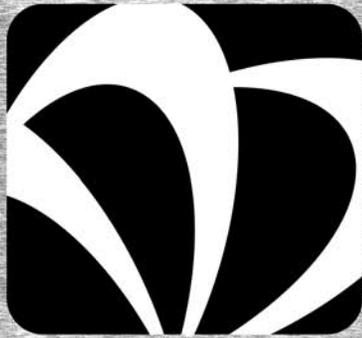


Media Moments



**WESTERN
RESERVE**

A service of Western Reserve Public Media



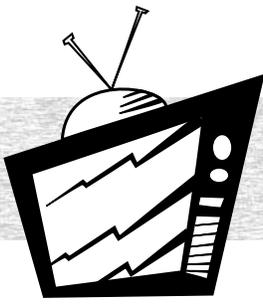


Table of Contents

Media Moments	3
Media Literacy.....	3

Media Literacy

What is Media Literacy?	4
What is Critical Viewing?.....	4
Key Concepts in Media Literacy	5
Make TV a Choice, Not a Habit	6
A Critical Viewing Exercise	7
What Kids Get From TV	8
Where Does TV Fit in at Your House? A Family Checklist	10

Media Moments

Media Moments	11
---------------------	----

Behind the Scenes

The Power of the Image — Elementary	12
The Power of the Image — Middle School and High School	13
Celebrities — Elementary	15
Celebrities — Middle School and High School	17

Decision Makers

Looking at the Content of the News — Elementary	19
Looking at the Content of the News — Middle School and High School	20
Violence in the News — Elementary	23
Violence in the News — Middle School and High School	24

Constructing the News Story

Accuracy, Fairness and Ethics — Elementary and Middle School	26
Accuracy, Fairness and Ethics — High School	28
Accuracy, Fairness and Ethics — California’s Velcro Crop Under Challenge (1993).....	30
Fact or Opinion — Elementary	32
Fact or Opinion — Middle School and High School	33

Business Behind the Business

Deceptive Marketing — Elementary	35
Deceptive Marketing — Middle School and High School.....	37
Interpreting Advertising Messages — Elementary	39
Interpreting Advertising Messages — Middle School and High School	41

General Lesson Plans

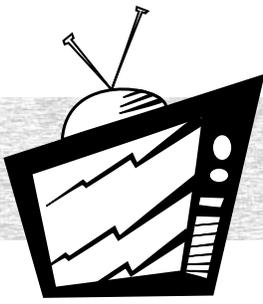
Position Paper	44
Position Paper Guidelines	46
Making a Photo Essay	48
Expert Group	50

How to Make a Video

Making a Video	53
Making a Video — Video Production Guidelines	55
Making a Video — Tips for Interviews	57

Resources

Resources on Media Literacy	58
A Glossary of Media Literacy Terms.....	60



Media Moments

Fun Facts

Every home
in America
— 98.3% — has
a television set.
About 71% of
U.S. households
have at least two
TV sets. (Source:
A.C. Nielson Co.,
1996)

“A democratic civilization will save itself only if it makes the language of the image into a stimulus for critical reflection, not an invitation to hypnosis.” -Umberto Eco

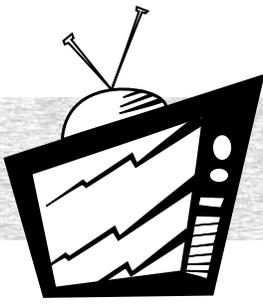
In *Media Moments* you’ll find out about television news. Just as there are architects who draw blueprints and construction workers who create buildings, there are people who put the news together. A news program is carefully structured. All the people and things that go into the mix affect the final product.

Segments of Media Moments include:

1. **Behind the Scenes** — Set design is the physical elements of a news program and people behind the scenes that make it happen.
2. **Decision Makers** — The **News Director** decides which stories will be used in the program. The **Producer** decides how a story will look before it gets on the air (where to put it during the program and who will tell it). The **Reporters** get the news and the **Anchorperson** reads it on the air.
3. **Constructing the News Story** — First a reporter gathers the who, what, where and why of the event. Stories are then edited and given to the anchorperson to read.
4. **The Business Behind the Business** — Commercials are the key to funding the news.

Media Literacy

The Media Literacy component discusses what media literacy is, the key concepts, a glossary of terms, a hotlist and much more information about this important topic.



What is Media Literacy?

The ability to analyze and evaluate communication in a variety of media forms — television, print, radio, world wide web — through the understanding of its “conventions”

TV Myth

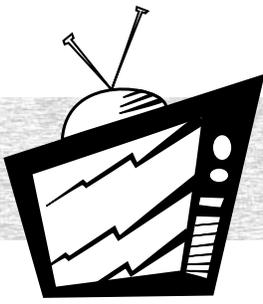
TV is a passive medium. My child will become a listless couch potato.

Fact

Educational TV shows can actively engage your child, physically and intellectually. The activity can and should continue after the show is over. (Source: *The Smart Parent's Guide to Kids' TV* by Milton Chen, Ph.D.)

What is Critical Viewing?

When we talk about “critical viewing,” we’re not talking about “criticizing” a program. Viewing “critically” means that you and your family are making yourselves aware of the program or commercial and all of its “conventions” or elements — content, plot, gender and ethnic portrayals, background music, camera angles, lighting and so on. Critical viewing allows you and your children to gain some emotional and mental distance from what you watch on TV and have more control over its impact on you.

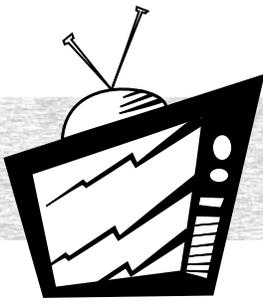


Key Concepts in Media Literacy

Fun Facts

The television is the most commonly found form of media in a child's bedroom. 26% of children ages 2-4 already had televisions in their bedroom. 65% of children ages 8-18 had TVs in their room. (Source: *The Henry J. Kaiser Family Foundation, A Kaiser Family Foundation Report, 1999*)

- All television shows are “constructions.” That’s right, they’re made. It’s easy to forget this sometimes because the shows you and your family watch appear to be seamless extensions of reality. They are, in fact, carefully crafted products, the result of countless decisions. Meaning and impact are created through the selection of words and images, lighting, setting, colors, shapes, background music — and how all of those elements are put together.
- The media construct stories. Everyone has a “reality construct” — a sense of what the world is and how it works. Like all of us, the media must shape raw sensory information into a coherent story. That goes for everything you see on TV, including the nightly news! We have to keep in mind that all of the elements in a TV show are carefully selected and crafted together to represent some “reality” — not necessarily reality as you know it, nor a complete story that shows all sides.
- TV programs are built on the relationship of form and content. Let’s consider the “sitcom.” The writers and producers know that every program will be interrupted every seven to ten minutes for a commercial break, so scripts are written to accommodate that format. Perhaps the “form” of television becomes more obvious when you see a movie on television you originally saw in the theater. The disruptions caused by commercial breaks alter the tone of a movie considerably, and the limitations of the screen size and dimensions change the film’s impact.
- You and your family have to negotiate the meaning of programs. How you and your family interpret a TV program depends on your past experiences, critical viewing skills, values and current state of mind. Ultimately, you, the viewer, must take the information presented and “decode” it.
- Almost all TV programs are influenced by commercial interests. Commercial interests come into play in any television program. Take the nightly news, for instance. Commercial news programs are produced by businesses that worry about the bottom line. Those businesses depend on high viewership, which translates into advertising dollars (essentially, your viewership is sold). So, the burden is on the producers to create a program that will attract and keep viewers, and that’s one of the reasons the news has become increasingly sensational. Princess Diana’s death was tragic, indeed, but her death brought a lot of viewers to the TV for extended periods of time — which may help to explain why the networks so relentlessly covered the event.
- Ideology and values. All television programs contain “value” messages and assumed “truths” about the nature of the world. Consider “The Brady Bunch.” Did that series offer a fair representation of family life, let alone an accurate portrayal of a stepfamily? How about “Friends” and the assumptions it makes about beauty, acceptable social behavior and male and female roles? Bill Cosby broke tradition in the 1980s when his sitcom focused on an upper-middle class African American family headed by a father physician and lawyer mother; no one had ever done that on TV before! Yet, even that family life seemed a little too easy.
- Social and political messages. The media have the potential to affect social and political behavior in a variety of ways. Presidential election coverage is a good example. Until very recently, networks would begin to project winners when polls closed on the East Coast — three full hours before they closed on the West Coast. That coverage so altered voter behavior in the West that networks had to stop doing it.



Make TV a Choice, Not a Habit

TV Myth

If my child watches
TV, he won't
become a good
reader. TV and
books are enemies.

Fact

Quality children's
programs can
actually motivate
children to read
books and lead to
a love of reading.

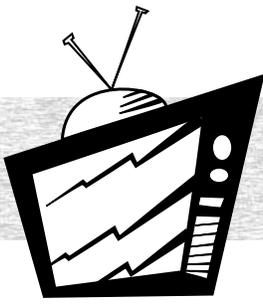
(Source: *The Smart
Parent's Guide to
Kids' TV* by Milton
Chen, Ph.D.)

What can you do if your family uses TV in habitual and unconscious ways? The trick is to make watching TV a conscious activity. Make turning on the TV something children elect to do, rather than a choice they make when they're not doing something else. You can instill in your children the notion that "We don't watch TV, we watch TV programs." You can begin to change the ways your children use TV by entering into a simple series of dialogues with them:

- Change their patterns. If your children want to watch TV, have them ask you first. Just as they ask you if they can go out and play, agree that they must ask you if they can watch TV.
- Answer with questions. Don't just answer yes or no; ask "What do you want to watch? What's on?" Ask them if there's something else they've been thinking of doing, like reading or playing outside.
- Ask yourself some questions. Is there some other activity that is better worth their time? Can I motivate them not to click on the set, to involve themselves in something else?
- Start them on another activity. Take the time, set aside what you're doing and get involved. Supervise the start of another activity: Choose a book together, lay out the ingredients for the next meal.

The more your family's TV viewing becomes conscious, the greater your chances will be to turn it to more educational uses. Begin to think of television viewing as an intentional act. Intentional television can become intelligent television.

From The Smart Parent's Guide to Kids' TV by Milton Chen, Ph.D.



A Critical Viewing Exercise

Fun Fact

Over 90% of
U.S. child care
facilities have at
least one TV set
and 85% have at
least one VCR.

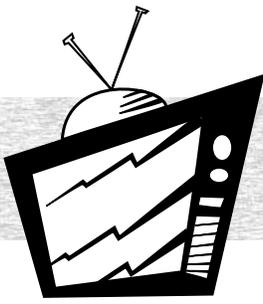
*(Source: Statistical
Research, Inc.
1993)*

When we talk about “critical viewing,” we’re not talking about “criticizing” a program. Viewing “critically” means that you and your family are making yourselves aware of the program or commercial and all of its elements — content and plot, message, gender and ethnic portrayals, background music, camera angles, lighting and so on. Critical viewing allows you and your children to gain a little emotional and mental distance from the program and have more control over its impact on you.

