

Bounce Forward Healthy Minds Media Influences Student Handbook

Name:

Teacher:



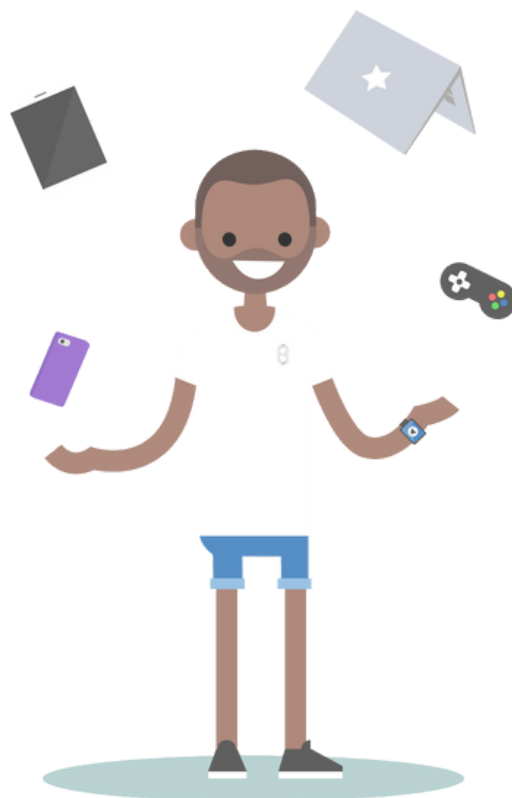


Lesson 1

Introduction to media literacy and social media

Learning outcomes

- Recap media literacy and the difference between text and subtext
- Accurately identify at least three techniques of persuasion in media
- Differentiate between persuasion and manipulation



Lesson 1 notes page

Media literacy concepts

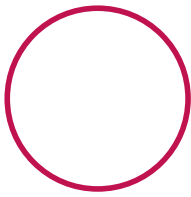
Basic concepts

1. **Media messages can be deconstructed.** Each piece of media was constructed by someone. We can learn who created the message, and why. We can identify the techniques of persuasion being used and recognise how media makers are trying to influence us.
2. **Media use the language of persuasion.** All media messages try to persuade us to believe or do something. News, documentary films, and non-fiction books all claim to be telling a 'truth'. Advertising tries to get us to buy products. Novels and TV dramas go to great lengths to appear realistic. To do this, they use specific techniques (such as flattery, repetition, fear, and humour) called the language of persuasion.
3. **Media messages contain texts and subtexts.** The text is the actual words, pictures, colours, sounds in a media message. The subtext is the hidden and the underlying meaning of the message.
4. **Media constructs our culture.** Our society, culture, and perception are shaped by the information and images we receive. Not too long ago our main culture storytellers were family, friends, and others in our community. Today, our access to stories are online, on television, in movies, and all forms of media.
5. **Media messages affect our thoughts, attitudes, and actions.** We are affected by advertising, news, movies, music, video games, or other forms of media. That's why media messaging is such a powerful cultural force, and why the media industry is such big business.
6. **Media construct fantasy worlds.** Fantasy can be pleasurable and entertaining, and it can also be harmful. Movies, TV shows, and music videos can inspire people to do things that are unwise, antisocial, or even dangerous. At other times, media can inspire our imagination, give us hope and help us to envision the world as we want it to be. Advertising constructs a fantasy world where complex problems can be solved with a simple purchase. Media literacy helps people to recognise fantasy and constructively integrate it with reality.
7. **No one tells the whole story.** Every media maker has a point of view. Every good story highlights some information and leaves some out. Often, the effect of a media message comes not only from what is said, and overlooks what is not told.
8. **Media messages reflect the values and viewpoints of media makers.** Everyone has a point of view. Our values and viewpoints influence our choice of words, sounds, and images we use to communicate through media. This is true for all media makers, from a nursery crayon drawing to a TV news broadcast.
9. **Individuals construct their own meanings from media.** Although media makers attempt to convey specific messages, people receive and interpret them differently, based on their own prior knowledge and experience, their values, and their beliefs. This means that people can create different subtexts from the same piece of media.
10. **We are all active consumers of media.** Some forms of media seek to create passive, impulsive consumers. Media literacy helps people consume media with a critical eye, ask questions, and evaluate sources, intended purposes, persuasion techniques, and deeper meanings.
11. **We all create media.** Just about anyone can snap a photo, write a letter, or post a message. Advances in technology has allowed millions of people to make media really easily, including artistic images that are shared online, social media, websites, videos, music, and blogs. Creating our own media messages is an important part of media literacy. It is critical to tell the stories of who we are, our communities especially when we feel we are not accurately represented.

