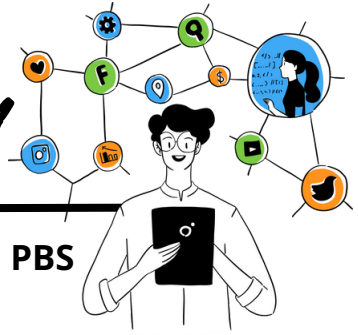


PRACTICE MEDIA LITERACY



with the Michigan Learning Channel and PBS

Background

Media literacy skills are critical for young people to practice as they participate in our increasingly global and digital society. We all view and consume content on a daily basis, and we need to understand what we're watching, why it was made, who it is for, and what we should do with it. Luckily, there are thinking routines that we can practice with students to help them internalize the kind of critical thinking necessary for media literacy.

Process & Materials

We support a three step routine to help students approach any multimedia content. It is important to provide background and context by reminding students that they are viewing media content created by a human, and that it is important to be critical during viewing! Our before viewing step always includes at least a reminder and discussion of the basics of media literacy, sometimes with a video lesson. Then, during viewing, students are asked to think about the five key elements of media literacy (NAMLE) so that they can effectively interrogate and think about the content. It is helpful to provide students with the reflection questions before they begin viewing so that they can be on their mind as they watch the video. Students should also have a way to take notes. Be sure to encourage them to take notes as they watch, but give them additional time after viewing to write down anything that is on their mind - for some students, it is difficult to both view content and write at the same time. As a group, you can all decide if content is worth viewing a second time for deeper understanding and more critical consideration. Finally, the after viewing experience can involve a variety of activities including journaling, discussion, and deeper learning.

Before Viewing

Before sharing a piece of multimedia with students, invite them to consider why media literacy is important. Our [21st Century Skills: Media Literacy](#) video from *The Career Center* could be a helpful resource to get students thinking or refresh what they already know.

Ask students: Why is it important to know who made something? Why is it important to consider context and purpose for a piece of media? What else should we be thinking about when we watch a message?

During Viewing

As you watch digital content together, invite students to consider the following questions (adapted from NAMLE's "Key Questions for Media Literacy")

Authorship and Voice

- Who created this message?
- Who was involved and not involved in the creation of the content?
- When was the content made?

Storytelling Techniques

- How does the format of the video impact my viewing experience?
- How does this make me feel?
- Where or how was the content shared with the public?
- What techniques (like camera angles, sound, graphics, etc.) are used to communicate meaning, and why?
- How do those techniques communicate this message?

Content and Message

- What is your interpretation of the content?
- What content was left out? Why?
- How might other people interpret the content *differently than you*?
- If you felt the need to respond to this content, are there clear actions that you can take that would feel productive?

Purpose

- Why do you think the video was made?
- Who is the target audience for this content?
- What is the video asking of viewers?

Economics

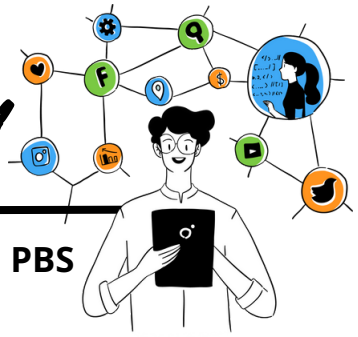
- Who paid for this content?
- Who makes money from this?

After Viewing

Use your favorite discussion protocol to invite students to share their thoughts and reflections on the multimedia content. Depending on how students interpret and respond to what they've seen, they may take a variety of steps to extend their learning. Depending on your curriculum and their own level of interest in the topic, they may research the topic further and create their own response to the media, write a reflection or response on the topic, take some action, or take their learning in a new direction based on what they've learned.

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Media Literacy: Key Questions

Directions: As you watch digital content, consider the following questions (adapted from NAMLE's "Key Questions for Media Literacy").

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