Here’s a format for discussion you can use after you watch a favorite TV show or see a commercial. These questions will help you and your preschoolers (and older children, too) think more vigorously about what you’ve just seen. It’s also a great opportunity to engage your preschoolers in meaningful, thoughtful discussion. Let your preschooler answer for him- or herself before you offer your answers. You’ll be surprised by what children pick up.

1. Identify the name of the program or the product in the commercial.
2. Describe the characters. Who are they? What do they look like? Male or female? How old? How are they dressed? What are their personalities like?
3. Describe the setting. Where is the program or commercial taking place? What does it look like? Is it day or night? Is a season of the year indicated? What is the lighting like? How about background music? Are there any unusual special effects or camera angles? Why do you think the producer made these choices? What effect does each element create?
4. Describe the plot. What happened and in what sequence?
5. What problem was presented? How was it solved? In your opinions, was the solution a good one? Are there other ways the problem could have been solved?
6. What was the theme of the program? What do you think the makers of the program wanted you to learn from the show?
7. Rate the program on a scale of 1 to 10. Was it a good or bad program or commercial? Why do you think so?

Adapted from Screen Smarts: A Family Guide to Media Literacy by Gloria DeGaetano and Kathleen Bander (Houghton Mifflin Company, 1996)



What Kids Get From TV

TV Myth

If my child watches TV shows that entertain as well as educate, he'll expect his teachers to sing and dance.

Fact

Even young children understand the separate worlds and conventions of TV and the classroom.

(Source: The Smart Parent's Guide to Kids' TV by Milton Chen, Ph.D.)

There is no simple formula for choosing the programs your children watch. If it were that simple, we could just create a list of programs to watch and programs to stay away from. And just think about how happy advertisers would be if we could guarantee that watching a certain program would make people behave in a particular way. While it's not quite that easy, there are some things we do know that can help us understand how watching TV affects children.

What kids get from the television depends on four things:

- **HOW MUCH they watch.**

Nearly all researchers agree that heavy viewing (more than 10 to 20 hours a week) is not good for kids. Watching too much keeps them from enjoying other important activities, and it can overexpose them to television's sometimes negative messages. Television is powerful because it can repeat messages hundreds of times each day. So, the more kids watch TV, the more they are influenced by it.

- **WHAT they watch.**

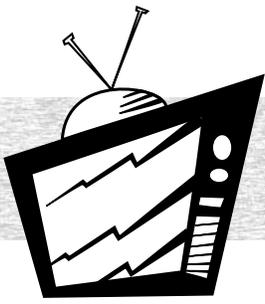
Television teaches every time it is on. Do you know what your children are learning? What they see on television can be very influential, especially if they believe that what they are seeing is real or true. Kids tend to believe TV the most when it tells them things they know the least about (and for preschoolers, that's a lot!). When they don't have personal experience to use as a lens, they tend to believe the TV. It's bad enough for adults, but the effect is magnified for children, whose personal experience is so limited. Children are likely to think that TV programs show us what the real world is like. This is especially true for preschoolers, who don't have the ability to understand time or distance; they think that what they see on TV is happening in their neighborhood.

- **WHO they are.**

How kids see things depends on their experiences and personality. Two children can get very different messages from the same program. The most powerful messages tend to be those that are reinforced by things in real life. For example, a child who watches violent cartoons and who is also a hockey fan — and who sees violence in the neighborhood, plays with toy soldiers, pretends to be an uncle in the army and whose parents use corporal punishment — is more likely to copy the aggressive behavior seen on TV than a child who watches the same violent cartoon but who sees no other violence.

- **HOW they watch.**

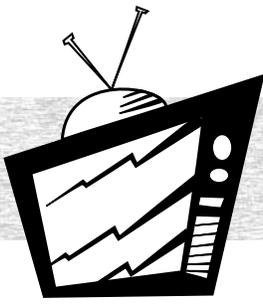
Different kids have different viewing styles. One is not necessarily better than another, but the differences do mean that TV viewing doesn't fulfill the same needs for all children. For example, some families use TV viewing as a social event, inviting friends over to watch, talking back to the set and talking with one another about what they see. In those families, children are learning language and critical thinking skills while they view. In other families, TV viewing is quiet time and it's considered rude to interrupt someone who is watching. Children in these families need to have other opportunities to practice language and thinking skills. Likewise, some children move a lot while they view, dancing and singing along with their favorite characters. Others prefer to sit still while they watch. To make sure that this latter group of children develops motor skills and coordination, they need other opportunities to move.



What Kids Get From TV (con't)

If you want to know what children are getting from TV, ask them. It's tempting to start a conversation by trying to explain what the children have seen on TV. But you'll get better results if you start by asking children what they think they are seeing. You may be surprised by what they understand and what they don't.

© Text by Faith Rogow, Ph.D., Insighters Educational Consulting, 19 Barbara Ave., Binghamton, NY 13903. Reprinted by permission.



Where Does TV Fit in at Your House?

Fun Fact

“Regardless of when families first start child care, regardless of how much child care they use, the family remains by far the most powerful influence on their children’s development. In many ways, how a child fares is in the parents’ hands.” (Source: Dr. T. Berry Brazelton, *White House Conference on Early Childhood Development*, April, 1997)

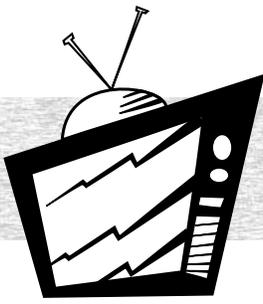
A Family Checklist

Experts don’t recommend that children never watch television. They simply encourage a more deliberate and thoughtful use of the television in your home, and are especially interested in how you teach your children to view it.

This checklist is meant to make you more aware of how you and your children use television and how involved you are in monitoring what your kids watch.

- Do you turn the television on as soon as you get home? Is it on regardless of whether anyone is watching it? Is it on when friends and family are visiting?
- Is the television on while you eat meals?
- Are you or your children at a loss for things to do when the television is off?
- How often do you talk to your kids about what they’re watching?
- Do you point out inappropriate programming to your children and explain why it’s not right for them?
- Do you or your children interact with television programs? Do you comment on events taking place or express opinions about what’s happening while the show or commercial is airing?
- What kinds of limits do you put on television viewing for yourself and your children? Are they restricted to a certain number of hours or to specific programs?
- How often does your family spend an evening with the television off?
- Do you plan television viewing for your family, or do you watch regardless of what’s on?

Adapted from Screen Smarts: A Family Guide to Media Literacy by Gloria DeGaetano and Kathleen Bander (Houghton Mifflin Company, 1996)



Media Moments

TV Myth

If my child watches
TV, she'll be a poor
student.

Fact

It depends on what
and how much
she's watching.
Students who
watch a moderate
amount of
television, especially
educational TV,
can be excellent
students. (Source: *The
Smart Parent's Guide
to Kids' TV* by Milton
Chen, Ph.D.)

In *Media Moments* you'll find out about television news. Just as there are architects who draw blueprints and construction workers who create buildings, there are people who put the news together. A news program is carefully structured. All the people and things that go into the mix affect the final product.

Segments of Media Moments include these topics

Behind the Scenes This segment deals with set design, the physical elements of a news program, and people behind the scenes that make it happen.

- Power of the Image — Elementary
- Power of the Image — Secondary
- Celebrities — Elementary
- Celebrities — Secondary

Decision Makers The News Director decides which stories will be used in the program. The Producer decides how a story will look before it gets on the air (where to put it during the program and who will tell it). The Reporters get the news and the Anchorperson reads it on the air.

- Looking at the Content of the News — Elementary
- Looking at the Content of the News — Secondary
- Violence in the News — Elementary
- Violence in the News — Secondary

Constructing the News Story First a reporter gathers the who, what, where and why of the event. Stories are then edited and given to the anchorperson to read.

- Accuracy, Fairness and Ethics — Elementary
- Accuracy, Fairness and Ethics — Secondary
- Fact or Opinion — Elementary
- Fact or Opinion — Secondary

The Business Behind the Business Commercials are the key to funding the news.

- Deceptive Marketing — Elementary
- Deceptive Marketing — Secondary
- Interpreting Advertising Messages — Elementary
- Interpreting Advertising Messages — Secondary

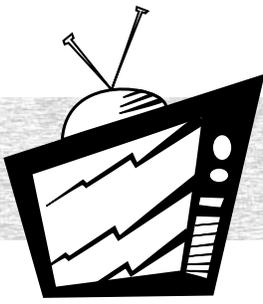
General Lesson Plans

- Position Paper
- Photo Essay
- Expert Groups

Making a Video

- How to Make a Video

Hotlist for Media Moment



Behind the Scenes

Fun Fact

The average child in America sees 100,000 beer commercials before the age of 21. Kids between eight and 12 can name more brands of beer (and spell them correctly) than they can U.S. presidents. (Source: Statistical Research, Inc., 1994)

The Power of the Image Elementary

Images are everywhere! A person's reaction to an image shown on television or in print can cause a person to buy a certain item or make him wary of an object or event. Television, in general, and the television news, in particular, strives to select both people and settings that match society's standards of beauty so that viewers tune in to their show. As consumers we have to be aware that the images we are seeing have some impact on our perception.

Objective: Students will discuss the power of the image.

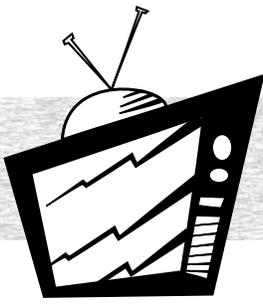
Students will make a collage showing words and images that represent themselves.

- Procedure:**
1. Discuss the student's perception of pretty or handsome.
 2. Discuss if a person's image tells you anything about the person.
 3. Discuss what qualities a person might possess that are more important than looks.
 4. Have students bring in magazines and catalogs that contain images of people.
 5. Have students create a collage of images and words that represent themselves.
 6. When collages are complete, have the students tell about their collage.

Material: Catalogues, magazines, paper, glue, scissors

Evaluation:

CATEGORY	100	90	75	60
Attractiveness & Organization	The collage has exceptionally attractive formatting and well-organized information.	The collage has attractive formatting and well-organized information.	The collage has well-organized information.	The collage's formatting and organization of material are confusing to the reader.



Behind the Scenes

The Power of the Image **Middle School and High School**

Images are everywhere! A person's reaction to an image shown on television or in print can cause a person to buy a certain item or make him wary of an object or event. Television, in general, and the television news, in particular, strives to select both people and settings that match society's standards of beauty so that viewers tune in to their show. As consumers we have to be aware that the images we are seeing have some impact on our perception.