Media literacy concepts

Intermediate concepts

1. **The human brain processes images differently than words.** Our minds react differently to images versus words. Our brains decode images quickly, while words are decoded in an organised sequence, taking more time to process. Images and graphics are the quicker way to communicate. Images attract our attention and can more deeply affect our emotions and attitudes. Words make us pause, re-read, and process information in an orderly fashion. For example, it is much easier to understand what a circle is if you see one rather than read a definition of one.



A circle is a curved line with every point equal distance from the center.

2. **Media are most powerful when they operate on an emotional level.** Most fiction engages our hearts as well as our minds. Advertisements take this further, and seek to transfer feelings to a product. News programmes or articles use emotional stories to draw us in.
3. **Media messages can be manipulated to enhance emotional impact.** Onscreen shows use a variety of techniques (like camera angles, framing, reaction shots, quick cuts, special effects, lighting tricks, music, and sound effects) to reinforce the main messages. Quality graphic design can do the same for print images or websites.
4. **Media effects are subtle and complex.** Not many people believe everything they see and hear or rush to buy something immediately after seeing an ad. Direct messages can tell us to buy something in order to be happy or tell us that we are not attractive if we don't look a certain way. Some media effects are indirect and can change us over time. Playing a violent video game won't turn you into a murderer, but it can normalise killing or violence. The effects of media are more subtle than this. However, there is a cumulative affect when we see certain messages repeated again and again. For example, the term "illegal immigrant" used repeatedly can create more negative feelings toward immigrants and even create violence towards immigrant communities. Another example is that we are taught there is a gender binary, meaning there are only two genders and there are various attributes that are assigned to each gender such as pink for girls and blue for boys. When we see these messages over time it can change our behaviour and even cause people to fear others or harm others that don't fit into one of the two binary genders. We must consider both direct and indirect effects to understand media's true influence.
5. **Media convey ideological and value messages.** Ideology and values are usually conveyed in the subtext. For example, news reports can reinforce sexism when they primarily use men as expert sources of information, regardless of the topic. Also, advertisements besides selling particular products, almost always promote the values of a consumer society.

Media literacy concepts

Advanced concepts

1. **Our media system reflects the power dynamics in our society.** People and institutions with money, privilege, influence, and power can more easily create media messages and distribute them to large numbers of people. People without this access are often shut out of the media system. A couple of clear examples is the fact that women make up around 51 percent of the UK population but less than 9% of headline stories are about women. Of the 1,200 top films from 2007 to 2021, less than 6% were directed by black or African American directors, with just five of these were women.
2. **Most media are controlled by commercial interests.** In the UK and United States, the marketplace largely determines what we see on screen, what we hear on the radio, what we read on news sites, or in magazines. As we use media, we should always be alert to the self-interest of corporate media makers. Are they concerned about your health? Do they care if you're smart or well-informed? Are they interested in creating active participants in our society and culture, or are they invested in programming passive consumers of their products, services, and ideas?
3. **Media monopolies reduce opportunities to participate in decision making.** When a few huge media corporations control access to information, they have the power to make some information widely available and privilege those perspectives that serve their interests, while marginalizing or even censoring other information and perspectives. This censorship affects our ability to make informed decisions about our own lives, and reduces opportunities to participate in making decisions about our government and society.
4. **Changing the media system is a justice issue.** Our media system produces lots of negative, demeaning imagery, values, and ideas. It renders many people invisible or misrepresented. It provides too little funding and too few outlets for people without money, privilege, influence, and power to tell their stories. If we really want equality and justice, then we want to change the media system.
5. **We can change our media system.** More and more people are realising how important it is to have a media system that is open to more people and more perspectives, that elevates human values over commercial values, and that serves human needs in the 21st century. All over the world, people are taking action to reform our media system and create new alternatives.
6. **Media literacy enables media activists.** As we learn how to access media tools, analyse media messages, and as we create our own media, we recognise the limitations and problems of our current media system. It is incredibly difficult not to speak out and take action once we're media literate. Media literacy is a great foundation to build a media system that builds bridges between communities and takes down walls.



