



Auburn Riverside Digital Citizenship

Media Literacy

21st Century Learning Skills



Communication

Articulating thoughts and ideas
Informing, persuading, discussing
Listening for meaning
Using a variety of communication tools

Creativity

Using a variety of idea creation techniques
Creating new and worthwhile ideas
Analyzing, evaluating, and refining ideas
Viewing failure as a learning opportunity



Collaboration

Working with teams effectively
Making compromises to achieve a goal
Sharing responsibility with others
Valuing ideas and views of others

Critical Thinking



Reasoning effectively
Using systems thinking
Making judgments and decisions
Solving problems

What is Media Literacy?

Media literacy is the ability to identify different types of media and understand the messages they're sending.

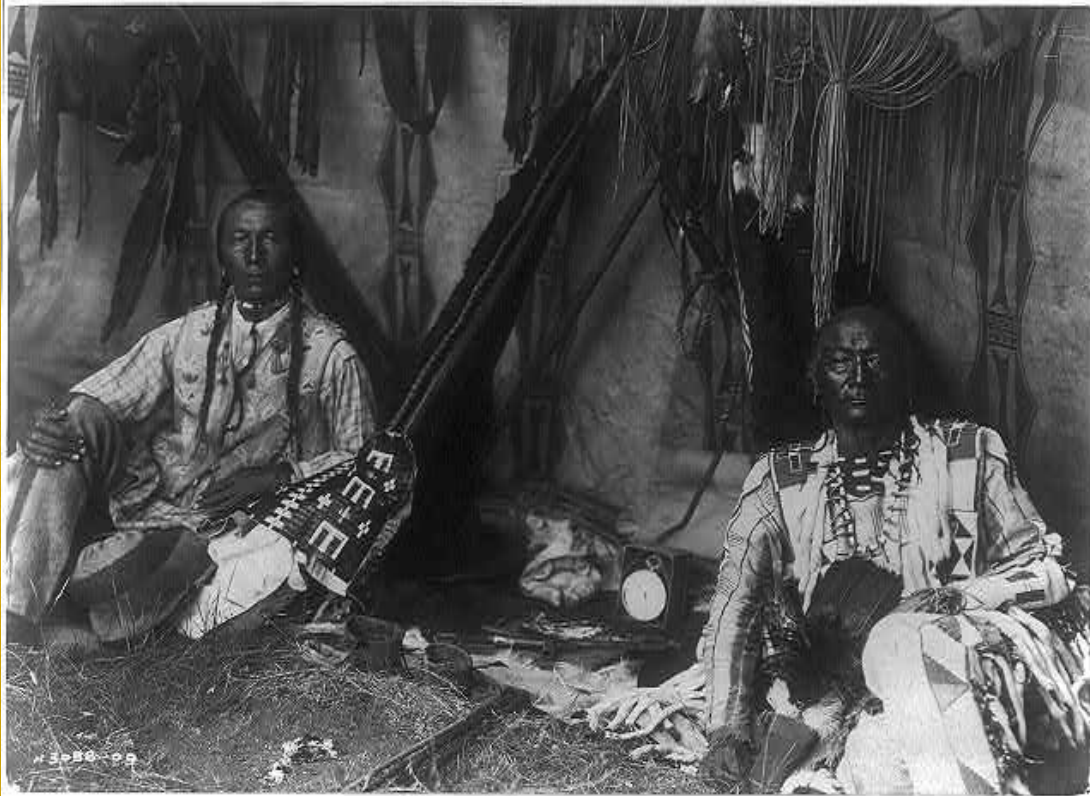
-Common Sense Media

Learning Targets / Success Criteria

- I am aware of gender stereotypes that are used by advertisers to sell products.
- I understand that advertisements are designed to deliver very specific messages to consumers.
- I can think critically about media messages by utilizing a media literacy framework.



Why is it Important to *Learn* Media Literacy?



Title

In a Piegan lodge

Summary

Little Plume and son Yellow Kidney seated on ground inside lodge, pipe between them.

Contributor Names

Curtis, Edward S., 1868-1952, photographer

Why is it Important to *Learn* Media Literacy?



U.S. PHOTODUPLICATION SERVICE

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Curtis, Edward S., 1868-1952, photographer

Created / Published

c1910 March 11.

Published

[The North American Indian, circa 1904-1908](#)

[Vol 6, plate 188](#)

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U.S. TRIBAL LODGE

Why is it Important to *Learn* Media Literacy?