Objective: Students will discuss the power of the image.
Students will write a paper about their perceptions of the power of imagery.

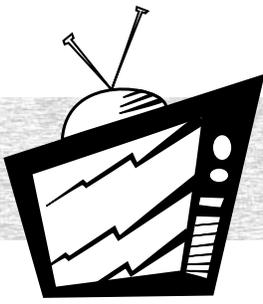
Procedure:

1. Discuss the student's perception of pretty, handsome, nerd, geek, jock, rugged, biker, etc.
2. Discuss if a person's image tells you anything about the person.
3. Discuss what qualities a person might possess that are more important than looks.
4. Have students bring in a teen magazine or fan magazine that shows a variety of pictures of their favorite performer.
5. Display some of these photos and discuss which images are flattering to the person and which are not. Try to determine why this is true.
6. Discuss what impact the images of these people actually has on their lives and on how they feel about themselves.
7. Have the students write a one-page paper about the power of mass media images and the effect of these images on them.

Enrichment: Invite a model or someone in the "beauty" business to speak to your class about the power of the image.

Material: Catalogues, magazines, paper, glue, scissors

Evaluation: Evaluation is on next page.



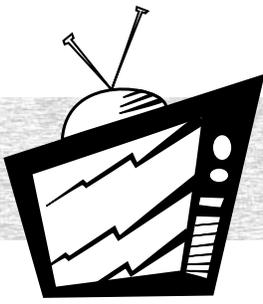
Behind the Scenes

The Power of the Image Middle School and High School

Evaluation:

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)



Behind the Scenes

Fun Facts

Here's where
you are most
likely to find in-
home television
sets: Bedroom
41%, Living
Room 33%,
Family Room
6%, Kitchen 2%
(Source: SRI, 1994
CONTAM Survey)

Celebrities Elementary

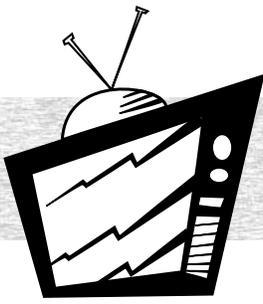
A celebrity is someone who would be recognized by a lot of people. Celebrities don the covers of magazines, are seen on TV and often are seen on commercials. Are celebrities always "good" people? Are celebrities role models? Should they be? An essential part of media literacy is determining the role of these influential people in the news.

Objective: Students will discuss what "celebrity" means and determine the attributes of a celebrity.

Students will write a short paper about a celebrity stating the reasons for this person's status as such.

- Procedure:**
1. Discuss the definition of celebrity. Have the students list characteristics of celebrities.
 2. Read a short story to the students about a celebrity and discuss why this person has celebrity status.
 3. Place pictures of celebrities around the room of recognizable people, animals, cartoons, etc. and have the students name them and determine if they are celebrities. This brings up the idea of animals or cartoons being celebrities.
 4. First brainstorm then list the qualities it would take for someone to be a celebrity.
 5. Have the students select a celebrity and do some research on that person. They can use the library or the Web.
 6. The students will then write a short paper (individually) telling about the celebrity that they chose. They need to state the reasons why this person can legitimately be called a celebrity and why they selected him/her/it.

Evaluation: Evaluation is on next page.



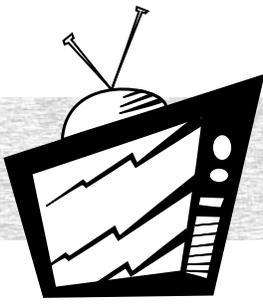
Behind the Scenes

Celebrities Elementary

Evaluation: Writing Rubric

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)



Behind the Scenes

Celebrities

Middle School and High School

A celebrity is someone who would be recognized by a lot of people. Celebrities don the covers of magazines, are seen on TV and often are seen on commercials. Are celebrities always “good” people? Are celebrities role models? Should they be? An essential part of media literacy is determining the role of these influential people in the news.

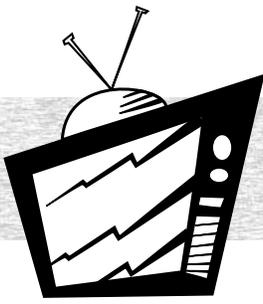
Objective: Students will discuss what “celebrity” means and determine the attributes of a celebrity.

Students will write a letter to a “celebrity” asking about their response to celebrity status.

- Procedure:**
1. Discuss the definition of celebrity. Have the students list characteristics of celebrities.
 2. Read a short story to the students about a celebrity and discuss why this person has celebrity status.
 3. Place pictures of celebrities around the room of recognizable people, animals, cartoons, etc. and have the students name them and determine if they are celebrities. This brings up the idea of animals or cartoons being celebrities.
 4. First brainstorm then list the qualities it would take for someone to be a celebrity.
 5. Have the students make a list of celebrities that were famous for a short time and then disappeared.
 6. Discuss whether celebrities can have a “normal” life.
 7. Have the students select a celebrity and do some research on that person. They can use the library or the Web.
 8. Have the students find a current interview from a person with celebrity “status” or interview a celebrity. (This may be difficult to accomplish so the article might be a more feasible approach to take.)
 9. Write a paper discussing this person’s opinion on the advantages and disadvantages of celebrity status.

Enrichment: Have each group of students make a **Celebrity of the Week** poster that includes a picture and the reason for that person fame.

Evaluation: Evaluation is on next page.



Behind the Scenes

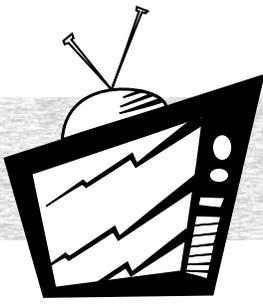
Celebrities

Middle School and High School

Evaluation: Writing Rubric

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)



Decision Makers

Looking at the Content of the News Elementary

Fun Facts

Average daily
viewing per TV
household is 7.25
hours. Men: 4
hours. Teens and
Children 3.25
hours. (Source:
A.C. Nielson Co.,
1996)

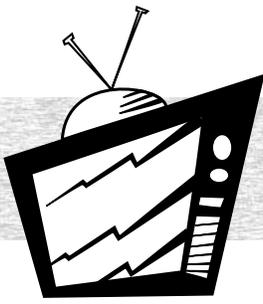
The “gatekeepers” or the decision makers are the people who determine what will be included in news broadcasts or in newspapers. For television these people include the director, the producer, the reporters and the anchorperson. For the press, we include editors, publishers and reporters. They are responsible for what is included or excluded and how much space or time is allotted to each story. Our knowledge of the world is sometimes limited by what we are told by these decision makers. We must be aware that the selection of content is the **subjective** choice of the decision makers.

Objective: Student will read an article and summarize the contents

- Procedure:**
1. Select a current events story from a publication like Weekly Reader or from the Web. Some sites you might use are <http://kidnews.com/> or <http://www.1stheadlines.com/>. The best type of story would have several parts to it — several things that might be thought of as important.
 2. Have the students read the story and write a one-sentence summary.
 3. Compare the summaries of the students.
 4. Discuss why different parts of the stories were selected by different students.
 5. Show that just as this happened in their stories, it also happens in the production of news stories on TV or in the press. Individuals make personal judgments about what is important and what should be included.
 6. A culminating activity would be to reach a consensus on what should be included in the summary of the story.

Material: News story from newspaper or from the web.

Evaluation: 50 points for reading the article and writing the summary
50 points for participating in the discussion and coming to group consensus on the new news story.



Decision Makers

Looking at the Content of the News Middle School and High School

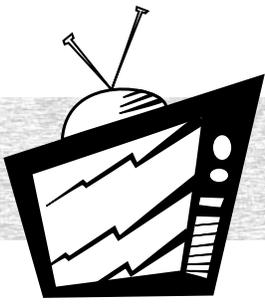
The “gatekeepers” or the decision makers are the people who determine what will be included in news broadcasts or in newspapers. For television these people include the director, the producer, the reporters and the anchorperson. For the press, we include editors, publishers and reporters. They are responsible for what is included or excluded and how much space or time is allotted to each story. Our knowledge of the world is sometimes limited by what we are told by these decision makers. We must be aware that the selection of content is the **subjective** choice of the decision makers.

Objective: Student will write a paper comparing and contrasting news content of different channels on television (or different newspapers).

- Procedure:**
1. Put the students into groups of three or four
 2. Have each group select a channel on TV and watch the news for one week. During this week they are to write down the topic of stories and a brief summary of the “slant” of the segment.
 3. Have each group make a display of the stories that were covered for that week. The display should include the channel being watched, the time and length of the show, and the topic being discussed for each day of the week.

Sample:

Channel: _____				
Time: _____				
Mon.	Tues.	Wed.	Thurs.	Fri.



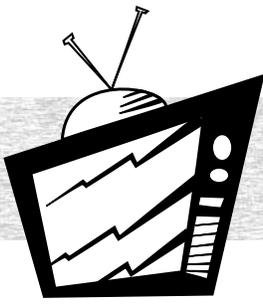
Decision Makers

Looking at the Content of the News Middle School and High School

4. Compare and contrast the channels. Include topics that are similar and see if there is a theme for these topics. Have the students discuss
 - a. Whether the topics are the same on all of the channels
 - b. What other topics could have been included.
 - c. Why they think certain topics were covered and others weren't
 - d. If there are recurring themes.
 - e. If the images that were shown made a difference or had impact
5. Invite the editor of your local newspaper or television station to come into your classroom and discuss how he/she selects stories to be used.
6. Have the students attend an event and write a news story to tell about what happened at that event.

Material: Television
Key person to interview
Chart paper to make posters

Evaluation: The writing will be evaluated using the following rubric.

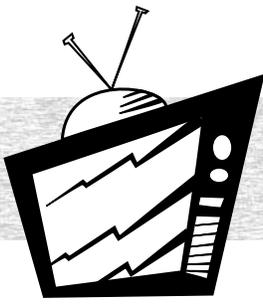


Decision Makers

Looking at the Content of the News Middle School and High School

Evaluation: The following rubric will be used for evaluation.

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					



Decision Makers

Fun Facts

88% of U.S. households have two or more television sets, 60% have three or more and 53% of children have a TV set in their bedroom. (Source: *A Comprehensive National Analysis of Children's Media Use, The Henry J. Kaiser Foundation, A Kaiser Family Foundation Report 1999*)

Violence in the News Elementary

Is it possible for you to watch or read about violence on television or in newspaper and not be affected by it? Because mass media is a for-profit business, it is economically driven. Sensational or violent stories with graphic pictures often are prevalent because they generate watchers. Violence in the news is real. It is our responsibility to remain sensitive to the sufferings of other even though we may be bombarded by violence as entertainment as well as in the news.

Objective:

Students will watch a news story on television or read an article in the newspaper and compute the percent of stories that tell about or show violence.

Students will write an opinion paper on the place of stories about violence in the news.

