*English Instructional Plan – Evaluating Media Messages*

**Primary Strand: 9.2, 10.2 Evaluating Media Messages**

**Integrated Strand/s: 9.1, 10.1 Communication and Multimodal Literacy**

**Essential Understanding:**

* comprehend persuasive language and word connotations to convey viewpoint and bias
* understand that media messages are constructed based on varying opinions, values, and viewpoints
* recognize that all media messages are constructed and that, to understand the whole meaning of the message, they should be deconstructed.

**Essential Knowledge, Skills, and Processes:**

* identify and deconstruct elements of media literacy including authorship, format, audience, content, purpose
* analyze the author’s intended audience and purpose when evaluating media messages
* identify and evaluate word choice, bias, viewpoints, and the effectiveness of persuasive messages in the media
* identify key questions of media literacy
	+ Who created the message?
	+ What techniques are used to attract attention?
	+ How might different people react differently to this message?
	+ What values, lifestyles and points of view are represented in, or omitted from, this message?
	+ What is the purpose of this message?

**Primary SOL: 9.2b Determine the purpose of the media message and its effect on the audience.**

**Reinforced (Related Standard) SOL: 9.1 The student will participate in, collaborate in, and report on small-group learning activities.**

**Academic Background/Language:**

Students should be familiar with the following terminology: author’s purpose, fact vs. opinion, author’s intent, audience, persuasion, and counter argument. If not, please review these terms with the students prior to the student/teacher actions in this instructional plan.

## Materials

* Computer access for students
* Video camera
* Video production software
* Chart paper
* Markers
* Index cards/cue cards
* *Public Service Announcement (PSA) Guidelines* handout

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

DAY 1

* Discuss persuasive media messages (commercial ads and political campaign ads) with students. What are the characteristics of a persuasive message? Discuss what makes an effective television advertisement and what makes an ineffective one. How can one tell if a message is effective or ineffective? Also, discuss persuasive techniques in political campaign ads vs. commercial ads. What differences do the students see between a commercial for a product vs. a political campaign?
* Divide the students into cooperative groups of 3-4. Give each group a marker and chart paper. Students make a list of five rules within the school that they would like to see changed.
* For each of the five rules, they need to list three pros and three cons for the implementation of their change. When each group has finished, each group presents their prospective changes to the class.
* Each group chooses one item from the list by which they will create a PSA promoting their proposed change. Depending on the school, this PSA can be shown on their school’s news channel, to the administration team, at a school board meeting, etc.

DAY 2-3

* Discuss what is involved in the making of a PSA.
* Teacher will show clips of PSAs for students to analyze the persuasive techniques used. How did the creator handle the counter arguments? Did he/she use only words or were there animations or graphics to help with the persuasion? What is the point of the PSA? What is the PSA supposed to do? Make note that a PSA gives a POSITIVE message – it isn’t trying to sell anything, but it offers advice, brings attention to issues, offers assistance, and/or teaches a lesson.
* Divide the class into groups once more. Explain to students the guidelines for creating a PSA for their selected topic (handout). In their groups, students need to first determine shared responsibility for their collaborative work such as who will collect statistical data to prove the validity of their assertion, who will write the script, who will make cue cards, who will do the acting/speaking parts, when and where will the group film the PSA, who will direct the video, etc. PSA run time should be no less than one minute and no more than two minutes. Once each student has a role that contributes to the group as a whole, then each student will have the rest of the class period and next class period to accomplish that task in order to create the final product (PSA) to present to the class on Day 4.

DAY 4

* Presentation of PSAs to the class.
* *Peer evaluations of the effectiveness of the message optional*.

**Assessment (Diagnostic, Formative, Summative)**

* Student group responses to their five rules with pros/cons
* Group presentations to class of their prospective changes to school rules
* Group presentation of their PSA
* Students conduct a peer and/or self-evaluation form

**Writing Connections:**

* Any preparation for the PSA such as an outline, storyboard, drafts of script, etc.

**Extensions and Connections (for all students)**

* Students write a critique of a group’s PSA in either paragraph form or in a rubric given to students in advanced by the teacher. Every student completes a self-evaluation of the process to create the PSA.
* Peer evaluations of the effectiveness of the PSA can be completed while a group presents its PSA.
* Depending on the school, the students’ PSAs can be shown on their school’s news channel, to the administration team, at a school board meeting, etc.

**Strategies for Differentiation**

* + Vocabulary — Word Wall
	+ Discussion guide for Day 1 is completed via group discussion
	+ Chart paper template
	+ Storyboard for the movie maker

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**PSA Guidelines Check Sheet**

**Directions**: Each of the following elements is required in the completion of this PSA project. Use the check sheet below to insure that all components are covered and all requirements are met.

 Actor(s) and message appear sincere

 Message is clear and concise

 Uses a variety of persuasive techniques to convey the message/purpose

 No shorter than one minute and no longer than two (2) minutes total time

 Only important information included

 Information is accurate and can be verified

 Statistical data is current and appropriate for the message

 Actor(s) deliver their parts with credibility

 Costumes/props are appropriate

 All members of the group participated in making of the video