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Media influences lesson 1

Home activity

Select an advert of choice. It could be a advert, in App advertisement, radio, magazine advert.
Answer the questions below.

Name of media example you have deconstructed:

What concepts are used in this advert?	What is the text (the main seen message) in this media example?	What are the untold stories (what information is left out of the message)?

Lesson 2

Media gender constructions

Learning outcomes

- Discuss the stereotypes applied to girls and women and boys and men in society
- Identify the gender constructs in media examples
- Examine how ideas about gender identity affect lives
- Understand the subtext and untold stories behind media messages regarding sex and sexuality



Lesson 2 notes page

Gender boxes worksheet

	Be a man	



Gender boxes worksheet

	Act like a lady	



Media influences lesson 2

Home activity

Select an advert to deconstruct and answer the questions below.

Name of advert:

How was gender represented in this media example? (What did you see and hear – the text.)	What was the subtext? The story of how gender was represented.

Lesson 3

Media and body image

Learning outcomes

- Identify target marketing tactics to various groups
- Begin to understand the intersection of gender, age, and body size
- Understand body shaming messages and how to counter these negative messages by being body positive



Lesson 3 notes page

Media influences lesson 3

Home activity

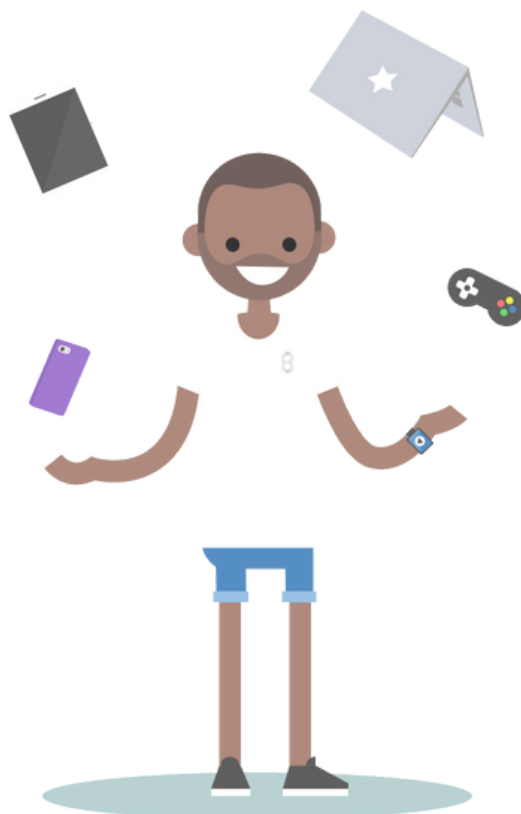
Write two paragraphs on some things that make you feel good about the way you look. This can include things you like about your body and things that make you feel healthy and good about your body.

Lesson 4

Media, health and food marketing

Learning outcomes

- Compare the marketing of a product with its actual nutritional value.
- Learn to examine which foods are targeted to specific groups of people.
- Consider a healthy balanced lifestyle.
- Identify healthier options for them and their families



Lesson 4 notes page

Food & exercise activity

Write the names or draw pictures you would usually eat for:

- breakfast
- lunch
- dinner

Include the foods you like and dislike.

Next to each food item write the rough estimate of the calorie content.

It doesn't have to be exact and if you do not know add a ?

Add up all the calories and put the total here _____

Write the name or draw pictures of the physical activity you would do on a typical weekday.

Next to each activity add how many calories you think the activity would burn by doing the activity .

Add up all the calories and put the total here _____

Lesson 5

Media, health and the marketing of addiction

Learning outcomes

- Contrast the ideas about a product with real facts on how the product can impact one's health
- Understand the connection between marketing of certain products and gambling addiction



Quiz lesson 5

Rules

Teams will compete against each other to see who can gain the most points from the quiz. The teacher will read a question or statement, and if a member of your team knows the answer, they should raise their hand. The first person to put their hand up will have the opportunity to answer.

They must not consult team members.

If they answer correctly the team receives a point.

If they answer incorrectly the team is deducted 1 point.