Procedure:

1. Ask students to define violence and give examples of violent acts.
2. Discuss whether the students have ever witnessed violent acts? (You may want to avoid this question if you feel it is too sensitive for the students with which you are working.) Discuss if violence ever happens in real-life? Is real-life violence scarier than violence in the movies?
3. Ask the students to watch a news broadcast (either at school or at home) or look at the front section of the newspaper. They need to count the total number of stories in the paper or on the show and count the number of stories that deal with violence. If possible, students could write the names or the subject of the stories to keep a more accurate record.
4. They can calculate the percentage of the news that deals with violence by dividing the number of violent stories by the total number of stories.
5. Students can write a short paper about their opinion of the place of stories about violence in the news.

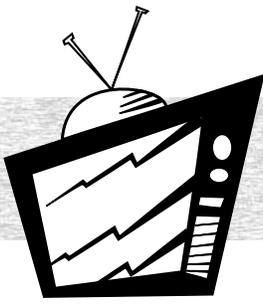
Material:

Television news show or newspaper

Evaluation:

50 points for their percentage report. (Total number of stories divided into number of shows containing violence)

50 points for opinion paper (Can be judged on content, organization, grammar, spelling, etc.)



Decision Makers

Violence in the News

Middle School and High School

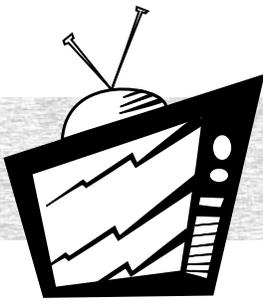
Is it possible for you to watch or read about violence on television or in newspaper and not be affected by it? Because mass media is a for-profit business, it is economically driven. Sensational or violent stories with graphic pictures often are prevalent because they generate watchers. Violence in the news is real. It is our responsibility to remain sensitive to the sufferings of other even though we may be bombarded by violence as entertainment as well as in the news.

Objective: Students will watch a news story on television or read an article in the newspaper and compute the percent of stories that tell about or show violence.

Students will write an opinion paper on the place of stories about violence in the news.

- Procedure:**
1. Ask students to define violence and give examples of violent acts.
 2. Discuss whether the students have ever witnessed violent acts? (You may want to avoid this question if you feel it is too sensitive for the students with which you are working.) Discuss if violence ever happens in real-life? Is real-life violence scarier than violence in the movies?
 3. Show a local news show in class. Discuss violence that was in that show in terms of...
 - a. How did it affect the live of the people involved?
 - b. Were the consequences of the violence shown?
 - c. Were there parts of the violent action that were not shown?
 4. Break the students into groups. Each group can watch a different station on the same night. They can then analyze the show. Find the percentage of news stories that were seen on that show.
 5. Have the students report back to the class about the channel that they watched and make comparisons among the channels watched.
 6. Discuss the idea of “family friendly” stations.
 7. Write a paper giving your opinion of the use of stories and picture of violence on the news or in the newspaper.

Enrichment: Invite a local television or newspaper person into your classroom to explain how they pick stories to run. Ask what the guidelines for selection are.



Decision Makers

Violence in the News

Middle School and High School

Material: Television news show or newspaper

Evaluation: Student writing will be evaluated on the following rubric.

Task Completion

- 1 – Minimal completion of the task, and/or content frequently inappropriate
- 2 – Partial completion of the task, content mostly appropriate, ideas are undeveloped
- 3 – Completion of the task, content appropriate, ideas adequately developed
- 4 – Superior completion of the task, content appropriate, ideas well developed and well-organized

Comprehensibility

- 1 – Text barely comprehensible
- 2 – Text mostly comprehensible, requiring interpretation on the part of the reader
- 3 – Text comprehensible, requiring minimal interpretation on the part of the reader
- 4 – Text readily comprehensible, requiring no interpretation on the part of the reader

Level of Discourse

- 1 – Attempted use of complete sentences, no or almost no cohesive devices
- 2 – Predominant use of complete yet repetitive sentences, no or almost no cohesive devices
- 3 – Emerging variety of complete sentences and some cohesive devices
- 4 – Variety of complete sentences and of cohesive devices

Vocabulary

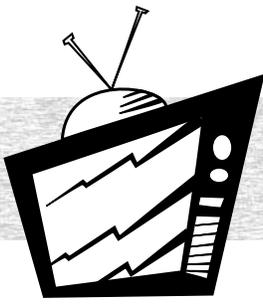
- 1 – Inadequate and/or inaccurate use of vocabulary
- 2 – Somewhat inadequate and/or inaccurate use of vocabulary
- 3 – Adequate and accurate use of vocabulary
- 4 – Rich use of vocabulary

Grammar

- 1 – Inadequate and/or inaccurate use of basic language structures
- 2 – Emerging use of basic language structures
- 3 – Emerging control of basic language structures
- 4 – Control of basic language structures

Mechanics

- 1 – Inaccurate spelling, use of diacritical marks, punctuation and/or capitalization
- 2 – Somewhat inaccurate spelling, use of diacritical marks, punctuation and/or capitalization
- 3 – Mostly accurate spelling, use of diacritical marks, punctuation and/or capitalization
- 4 – Few or no errors in spelling, use of diacritical marks, punctuation and/or capitalization



Constructing the News Story

TV Myth

TV stunts the healthy growth of the brain. It zaps a child's brain waves.

Fact

Brainwave patterns during TV viewing are very similar to brain activity during other activities.

(Source: The Smart

Parent's Guide to

Kids' TV by Milton

Chen, Ph.D.)

Accuracy, Fairness and Ethics Elementary and Middle School

Television, newspapers, magazines, computers and the Internet constitute a large segment of what is considered "mass media." We get most of our information from these sources. It is important that the people responsible for constructing this information environment deal with the elements of accuracy, fairness and ethics in each story. It is our job as consumers of information to question what we are presented with. We need to test the accuracy, fairness and ethics of the stories that are presented. We need to become critical thinkers.

Objective: Students will evaluate the fairness, accuracy and ethics of a variety of stories found in "mass media."

Students will write a response to a story from the Web.

Procedure: 1. Start by writing a series of statements on the board. Some examples might be:

The moon is made of cheese.

Columbus discovered America in 1942.

The President of the United States is Bill Clinton.

Michael Jordan played basketball for the Chicago Bulls.

George cheated on his last mathematics test.

Have the students discuss how accurate these statements are.

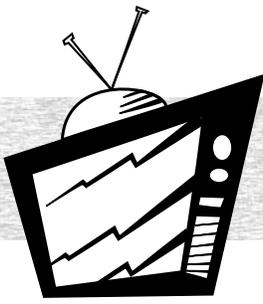
Have the students discuss how fair or ethical it would be to print these statements.

2. Discuss the idea that an article can be written in the press or on the web or broadcast of television or radio and still not be true.

3. Have the students read 'California Velcro Crop Under Challenge.' (pages 22-23) <http://home.inreach.com/kumbach/velcro.html> and write a paper about the accuracy, fairness and ethics of the article.

Material: Hard copy of article or Web access, board

Evaluation: The following rubric will be used for evaluation



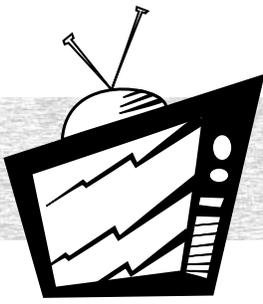
Constructing the News Story

Accuracy, Fairness and Ethics Elementary and Middle School

Evaluation: The following rubric will be used for evaluation.

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)



Constructing the News Story

Accuracy, Fairness and Ethics High School

Television, newspapers, magazines, computers and the Internet constitute a large segment of what is considered “mass media.” We get most of our information from these sources. It is important that the people responsible for constructing this information environment deal with the elements of accuracy, fairness and ethics in each story. It is our job as consumers of information to question what we are presented with. We need to test the accuracy, fairness and ethics of the stories that are presented. We need to become critical thinkers.

Objective: Students will evaluate the fairness, accuracy and ethics of a variety of stories found in “mass media.”

Students will write a response to a story from the Web.

Procedure:

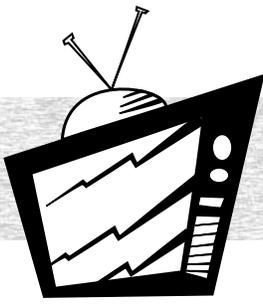
1. Discuss the idea that an article can be written in the press or on the web or broadcast of television or radio and still not be true. Have the students read ‘California Velcro Crop Under Challenge.’ ([pages 22-23](http://home.inreach.com/kumbach/velcro.html)) <http://home.inreach.com/kumbach/velcro.html>

Have the students discuss how accurate these statements are.

2. Get a copy of a tabloid paper from your local supermarket.
3. Analyze the stories in it for fairness and ethics.
4. Discuss the long-term impact of unfair, erroneous or damaging headlines to the person about whom the story is written.
5. Have the students select one story from the tabloid and write a critique of the story. Have them rewrite the story in a fair, accurate and ethical way. (Students may have to do either library or Web research to come up with facts to make the story accurate.)

Material: Hard copy of article (pages 21-22) or Web access, board

Evaluation: The following rubric will be used for evaluation:



Constructing the News Story

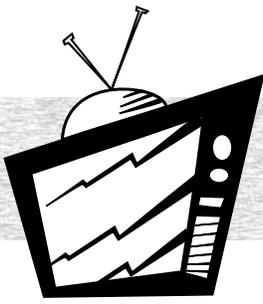
Accuracy, Fairness and Ethics

High School

Evaluation: The following rubric will be used for evaluation.

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)



Constructing the News Story

Accuracy, Fairness and Ethics

California's Velcro Crop Under Challenge (1993)

by Ken Umbach

California's important Velcro crop, vital to the clothing, footwear, and sporting goods industries, has been severely stressed by drought, disease, and pests.

Background

Velcro®, an engineered crop, consists of two distinct strains: hooks and loops. As any user of Velcro knows, a strip of hooks clings to a strip of loops as the springy hook-shaped fibers latch through tiny but firm loops. Gentle pressure allows the hook strip to be pulled from the loop strip. The user may repeat the process time and again, making this product a convenient, versatile replacement for zippers, buttons, snaps, laces, and other forms of fastener in wide-ranging applications.

California's climate and soil conditions make the state an ideal venue for and successful producer of both strains of Velcro. For obvious reasons, of course, the hook strain must be grown in fields separated from those with the loop strain. This is often accommodated by widely spacing separate fields of the two strains among large expanses of cotton, alfalfa, or other crops.

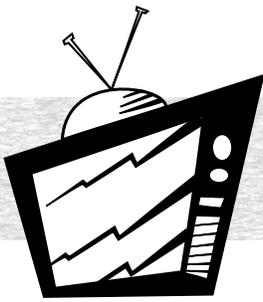
For competitive and industrial confidentiality reasons, of course, the crop is not widely highlighted in crop reports. A little Velcro goes a long way, as both strains are densely packed on their respective mature plants, and the entire crop is dwarfed by other field crops, most notably cotton. Nonetheless, the crop is of high value and can be a substantial profit builder for the successful grower.

