<i>Every kiss begins with K</i>		
	<i>EAT MOR CHIKIN</i>		
	<i>got milk?</i>		
	<i>Better ingredients. Better pizza.</i>		
	<i>Introducing the new standard of luxury car ownership</i>		
	<i>This candidate is a coward. He's afraid to stand up, face the public, and defend his miserable record.</i>		

Process	Responses
Create	Steps taken to organize our presentation using the appropriate techniques and equipment:
Reflect	The advantages of using this particular medium to create our presentation: The strengths of our presentation: The areas of improvement for our presentation:

Media Message Analysis Rubric

CATEGORY	Strong 4 points	Proficient 3 points	Developing 2 points	Beginning 1 point
Media Formats (Visual, written, audio)	Presentation includes a variety of media messages. Accurate identification and explanation of messages from each of the media formats	Presentation includes a variety of media messages. Accurate identification of media messages from each of the media formats.	Presentation includes some variety of media messages. Two media formats are represented.	Presentation does not include a variety of media messages. Only one media format is represented.
Analysis of 4 As (Angle, Audience, Aim, Arrangement)	Presentation contains substantial information for audience providing specific examples and elaboration on the 4 As. The presentation analyzes all of the 4 As completely in each media message.	Presentation contains substantial information for audience providing examples of the 4As. The presentation addresses each of the 4 As in each media message.	Presentation contains minimal information for audience. The presentation addresses the 4 As, but does not provide specific examples.	Presentation contains minimal information for audience. The presentation does not address each of the 4 As
Persuasive Techniques	Presentation accurately identifies and includes specific examples of the use of persuasive techniques in each media message. The presentation conveys the impact each technique has on the audience.	Presentation accurately identifies and includes specific examples of the use of persuasive techniques in each media message	Presentation accurately identifies the use of persuasive techniques in each media message.	Presentation does not address the use of persuasive techniques in each media message.

CATEGORY	Strong 4 points	Proficient 3 points	Developing 2 points	Beginning 1 point
Presentation Layout	Layout is logical and visually appealing. Content is well organized, flows in a logical manner, and is easy to follow. Good balance on each page.	Layout is logical. Content is organized and flows in a logical manner. Text may not be balanced in all parts of the document.	Layout is haphazard. Content is somewhat organized, but hard to follow in places. Text is not balanced several parts of the document.	Layout is confusing. There is no clear or logical flow- just includes fact(s). Page(s) not balanced.
Media Design Cycle Plan	Completed plan provides extensive evidence of planning; demonstrates the group's growth through reflection on learning.	Completed plan conveys evidence of planning; demonstrates the group is capable of reflecting on learning.	Plan is incomplete and conveys little evidence of planning; group reflection is minimal.	Plan shows no evidence of planning or reflection.

Score: _____ / 20 _____ %