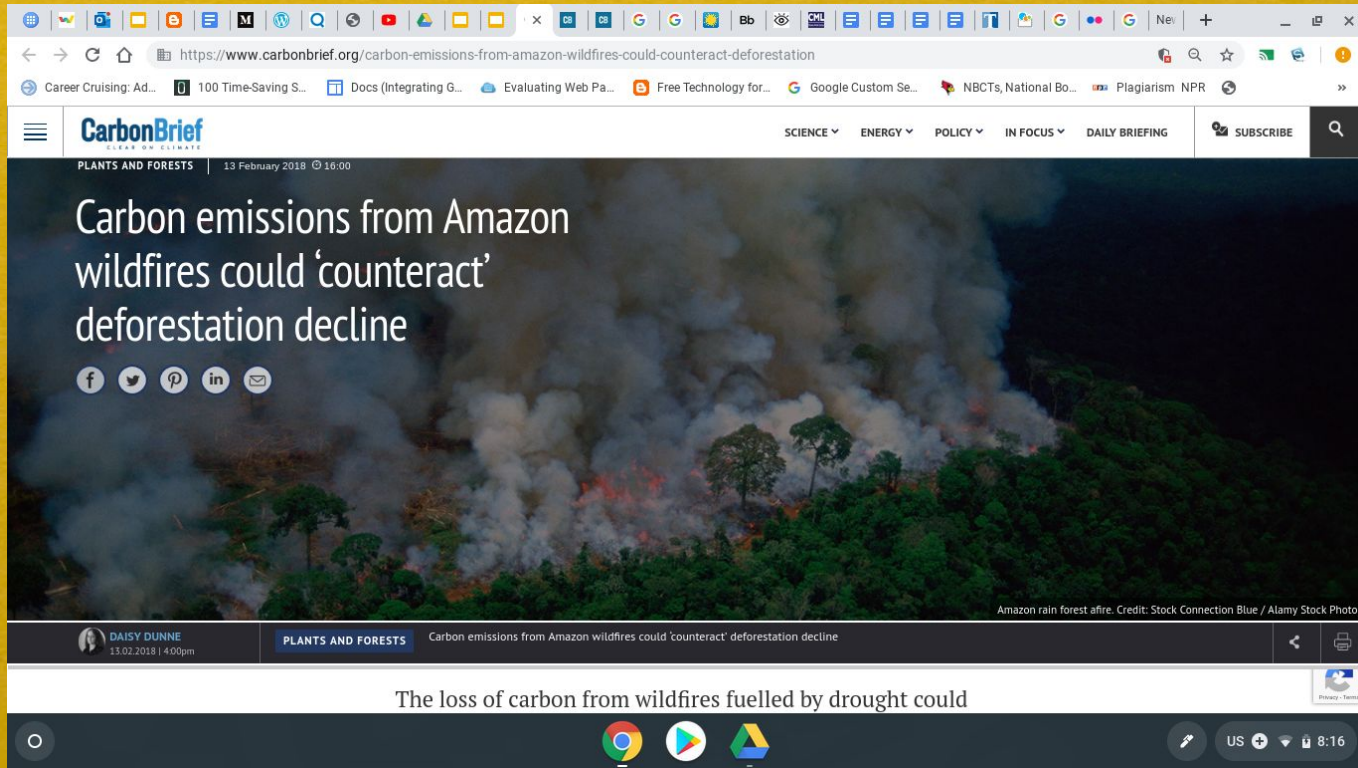
Why is it Important to *Learn Media Literacy*?

What about some of those photos that have gone viral?



Why is it Important to *Learn* Media Literacy?

What about some of those photos that have gone viral?



The image is a screenshot of a web browser displaying an article on the Carbon Brief website. The browser's address bar shows the URL: <https://www.carbonbrief.org/carbon-emissions-from-amazon-wildfires-could-counteract-deforestation>. The Carbon Brief logo is visible in the top left, with the tagline "CLIMATE AND ENVIRONMENTAL POLICY". The article title is "Carbon emissions from Amazon wildfires could 'counteract' deforestation decline", dated 13 February 2018 at 16:00. The main image shows a large fire in a forest with thick smoke rising. Below the image are social media sharing icons for Facebook, Twitter, Pinterest, LinkedIn, and Email. At the bottom of the article, the author is identified as Daisy Dunne, dated 13.02.2018 | 4:00pm. The article's sub-headline is "The loss of carbon from wildfires fuelled by drought could". The browser's taskbar at the bottom shows icons for Chrome, Play Store, and other apps, along with system icons for US, signal strength, Wi-Fi, and the time 8:16.

Carbon Brief
CLIMATE AND ENVIRONMENTAL POLICY

PLANTS AND FORESTS | 13 February 2018 © 16:00

Carbon emissions from Amazon wildfires could 'counteract' deforestation decline

f t p in e

Amazon rain forest afire. Credit: Stock Connection Blue / Alamy Stock Photo

DAISY DUNNE
13.02.2018 | 4:00pm

PLANTS AND FORESTS Carbon emissions from Amazon wildfires could 'counteract' deforestation decline

The loss of carbon from wildfires fuelled by drought could

US 8:16

Why is it Important to *Learn* Media Literacy?

There are three things that we have to understand:

1. Authors and audience
2. Messages and meaning and
3. Representations and reality

Key Words and Concepts

Authorship

All media messages are constructed.

Format

Media messages are constructed using a creative language with its own rules.

Content

Media have embedded values and points of view.

Audience

Different people experience the same media message differently.