The Issues

Three issues have conspired to threaten and diminish the crop in California's southern San Joaquin Valley, especially drought-affected Kern County.

- Dry and windy conditions have caused hook and loop spores to commingle even across widely spaced fields, resulting in tangled Velcro bolls combining both strains and unprocessable by any known means.
- Invasions of disease and pests have damaged the crop. Specifically (1) the flaccidity virus has resulted in weakened hooks, unable to hold adequately or even to snap through the corresponding loops, and (2) the pest *millipedus minisculus*, or 'tiny thousand-footed creature', has multiplied in the Velcro fields, frequently becoming so ensnared in the developing loops as to make the crop unharvestable.
- Drought has both limited water for the westside Velcro fields and exacerbated crop-stunting salinity.

Crop management for Velcro is made especially difficult by the need to outfit field workers head-to-toe in Teflon® jumpsuits. (The Teflon crop is another issue, to be tackled in a future report in this series.) Absent such protection, field workers are in danger of becoming enmeshed in the Velcro bolls while working the fields. Clothing and even body hair may



Constructing the News Story

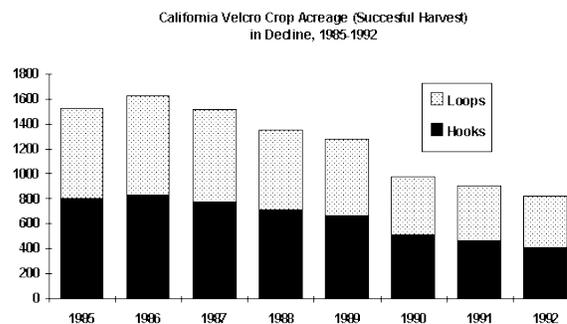
California's Velcro Crop under Challenge (1993)

become entangled with the hooks or loops, requiring difficult extraction procedures. The Teflon jumpsuits in turn require personal cooling equipment and expensive maintenance. When available, it is preferable to hire a crew composed entirely of professional body builders, who are both strong and hairless from head to toe.

All in all, cultivation is a demanding and costly process, making profit margins unusually vulnerable to price swings and crop productivity losses.

Status

As the chart and table below so starkly show, the combined assaults on the Velcro crop have had marked effects.



	1985	1986	1987	1988	1989	1990	1991	1992
Hooks	795	824	786	700	655	500	455	400
Loops	734	802	750	650	625	480	450	425

Recommendations

In view of the singular nature of this specialized crop and its high contribution, when successful, to the financial well-being of the farmers who have the tenacity to grow it:

The respective agricultural commissioners and extension personnel should emphasize proper spacing requirements for fields of the hook and loop strains. Research, training, and inspection are all necessary.

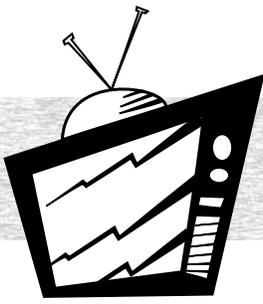
Responsible officials should redouble efforts to eradicate flaccidity virus and *millipedus minisculus*.

Water officials should accommodate the special needs of this high value crop in determining allocations, especially in years of water shortage.

By these means, it should be possible to restore the vigor, productivity, and profitability of this specialized but significant crop.

Postscript (December 1996). The return of relatively normal rainfall patterns, together with sunspot conditions that have decimated flaccidity virus and millipedus minisculus, have contributed to a strengthened Velcro crop, but no one knows what the future might bring. Consider investing in zippers and buttons.

Article found at <http://home.inreach.com/kumbach/velcro.html>



Constructing the News Story

Fun Facts

U.S. children see more than 400 TV commercials a week — that's over 20,000 a year. (Source: *Media and Values, Fall 1990/Winter 1991*)

Fact or Opinion Elementary

Facts are provable information. Opinions are personal attitudes about a person or a topic. It is VERY important for an individual to be able to determine between fact and fiction. Facts are usually verifiable (provable) through sources such as books, Internet, television, etc. Opinions are usually found in editorials or commentaries. It is most important for a person to be able to tell the difference between facts and opinions. Opinions are sometimes presented as facts and can color a person's perception of what he/she is seeing or hearing.

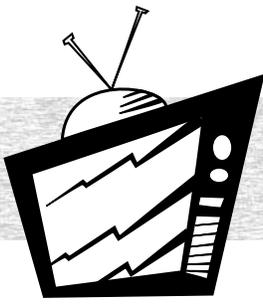
Objective: Student will discuss the difference between fact and opinion.
Student will read an article and underline facts from the article and circle opinion within the article.

Procedure:

1. Discuss the difference between fact and opinion. Use examples from the classroom, for example, "Your dress is red." is a fact. "Your dress is pretty." is an opinion.
2. Watch a short commercial on television, (It may be necessary to watch it more than one time.) or pass out an advertisement from a newspaper or magazine.
3. Have the students discuss what the facts and opinions are in what they are looking at.
4. Pass out an article from the newspaper or go to kidnews.com or 1st Headlines <http://www.1stheadlines.com/> and get a hard copy of a current news article
5. Have the students get a partner and circle all of the facts in the story and underline all of the opinions.
6. Discuss which items they selected as facts and which they considered opinions.

Material: Article from newspaper or Web

Evaluation: Collect the articles on which the students have completed their work. Based on the article, determine the number of correct and number of incorrect responses and grade using a percentage equivalent.



Constructing the News Story

Fact or Opinion

Middle School and High School

Facts are provable information. Opinions are personal attitudes about a person or a topic. It is VERY important for an individual to be able to determine between fact and fiction. Facts are usually verifiable (provable) through sources such as books, Internet, television, etc. Opinions are usually found in editorials or commentaries. It is most important for a person to be able to tell the difference between facts and opinions. Opinions are sometimes presented as facts and can color a person's perception of what he/she is seeing or hearing.

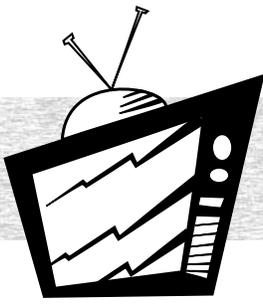
Objective: Student will discuss the difference between fact and opinion.

Student will write a letter to the editor on a topic of interest to them and include both fact and opinion in the article.

- Procedure:**
1. Discuss the difference between fact and opinion. Use examples from the classroom, for example, "Your dress is red." is a fact. "Your dress is pretty." is an opinion.
 2. Watch a short commercial on television, (It may be necessary to watch it more than one time.) or pass out an advertisement from a newspaper or magazine.
 3. Have the students discuss what the facts and opinions are in what they are looking at.
 4. Bring in some letters to the editor of your local newspaper and discuss what these letters include. Discuss topics on which the students might want to write a letter to the editor.
 5. Explain how letters to the editor give the opinion of the writer but how that opinion is based upon facts germane to the issue at hand.
 6. Either with a partner or independently have the students write a letter to the editor about a topic about which they have an interest. Remind them that the letter should include not only their opinion but also the facts that led them to have that opinion.

Material: short commercial, computer access

Evaluation: The following rubric will be used for evaluation.



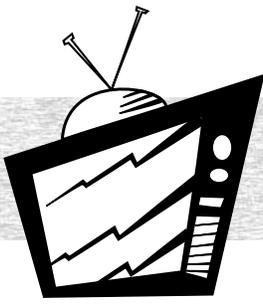
Constructing the News Story

Fact or Opinion

Middle School and High School

Evaluation: The following rubric will be used for evaluation.

CATEGORY	1	2	3	4	Points
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					



Business Behind the Business

TV Myth

TV shortens a
child's attention
span.

Fact

PBS shows can
actually increase
a child's attention
span and
cognitive skills.

*(Source: The Smart
Parent's Guide to
Kids' TV by Milton
Chen, Ph.D.)*

Deceptive Marketing Elementary

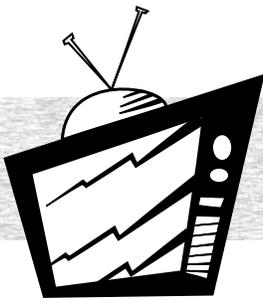
Deception, fraud, double-dealing, trickery, mislead...Have you heard these words? All of them imply your willingness to accept as what is true or valid for what is false or invalid. Advertising techniques can be gimmicks to hook the audience into believing something that may not be true or into paying money and not receiving the goods or services represented by the ads. It's important for consumers to heed the old adage, "let the buyer beware!" We need to be aware of deceptive practices that try to fleece us. We need to make students aware of these practices and to become critical thinkers so that they can analyze marketing techniques.

Objective: Students will find advertisements in the newspaper and analyze them for both their appeal and for their truthfulness.

Students will interview an adult about a deceptive advertisement that they have "fallen for" or one that they have seen.

- Procedure:**
1. Discuss advertising techniques with students. Ask what things in the add draws their attention. (bold text, pictures, give-aways, the word "free," etc.
 2. Give the students copies of newspapers or magazines and have them find advertisements for them.
 3. Discuss which ads are "too good to be true" and why.
 4. Have each student interview an adult about deceptive advertising practices of which they are aware.
 5. Have the students write a paper either about their interview (stating the information they found out from the person that they interviewed) or about how they can help others be more aware of deceptive marketing practices.

Material: Newspapers, magazines, person to interview

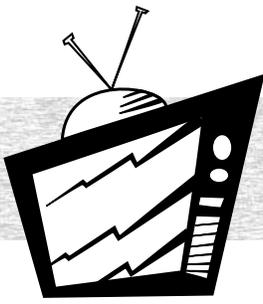


Business Behind the Business

Deceptive Marketing Elementary

Evaluation: The following rubric will be used for evaluation.

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Writing up the Interview	The student edited and organized the writing in a way that made the information clear and interesting.	The student edited and organized the writing in a way that made the information clear.	The student edited and organized the writing but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the writing.



Business Behind the Business

Deceptive Marketing Middle School and High School

Deception, fraud, double-dealing, trickery, mislead...Have you heard these words? All of them imply your willingness to accept as what is true or valid for what is false or invalid. Advertising techniques can be gimmicks to hook the audience into believing something that may not be true or into paying money and not receiving the goods or services represented by the ads. It's important for consumers to heed the old adage, "let the buyer beware!" We need to be aware of deceptive practices that try to fleece us. We need to make students aware of these practices and to become critical thinkers so that they can analyze marketing techniques.

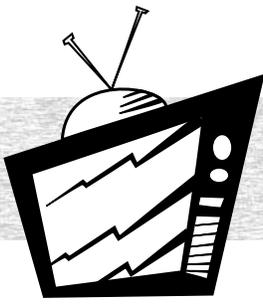
Objective: Students will find advertisements in the newspaper and analyze them for both their appeal and for their truthfulness.