If they answer incorrectly then it gets offered out to the other teams to attempt the answer.

The same scoring applies.



Lesson 5 notes page

Media influences lesson 5

Home activity

Keep a media log and document at least two things you are persuaded to want or buy before the next lesson. This could be anything from something to eat or drink to new clothes, electronic device. On-line or off-line product. The advert may pull you in on a street advertisement, online, on television, radio, anywhere. Write the product name and answer the questions for each product. Aim to have at least two products.

Name of product 1

How did the marketing target you? (Examples include: the advert is made for my age group, used humour, a song I like, the social media ad used my name and it caught my attention, it is visually appealing, the clothing or shoe product looks good on someone I saw, my friend told me I should buy it, or the food product looks appetising.

What decision did you make about the product? Did you buy it, do you plan on buying it, are you going to ask someone for it, do you only think about having it, or did you talk yourself out of wanting or buying it?

Was it a quick decision?

Name of product 2

How is this product targeting you?

What decision did you make about the product? Did you buy it, do you plan on buying it, are you going to ask someone for it, do you only think about having it, or did you talk yourself out of wanting or buying it?

Was it a quick decision?

Lesson 6

Media and decision making

Learning outcomes

- Reflect on their decision-making process.
- Analyse the ways in we are targeted by media and evaluate how media impact thoughts, beliefs, and decisions.
- Explore ways to take control of the messages that shape decision making.



Lesson 6 notes page

Writing exercise lesson 6

Write two paragraphs

Write one paragraph about a time you made the right decision. How did you know it was the right decision? How did you make their decision? What thoughts went into making the decision? Who else was involved?

Write a paragraph about a time you made the wrong decision. How did you make this decision? What thoughts went into making the decision? What did you learn? What would you change if your were in that position again?

Media influences lesson 6

Home activity

Write two paragraphs describing a change you want to see. You have an imaginary 'magic wand' so you can be as creative as you like. For example, the change can focus on:

- Advertising, how adverts appear or the messages themselves in the adverts,
- Types of programs on television, the types of movies that get funding, or the songs that play on the radio,
- How communities or groups are represented or misrepresented,
- Accessibility or cost of internet, mobile phones, or computers.

Use the Take Action Ideas Handout

Take action ideas

Ideas

1. **Use your voice** Speaking up is one of the most powerful things you can do especially if it's to the right people. Contact the local MP. Tell them to commit to action. Contact the brands that influence the market and find out more about them. It's not just about speaking to the people in charge. Talk to your friends, teachers, other year groups, other schools and get them to make positive changes too. Speak up, speak to everyone, and make your voice heard.
2. **Be informed** One of the best things you can do is to keep yourself informed – the more you know the better. It leaves you better equipped to have those conversations with your friends and family and the people you want to influence. Get yourself clued up on the facts, stay up to date with recent news on the world, to work out what you can do.
3. **Listen to different voices** Don't rely fully on technology, talk to people face to face. Seek different perspectives. Source your information from different places. Find information that opposes what you believe to be true and really listen to their viewpoint.
4. **Consider your own behaviour** What changes can you make right now. Consider the pros and cons for the short and long term. Can you practice the change you want to see?
5. **Consider how you are persuaded** Think about the last thing you bought or was brought for you, did you really need it? What influenced you to want it.
6. **Find ways to donate** There are lots of ways to 'give'. Volunteer your time to a local cause, become a member of a national cause, take on a challenge, or encourage your family and friends to donate by setting up a birthday fundraiser to give to your cause.
7. **Make a pledge** Make a pledge to make a change in your own life and join a global movement of people fighting to be the change you want to see.

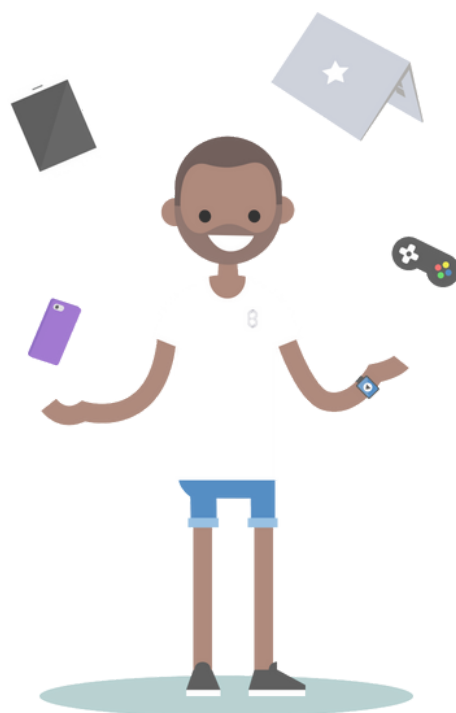


Lesson 7

Creating media

Learning outcomes

- Define what a counter advert is.
- Deconstruct and discuss sample counter adverts.
- Create a counter advert.