Purpose

Most media messages are organized to gain profit and/or power.

Deconstruction: CML's 5 Key Questions (Consumer)

Authorship

Who created this message?

Format

What creative techniques are used to attract my attention?

Content

What values, lifestyles and points of view are represented in or omitted from this message?

Audience

How might different people understand this message differently?

Purpose

Why is this message being sent?

Deconstructing Activity

Marketing to Teens: Gender Roles in Advertising

Learning Targets:

- I can demonstrate an awareness of gender stereotypes that are used by advertisers to sell products.
- I understand that advertisements are designed to deliver very specific messages to consumers.

Deconstructing Activity

Marketing to Teens: Gender Roles in Advertising

Before we watch the ads, discuss the following questions.

What are some common stereotypes associated with adolescent girls and boys?

Are those accurate descriptions?

Where do these stereotypes come from?

Deconstruction Activity: Focused Key Words & Concepts

Format

Media messages are constructed using a creative language with its own rules.

Content

Media have embedded values and points of view.

Deconstruction Activity

Key Concept, Format: Media messages are constructed using a creative language with its own rules.

Key Question:

What creative techniques are used to attract my attention?

What did you notice about the way the commercial is constructed?

- Props, sets?
- Sounds? Colors?
- Camera angles? Where is the camera? What is the viewpoint?
- What's the emotional appeal?

Deconstruction Activity

Key Concept, Content: *Media have embedded values and points of view.*

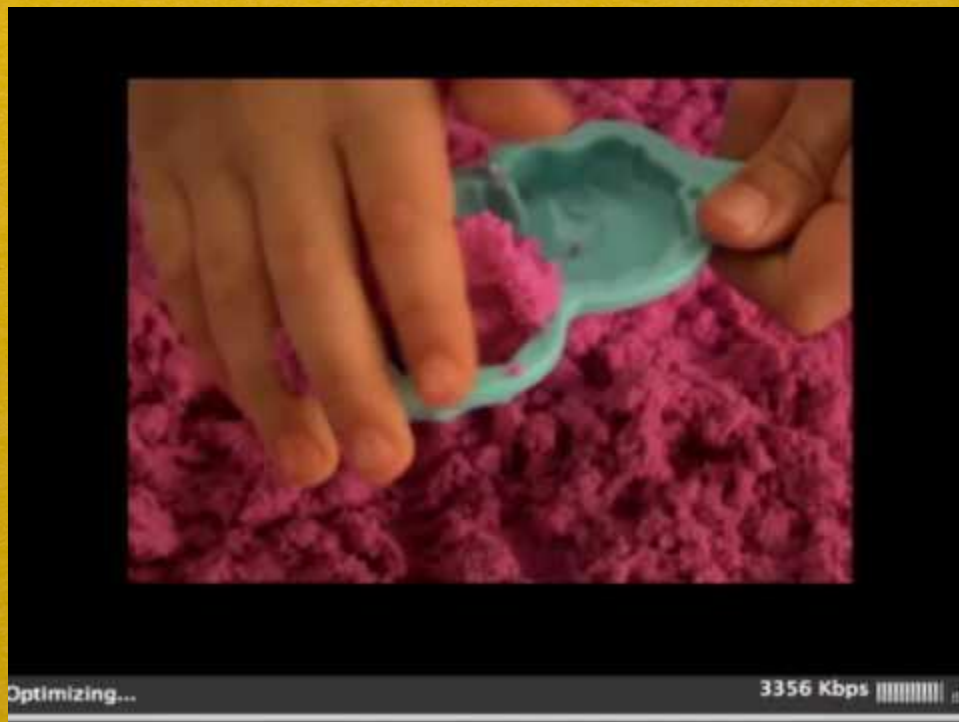
Key Question:

What values, lifestyles and points of view are represented in or omitted from this message?

What did you notice about the the embedded content?

- Who are the people in the ad? What are they doing?
- What makes this message seem realistic or unrealistic?
- How does this message fit with your lived experience of the world?
- What social or ideological ideas are being “sold”?
- Are any ideas or perspectives left out?

Gender Making in Moonsand



Key Concept, Format: Media messages are constructed using a creative language with its own rules.

Key Question:

What creative techniques are used to attract my attention?

What did you notice about the way the commercial is constructed?

- Props, sets?
- Sounds? Colors?
- Camera angles? Where is the camera? What is the viewpoint?
- What's the emotional appeal?

Key Concept, Content: *Media have embedded values and points of view.*

Key Question:

What values, lifestyles and points of view are represented in or omitted from this message?

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Deconstruction Activity

In closing:

How is marketing to young men different than young women?

Does gender-based marketing reinforce stereotypes?

What types of ads appeal to both sexes?

Media Deconstruction/Construction Framework

#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring ?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format , creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience ?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content ?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?

Sources

“CML MediaLit Kit.” *CML MediaLit Kit | Center for Media Literacy | Empowerment through Education | CML MediaLit Kit™* |, www.medialit.org/cml-medialit-kit.

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