Students will design a brochure that offers information about how to watch for deceptive or fraudulent marketing practices.

- Procedure:**
1. Discuss advertising techniques with students. Ask what things in the add draws their attention. (bold text, pictures, give-aways, the word "free," etc.
 2. Have students go to the Internet to find information about fraudulent or deceptive market practices. Some sites they might go to are:
 - a. National Fraud Information Network <http://www.fraud.org/>
 - b. Characteristics of Telemarketing Fraud Schemes <http://www.usps.gov/websites/depart/inspect/fonetact.htm>
 - c. Internet Scambusters <http://www.scambusters.org/>
 - d. Protecting Yourself from Consumer Fraud <http://legal.firm.edu/consumer/protect.html>
 3. Have the students design a brochure that includes information that they think is important to people to avoid being duped. Their audience can be children, adults or the elderly.
 4. Brochures can be made by hand or a computer program such as Microsoft Publisher or Pagemaker can be used.

Material: Newspapers, magazines, person to interview

Evaluation: The following rubric will be used for evaluation.



Business Behind the Business

Deceptive Marketing

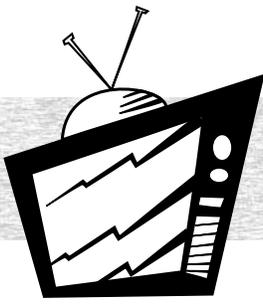
Middle School and High School

Evaluation: The following rubric will be used for evaluation.

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy"	Graphics do not go with the accompanying text but appear to be randomly chosen.

Date Created: 2001-08-14

Copyright 2001, High Plains Regional Technology in Education Consortium



Business Behind the Business

Fun Facts

Children who watch an average of 10 hours a week or less do better in school than those who watch more than 10 hours a week.

(Source: U.S.

Department of Education, 1988)

Interpreting Advertising Messages Elementary

Commercials or public service announcements are messages that want us to buy, think or behave in a certain way. Commercials are the key to funding the news. Advertisers try to use a message that will appeal to the audience with which they are working. Advertising works!! We need to increase our knowledge and critical thinking skills to help us offset the power of advertising.

Students will make a commercial or a public service announcement to convince their target audience of the need to buy their product or change their behavior.

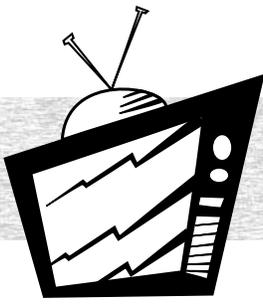
Objective: Student will discuss the power of advertising.
Student will create a product and try to encourage others to buy it.

Procedure:

1. Ask the students to tell you what advertising is.
2. Have them tell you their favorite commercial from TV.
3. Ask if they have ever wanted things they have seen in commercials. When they got it, were they happy or disappointed with the product.
4. Ask if there are other types of ads besides commercials on TV and have them give examples.
5. Have them break into groups and design a brand new product. They can make a picture of their product or build it.
6. Have them either write an ad or make a commercial for their product.
7. Have the students present their product and their ad or commercial to the class.
8. Discuss which ads were very effective and why they were.

Material: Could use computer, videos, word processor, etc. depending upon how the students choose to make their ad.

Evaluation: The following rubric will be used for evaluation.

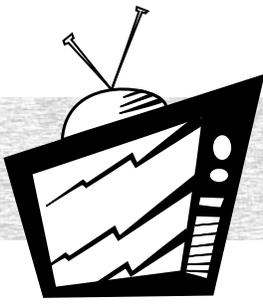


Business Behind the Business

Interpreting Advertising Messages Elementary

Evaluation: The following rubric will be used for evaluation.

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9
Total Score: _____			
Teacher(s) Comments:			



Business Behind the Business

Interpreting Advertising Messages Middle School and High School

Commercials or public service announcements are messages that want us to buy, think or behave in a certain way. Commercials are the key to funding the news. Advertisers try to use a message that will appeal to the audience with which they are working. Advertising works!! We need to increase our knowledge and critical thinking skills to help us offset the power of advertising.

Students will make a commercial or a public service announcement to convince their target audience of the need to buy their product or change their behavior.

Commercials are attempts by producers to encourage you to buy their products.

Public Service Announcements are commercials that sell ideas instead of products. A public service announcement should attempt to convince people of a certain idea, for example how to solve a particular problem.

Objectives: (Subject area objectives will depend on the topic selected. The objectives listed below are those that would be accomplished while doing research on their topic.)

Grade 6 — Writing The student will use the writing process to...

- a. focus on the topic with adequate supporting ideas or examples
- d. communicate clarity of thought

Grade 6 — Reading Given a nonfiction text to read, the student will...

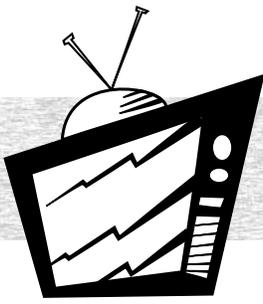
10. analyze the text...
11. summarize the text;
12. infer from the text
13. respond to the text

Grade 10 — Reading Given a variety of selections, students will...

3. Recognize an author's purpose and attitude (bias/slant).
4. Support an interpretation by locating specific information
12. Evaluate the effectiveness of resource material for a specific audience/purpose.

Procedure:

1. Have the students watch a news story or a documentary
2. The students will decide on a message from that show that they would like to get across to their peers. (An alternative approach is for the teachers to have topics already selected and allow students to choose their topic.)
3. Conduct research on the topic using the Web, the library, interview, etc.



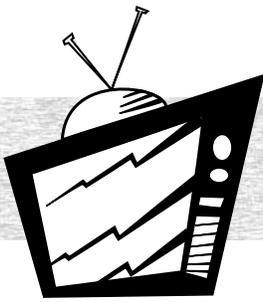
Business Behind the Business

Interpreting Advertising Messages Middle School and High School

- Procedure (con't):**
4. The group will determine the format for the presentation of your ideas — PowerPoint, HyperStudio, poster board, video, skit, etc.
 5. Students will create their presentation
 6. Students will present to their class, on morning announcement, etc.

Material: Web, Word Processor, Material that each group requires

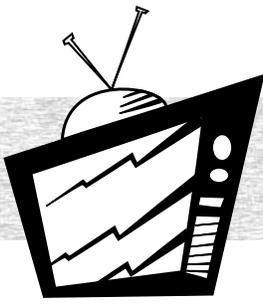
- Evaluation:**
1. Teacher will evaluate content of the announcement
 2. The rubric below will evaluate the presentation.



Business Behind the Business

Interpreting Advertising Messages Middle School and High School

CATEGORY	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
Total Points					_____
Teacher Comments:					



Position Paper

Fun Facts

Saturday morning
and after-school
cartoons on
commercial
television average
more than 26
acts of violence
per hour. (Source:
George Gerbner
and Nancy
Signorelli, 1990)

Objectives:

(Subject area objectives will depend on the topic selected. The objectives listed below are those that would be accomplished while doing research on their topic.)

Grade 6 — Writing

The student will use the writing process to...

- a. focus on the topic with adequate supporting ideas or examples
- d. communicate clarity of thought

Grade 6 — Reading

Given a nonfiction text to read, the student will...

10. analyze the text...
11. summarize the text;
12. infer from the text
13. respond to the text

Grade 10 — Reading

Given a variety of selections, students will...

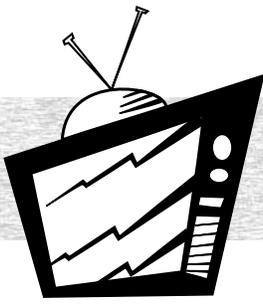
3. Recognize an author's purpose and attitude (bias/slant).
4. Support an interpretation by locating specific information
12. Evaluate the effectiveness of resource material for a specific audience/purpose.

Procedure:

1. Students will watch a television program, (news or documentary) and select a controversial topic. (An alternative approach is for the teacher to have questions about controversial issues available to the students. Questions can be drawn from news or documentary programs.)
2. In groups, students will analyze the topic and decide and decide how the information will be collect to get arguments on both sides of the issue. Information sources include all of those listed on the Guidelines handout (page 45).
3. Students will identify and list the major arguments on both sides of the issue and include facts to back up their arguments. Students should also consider possible outcomes and effects on the general well being and quality of life in their community.
4. Students will form their won opinion on the issue. Teams should reach a consensus. Students should be able to describe the rationale behind their opinion.
5. Students will create a presentation to the rest of the class that shares the pros and cons of their topic and the consensus of the group.
6. Students will create a brief report to accompany the presentation including sections on the pros, cons and their consensus opinion.
7. Students will make presentations to the class.

Material:

Web, Word Processor, Material as required by each group.

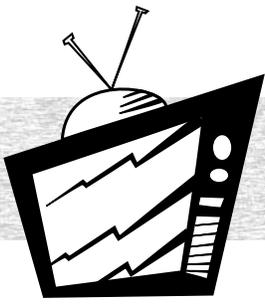


Position Paper

Evaluation:

1. Teacher will evaluate the content of the lesson.
2. Teacher will evaluate the presentation using the following rubric.

CATEGORY	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
Total Points					_____
Teacher Comments:					



Position Paper Guidelines

Names: _____

Step One

With your partner select the question on which you would like to work. Go to the teacher and get her permission to do this question (so that you are not doing the same question as another group). Because there are some controversial issues, you may also want to check with your parents as to whether they feel the topic is appropriate for you.

Step Two

Make a decision on HOW you are going to get the information you need to make ARGUMENTS ON BOTH SIDES of the question. You need to find information that describes many aspects of the question.

If you need help in deciding how to gather this information, seek help from your teacher. Some suggested ways to gather information are:

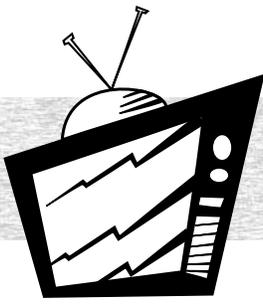
- Web
- Books
- Audio-visual material — for examples, films, videos, or tapes
- Newsbank
- Library
- Online research on the Internet
- Personal interviews
- Calling organizations that are about your topic.
- Personal observations
- Surveying people
- Going to chat rooms on the Internet.

Step Three

Identify and discuss the major arguments, both pro and con. Be certain to include facts to back up the arguments. Consider possible outcomes and effects that there will be on the general well-being and quality of life. If you need help in finding or organizing this information, be sure to see your teacher

Step Four

Now that you have the pros and cons of this question, it is time to form your own person opinion. Both you and your partner must have consensus on this. Be sure you back up your stand with your rationale — that is the thinking and reasoning behind your opinion.