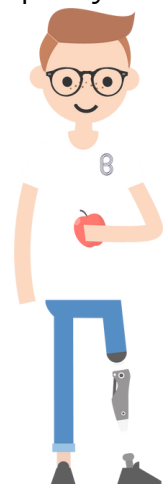
Lesson 7 notes page

Creating counter adverts

Top tips

Here are a few tips on making effective counter-ads:

1. **Analyse.** Look at several adverts and try to figure out why they are effective. The best counter-ads use the same techniques to deliver a different message.
2. **Power.** Your message has to break through the clutter of all the adverts that people see or hear. Think about what makes an advert memorable to you. What techniques does it use to grab your attention? Use them.
3. **Persuade.** Use the same persuasion techniques found in adverts – like humour, repetition, or flattery – to deliver your alternative message.
4. **Pictures.** Visual images are incredibly powerful. People often forget what they read or hear, but remember what they see. The best counter-ads, like the best adverts, tell their stories through pictures.
5. **Rebellion.** Advertising targeted at young people often appeals to a sense of rebellion. Effective counter-ads expose misleading and manipulative advertising methods and turn their rebellious spirit toward the corporate sponsors who use them.
6. **Keep It Short & Simple.** Use only one idea for your main message. Focus everything on getting this message across.
7. **Plan.** Try to think of everything – words, images, design – before you begin production. Make a few sketches or drafts before you start crafting the final product.
8. **Revise.** When you think you're finished, show your counter-ad to uninvolved people for feedback. Do they understand it? Do they think it's funny? Use their responses to revise your work for maximum impact.
9. **Distribute.** Your ideas are meant to be seen! Make copies of your counter-ads and show them to your friends. Get them published in your school newspaper or create a display in the school. Your counter-ad can stimulate needed discussion and debate around media issues.
10. **Have fun!** Making a counter-ad is a fun way to learn about media, to be creative, and to express your views. Enjoy it!

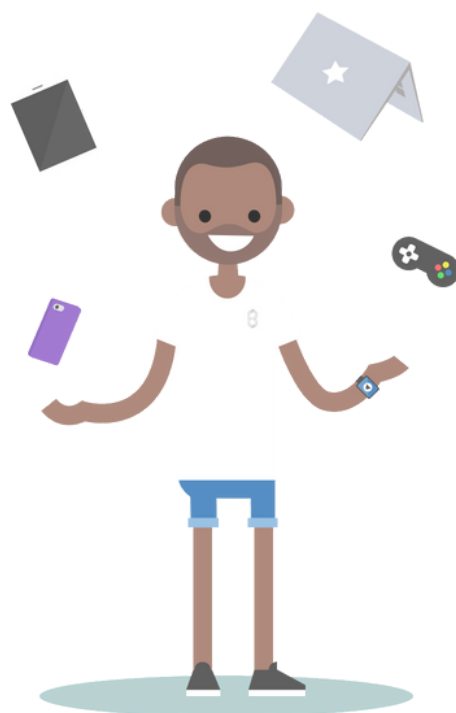


Lesson 8

Presenting media

Learning outcomes

- Share the ideas behind their counter advert messages and the messages created by the other students.
- Practice giving a presentation using visual media.



Congratulations

You have developed your media literacy!

Continue to strengthen your critical thinking skills regarding the media messages we encounter on a daily basis.

Being media literate means that;

- We have access to media tools.
- We analyse the media around us and understand how it influences us.
- We can also create our own media.
- We do this in order to change our media system so we are able to communicate, and can deconstruct the media messages we receive.
- We tell our own stories and create media messages that deepen our understanding of the world and connect us in positive ways.