Position Paper Guidelines

Step Five

Determine how you are going to share the information you have discovered with the rest of the class. This means that you will need to make a presentation of some sort. The possibilities are limited only to your imagination. Some suggestions — but certainly not all possibilities include:

- Use PowerPoint software
- Use charts and graphs
- Make a video
- Do a play or a skit
- Make up songs or draw cartoons
- Do a game show
- Make statistical graphs and charts

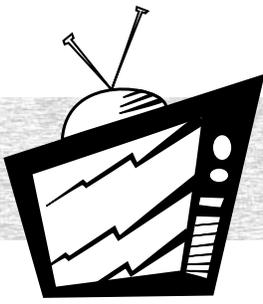
Check with your teacher to help you make the decision as to how you are going to do your presentation.

Step Six

Along with your presentation, you need to make a short report of what you have found.

You need to include sections on

- Pros
- Cons
- Your position and Why



Making a Photo Essay

Fun Facts

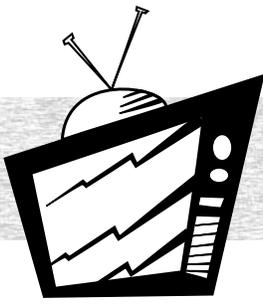
When asked if television was on during meals, 58% of the families said yes. . (Source: *A Comprehensive National Analysis of Children's Media Use, The Henry J. Kaiser Foundation, A Kaiser Family Foundation Report* 1999)

A photo essay is telling a story with pictures (kind of like a picture book for very young children). It can actually be a story or it can be directions to accomplish some task.

Objectives: Students will take photographs which show a sequence of events.

Students will display photographs either in a slide show or on poster board so that they tell a story.

- Procedure:**
1. Break the students into groups
 2. Brainstorm possible topics as a group.
 3. As a group, decide what you want to say with your photographs and brainstorm ideas as to how to best get the message across to your audience.
 4. Decide who is going to do each job
 - camera person
 - recorder (records progress of the group)
 - interviewer (if necessary)
 - researcher (should include everyone in the group)
 5. Decide on a plan of action
 - What question will you answer or what directions will you give?
 - What pictures will you need to answer the question or to give the directions?
 - Where will you go to shoot the image?
 - How will you display the image?
 6. Construct the photo essays
 7. Students can exchange photo essays and tell the story that the essay is trying to portray.



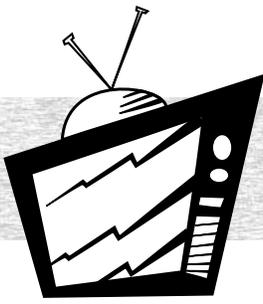
Evaluation:

Organization of Presentation

- | | |
|---------------------|---|
| 4. Excellent | Well-structured and presented in a logical sequence |
| 3. Good | Mostly structured, precise but parts may be unconnected to the rest of the presentation. |
| 2. Fair | Somewhat structured but too much time spent on unimportant material. Disjointed sequence. |
| 1. Poor | Unstructured, strays from the subject. Much of the presentation out of logical order. |

Comprehensibility of Presentation

- | | |
|---------------------|---|
| 4. Excellent | Clear and easily understood. |
| 3. Good | Mostly clear but some confusion in the presentation. |
| 2. Fair | Somewhat clear but leaves the listener a little lost. |
| 1. Poor | Unclear and confusing. Not understood. |



Expert Group

Fun Facts

In 1996, the average American household watched 50.75 hours of TV a week, up six hours from a decade ago.

(Source: Media Dynamics)

Objectives: (Subject area objectives will depend on topic selected.)

Grade 6 — Writing The student will use the writing process to...

- a. focus on the topic with adequate supporting ideas or examples
- d. communicate clarity of thought

Grade 6 — Reading Given a nonfiction text to read, the student will...

10. analyze the text...
11. summarize the text;
12. infer from the text
13. respond to the text

Grade 10 — Reading Given a variety of selections, students will...

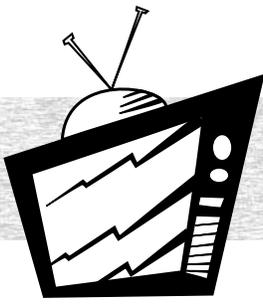
3. Recognize an author's purpose and attitude (bias/slant).
4. Support an interpretation by locating specific information
12. Evaluate the effectiveness of resource material for a specific audience/purpose.

Procedure:

1. Students will watch a news program or documentary. Their goal is to research the facts of the program and present five important facts about the subject to the class.
2. As a group, students will do research (Web, library, interview, etc.) on topics discussed in the program and determine five facts that they want the class to learn about the topic.
3. The group will create five test questions to be part of the test on whatever unit is being taught. (The teacher may have to spend some time teaching the students how to construct good questions.)
4. The group will then plan how they are going to teach the information to the rest of the class. Groups should develop a strategy to insure that the other students learn the information they are going to present. It's good to ask the students how they learn best and to use those techniques with their peers.
5. Students teach the lesson to the class
6. A test is given made up of the questions that the students made up.

Material:

Internet capabilities, Supplies as requested by the groups.

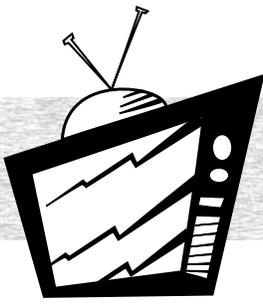


Expert Group

Evaluation:

1. The tests that the students will take can be part of the evaluation of how well the lesson was taught.
2. A rubric to grade the presentation is given below:

CATEGORY	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
Total Points					_____
Teacher Comments:					



Expert Groups

1. Narrow your topic to a reasonable amount of material to teach in a fifteen minute lesson.

Your large topic _____

Your Subtopic _____

2. Do research on your topic and find out important facts.

3. Brainstorm the facts and/or concepts you plan to include in your lesson.

FACTS: List them below!

4. Now write five test questions you plan to submit. Make a least two short essay-type questions. The other three can be true/false, multiple choice, matching, or fill in the blanks. Write the questions in blue and the answers in red.

1.

2.

3.

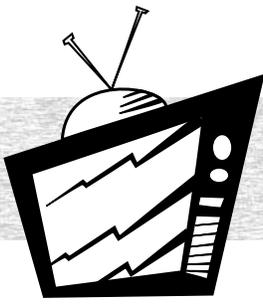
4.

5.

5. Now plan how you will teach the information. Remember you are being graded on how the class does on your questions.

You must plan a strategy to insure they will remember what you want them to know. Think about how you learn best.

Describe your strategy below. Remember cute may not be the same as effective!



Making a Video

Fun Facts

Today, the average American home can receive 43 channels, but watches only 8 or 9 of those channels. (Source: *Media Dynamics*)

A documentary style video is a presentation of factual, political, social or historical events or circumstances in which the video footage is accompanied by narration. A documentary can show a historical figure taking part in historical events, grandparents talking about their lives during a war, parents talking about the first moon walk, something being done to save the environment or the history of an old building.

Objectives: (Subject area objectives will depend on the topic selected. The objectives listed below are those that would be accomplished while doing research on their topic.)

Grade 6 — Writing The student will use the writing process to...

- a. focus on the topic with adequate supporting ideas or examples
- d. communicate clarity of thought

Grade 6 — Reading Given a nonfiction text to read, the student will...

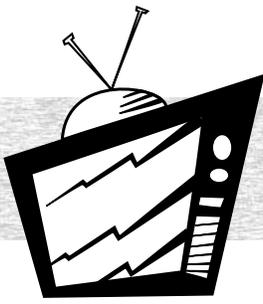
10. analyze the text...
11. summarize the text;
12. infer from the text
13. respond to the text

Grade 10 — Reading Given a variety of selections, students will...

3. Recognize an author's purpose and attitude (bias/slant).
4. Support an interpretation by locating specific information
12. Evaluate the effectiveness of resource material for a specific audience/purpose.

Procedure:

1. Students will watch a news program or documentary. The goal is for the students to research the facts of the program and make a video about a topic from the program.
2. In a group, students will determine the topic of their video
3. Students will define their target audience — their peers, the teacher, their parents, etc.
4. Students will research the topic of their choice using the Web, the library, interviews, etc.
5. Students will choose roles for each member of the group
 - a. Interviewer
 - b. Script writer
 - c. Camera person
 - d. Editor
 - e. All group members will do research and prepare storyboard.
6. Create a script.
7. Group members will prepare a storyboard. This should include a rough sketch of each shot and the accompanying text.
8. Shoot and edit the video



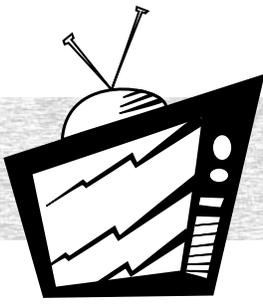
Making a Video

Procedure: 9. Make a presentation of the video to your classmates, on morning announcements or other venues.

Evaluation: 1. Teacher should evaluate content of the video.
2. A rubric is given below to evaluate the quality of the video.

CATEGORY	4	3	2	1
Knowledge	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.
Videography-Clarity	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout.	Problems with rocking/shaking AND focus.
Videography-Interest	Many different "takes," camera angles, sound effects, and/or careful use of zoom provided variety in the video.	Several (3-4) different "takes," camera angles, sound effects, and/or careful use of zoom provided variety in the video.	One or two different "takes," camera angles, sound effects, and/or careful use of zoom provided variety in the video.	Little attempt was made to provide variety in the video.
Videography-Interest	All students wore costumes and the group used some props.	Some students wore costumes and the group used some props.	Students wore no costumes, but the group used some props.	No costumes and no props were used.

Copyright 2001, High Plains Regional Technology in Education Consortium



Making a Video

Video Production Guidelines

What is the goal (topic) of your video? _____

Who is the intended audience? _____

1. Select a topic.

This can be accomplished through brainstorming. Once you have brainstormed your idea you can use a four-step process to decide which idea is best.

Step 1. Group ideas into categories

Step 2. Discuss the categories

Step 3. Do preliminary research to find possible sources of information about each category

Step 4. Select the topic based on the following questions:

1. Is it interesting to the group?
2. Will it interest the target audience?
3. Is there enough information available?

2. Produce a script

When making a video, it's the pre-production work that makes a good end product. The more time you spend planning before you use the camera, the less time you will waste. The following four steps can help with making the production.

Step 1. Outline. Categorize the materials you have collected during your research.

Step 2. Scripting. A script should be written for your audience to hear, not read. Keep it simple with familiar words and phrases.

Step 3. Storyboard. A storyboard helps you decide what you want to show the audience. A storyboard is used to match the script with video plus decide on where the camera should be and what types of shots to use.

Step 4. Combine script and story board. Once the script and storyboard are done you will have a complete record of what you want to videotape.

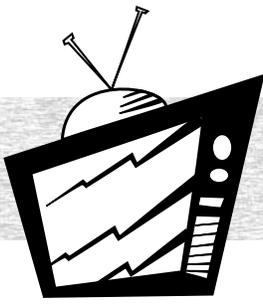
3. Shoot the video for editing

When shooting videotape for later editing, the most important thing to remember is to put five seconds of throw away video before and after each shot. In other words, start the tape rolling, wait five seconds, start the action you want to see on the finished tape. At the end of each shot add five seconds of video. Those added seconds serve as slop room for your edits.

4. Types of camera shots.

Long Shot (L.S.) is used to show where you are. Also called an establishing shot, a long shot can also be used to show large groups of people or all of something like a house or a statue

Medium Shot (M.S.) is used to focus the audience's attention. A medium shot cuts out unwanted people or background and close in on what's important in the picture.



Making a Video

Video Production Guidelines

4. Types of camera shots. (con't)

Close Up (C.U.) is used to isolate what is important in the picture. A close up can show a person's face, or enlarge something to give the audience a better view.

Extreme Close Up (E.C.U.) is used to show details or small objects. An extreme close up might single out a person in a group photo or show the inside of a watch.

5. Types of camera moves

Pan – camera moves from left to right or right to left

Zoom – going from a wide angle shot to a telephoto shot or vice versa.

Tilt – camera moves up and down.

Combining shots to add continuity

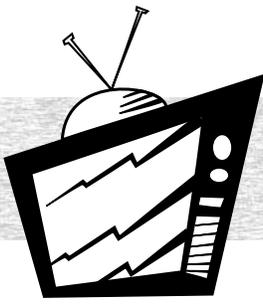
Keep in mind, you control what your audience will see. Make it simple for the audience to keep track of what you are doing by establishing where you are with a long shot, then narrow their focus with a medium shot and finally show them what is important with a close up.

6. Sound

Good sound is very important to making a good video. The mic on the camera is good for picking up sound from all around but should not be used for recording individuals. For recording individuals go with an external mic such as a hand held which is good for interviews because two or more people can share the mic, or a lapel mic that is clipped to the clothing and used by one person.

7. Lighting

Many video cameras will record in very low light but low light pictures won't show up and don't edit very well. When shooting with a video camera the strongest light will always win, therefore, if the subject you are shooting is in shadow, the camera will adjust to the bright background light and leave your subject too dark to see. It is always best to have the strongest light come from the direction of the camera. In other words, have the light at the camera persons back. Remember always, the basic rule of thumb for lighting is: the more the better.

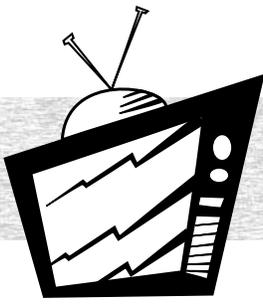


Making a Video Tips for Interviews

1. Have a prepared list of questions for which you need answers.
2. Introduce yourself and the project you are working on.
3. Ask follow-up questions. Ask for explanations for any questions you do not understand.
4. Maintain eye contact.
5. Be relaxed.
6. Practice your questions on a friend so you will know them well.
7. Don't ask yes or no questions — unless you plan a follow-up question based on their response. Ask questions that begin with "How," "Tell me about," "Why," or "Describe."
8. If videotaping the interview, use a hand-held microphone on the interviewee and ask them to answer in complete sentences. (You may want to edit it at a later time.)

Some Tips on Videotaping Your Interview

1. Don't cut off anyone in the shot.
2. Use a tripod. A shaky shot is distracting.
3. Make sure your shot doesn't have a lot of unnecessary head room.
4. Start shooting ten seconds before the interviewee starts speaking, and wait 5-10 seconds after they've finished to cut.



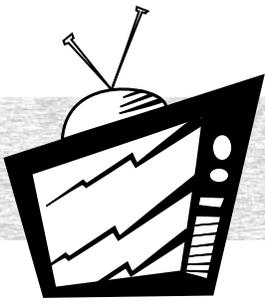
Resources on Media Literacy

Fun Facts

When looking at children who watch television “mainly alone,” the numbers showed the following: between the ages 2-7, 13% viewed alone; between 8-13, 22% watched alone. (Source: *A Comprehensive National Analysis of Children’s Media Use, The Henry J. Kaiser Family Foundation, A Kaiser Family Foundation Report, 1999*)

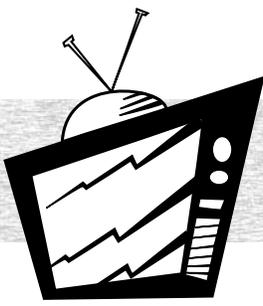
Web Resources (This is by no means a complete listing, but it is the sites I found helpful.)

- **Assignment Media Literacy** Curriculum resource designed to strengthen media literacy, reading, writing and thinking skills at the elementary, middle school and high school levels. <http://www.assignmentmedialit.com/home/home.html>
- **Center for Media Literacy Reading Room** The CML is a non-profit membership organization that believes media literacy is a critical skill for children and adults. They develop and distribute lesson plans and offer workshops. <http://www.medialit.org>
- **An Introduction to Media Literacy The What, Why and How To’s** Simple overview that explains the field — What is media literacy? Why do we need it? Where does it belong in the K-12 field? <http://www.ci.appstate.edu/programs/edmedia/medialit/article.html>
- **Just Think Foundation** Teaches young people to understand the words and images in media and to think for themselves. <http://www.justthink.org>
- **KidsNet** Gives information on media news as well as program ratings and study guides. <http://www.kidsnet.org>
- **Media Awareness Network** Offers practical support for media education in the home, school and community. <http://www.media-awareness.ca/eng>
- **Media Literacy** Deals with magazines, newspapers, radio, television, the movies and computers. <http://www.chamisamesa.net/medlit.html>
- **Media Literacy Clearinghouse** Hotlist of general resources on a variety of subjects relating to media literacy. <http://www.med.sc.edu:1081>
- **Media Literacy Resources** Hotlist of organizations, lesson plans, study guides and videos, bibliographies, television sites, newspapers and magazines. <http://www.edu.gov.mb.ca/metks4/instruct/iru/pubs/web/ml/medialt1.html>
- **Media Violence and Media Literacy** Gives statistics and information about violence in the media <http://www.aap.org/advocacy/childhealthmonth/media.htm>
- **National Institute on Media and the Family** Offers educational tools and material to help parents, teachers and community understand the influence of the media. Includes movie and video game ratings. <http://www.mediafamily.org>
- **Project Look Sharp** — 12 Basic Principles for Incorporating Media Literacy into Any Curriculum <http://www.Ithaca.edu/looksharp/resources/integration/12principles.html>



Other Resources

- **Taking Charge of Your TV** Taking Charge of Your TV,” published by the National Parent Teacher Association, the National Cable Television Association and Cable in the Classroom, is a free 20-page booklet that offers parents tips on critical viewing that can help parents improve the quality of their whole family’s television viewing habits. Contact NCTA, 1724 Massachusetts Avenue, NW, Washington, DC 20036, phone 202-775-3629, fax 202-775-1055.
- **The Smart Parent’s Guide to Kids’ TV** by Milton Chen, Ph.D.
- **Screen Smarts: A Family Guide to Media Literacy** by Gloria DeGaetano and Kathleen Bander
- **Media Alert: 200 Activities to Create Media-Savvy Kids** by Sue Lockwood-Summers
- **Selling Out America’s Children: How America Put Profits Before Values — and What Parents Can Do** by David Walsh, Ph.D.



A Glossary of Media Literacy Terms

Fun Facts

If you watch the average amount of television (about 4 hours a day, 28 hours a week, for both American children and adults) you will spend 13 years watching TV by the time you're 75 years old. (Source: *The Smart Parent's Guide to Kids' TV* by Milton Chen, Ph.D.)

Broadcasting Producing and designing media content to appeal to a broad audience segment and offered on airways to a large number of people. The technology of broadcasting only applies to content carried through the airwaves.

Cablecasting The delivery of media content through underground or overhead cables. Refers to the technology of cable. Content production and design resembles narrowcasting.

Face-to-Face Communication The sender and receiver of information are in direct contact. The receiver may disagree, ask a question, or repeat information. The sender and receiver can engage in a dialogue about the message.

Feedback The process of communication whereby a person can disagree, ask a question, repeat information for understanding, or otherwise talk back in the communication process.

Gatekeepers Those in control of the flow of information. The gatekeeper can choose to make available or withhold information for public consumption. Newspaper publishers, editors and reporters, television producers, radio station owners and broadcasting executives have all been cited as examples of media gatekeepers.

Genre Specific kinds of media content, e.g. drama, comedy, situation comedy, talk shows, news, advertising, cartoons, etc. On Western Reserve PBS, we broadcast several genres: how-to programs, drama, public affairs, children's programs, British comedies, documentaries, travelogues, etc. Each genre has its own general purpose and design.

Mass Media Any form of communication produced by a few people for the consumption by many people. Mass media are channels of communication through which messages flow. As the messages go through the channels, they are distorted. When people receive media messages they have no opportunity for immediate feedback with the producers of the messages.

Media Any physical object used to communicate. Common media are televisions, radios, telephones and newspapers. Media also extend to building materials, paint, sculpture, dance and other conventions for communicating ideas. Singular form of media is medium.

Media Content Messages which are produced by the few for the many and delivered to large audiences simultaneously.

Media Languages Media conventions, formats, symbols and narrative structures that cue the audience to meaning. The symbolic language of electronic media works much the same way as grammar works in print media.

Media Literacy The ability to read, analyze, evaluate and produce communication in a variety of media forms (television, print, radio, computers, etc.).

Media Technology The hardware used to create information and communicate it, such as radio, computers, telephones, satellites, printing presses, pencils, etc.

Media Use The way people interact with media. The use of media varies from person to person, group to group and at various times during an individual's life.

Medium Singular for media. Television is a mass medium. Radios, televisions and newspapers are mass media.

Narrowcasting Producing and designing media content in order to target a highly specific segment of the population. Opposite of broadcasting.

Objective The ideal that the media producer is representing a balanced viewpoint on issues. The ideal that media producers are fair and accurate conduits for information. Opposite of subjective.

Representation The relationship between actual places, people, events and ideas and media content. Stereotypes are a common form of media representation.

Target Audience A group of people within a population that the media agency would like to reach. For instance, the "target audience" for PBS's children's programming isn't "everyone" — it's young children and their parents or caregivers. Just as common are the audiences targeted, sold and delivered to advertisers by media agencies. Groups are targeted on the basis of demographics (age, ethnicity, level of education, income, etc.), media use patterns, zip codes and other factors.

From KQED Center for Education & Lifelong Learning, <http://www.kqed.org>



**WESTERN
RESERVE**



A service of Western Reserve Public Media

Western Reserve PBS

P.O. Box 5191
Kent, OH 44240-5191
330-677-4549

<http://www.WesternReservePBS.org>