

Part 2: Media Literacy Programming Ideas

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La Crosse Public Library
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What is media literacy?

“Media Literacy... **provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms** — from print to video to the Internet. Media literacy **builds an understanding of the role of media in society** as well as essential **skills of inquiry and self-expression** necessary for citizens of a democracy.”

- Center for Media Literacy

<http://www.medialit.org/media-literacy-definition-and-more>

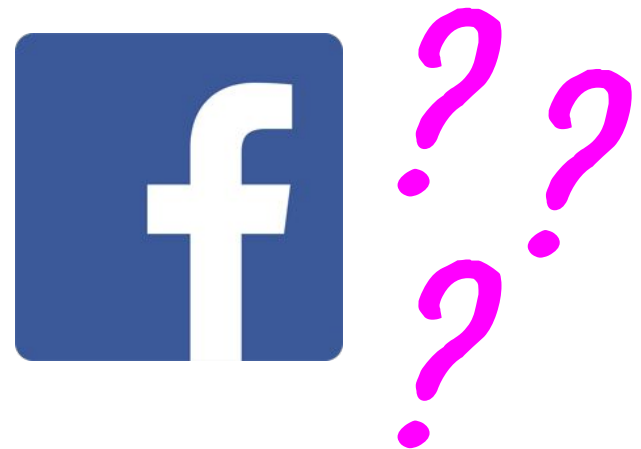
“Media Literacy Education requires **active inquiry** and **critical thinking** about the **messages we receive and create.**”

- National Association for Media Literacy Education

<https://medialiteracyweek.us/wp-content/uploads/2015/07/amidoingmedialiteracyinmyclass1.pdf>

We're already doing it on the fly

- Teaching databases
- Helping patrons fact check
- Running book discussions
- Answering “Why does my Facebook news feed show a bunch of ads?”



Posters and infographics

NEWSEUMED

WEED OUT PROPAGANDA

Learn to spot the S.E.E.D. of propaganda before it takes root.

Propaganda is information that's been molded to influence what you think and do—for better or for worse. This mind control isn't magic; it's carefully cultivated manipulation. Your best defense: recognizing the techniques propaganda uses to spread ideas and persuade the public.

Simplification
Propaganda reduces complicated events to basic claims and packages them with catchy slogans and images so they're easy to understand and remember.

Exploitation
Propaganda uses emotional messages to play on universal weaknesses, fears and desires.

Exaggeration
Propaganda paints its cases as absolute, without flaws or weaknesses.

Diversion
Propaganda distracts you from the real issue by focusing on a different, less controversial one.

Watch out for:
FEAR-MONGERING. Promising good or bad "right or wrong" to get you to act.
FLATTERY. Implying that people who support the cause are smart, strong and attractive.
SHOCKING CONTENT. Shaping content to elicit strong emotional reactions—positive or negative.
REPEATING OF KEY DETAILS. Repeating the same facts over and over to make them easier to remember.
EXTRANEAL. Including people and places not good or bad "right or wrong" to get you to act.
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Visit NewseumED.org for more media literacy resources!

NEWSEUMED PRESENTS

E.S.C.A.P.E. JUNK NEWS

Visit NewseumED.org for more resources!

6 WAYS TO EVALUATE INFORMATION

E	S	C	A	P	E
EVIDENCE	SOURCE	CONTEXT	AUDIENCE	PURPOSE	EXECUTION
<p>DO THE FACTS HOLD UP?</p> <p>Look for information you can verify.</p> <ul style="list-style-type: none"> • Dates • Numbers • Places • Documents 	<p>WHO MADE THIS, AND CAN I TRUST THEM?</p> <p>Those who have been trusted in the past.</p> <ul style="list-style-type: none"> • Authors • Publishers • Editors • Political groups • Financial interests 	<p>WHAT'S THE BIG PICTURE?</p> <p>Consider if this is the whole story and weigh other factors surrounding it.</p> <ul style="list-style-type: none"> • Current events • Cultural trends • Political goals • Financial interests 	<p>WHO IS THE INTENDED AUDIENCE?</p> <p>Look for attempts to appeal to specific groups or types of people.</p> <ul style="list-style-type: none"> • Target audience • Persuasive techniques • Language • Content 	<p>WHY WAS THIS MADE?</p> <p>Look for clues to the motivation.</p> <ul style="list-style-type: none"> • The author's motives • Persuasive language • Images • Music • Tone • Image choices • Placement and layout 	<p>HOW IS THE INFORMATION PRESENTED?</p> <p>Consider how the use of media affects the impact.</p> <ul style="list-style-type: none"> • Style • Tone • Image choices • Placement and layout

NEWSEUMED

IS THIS STORY SHARE-WORTHY?

The First Amendment protects the right to report and publish information, but not every story is worth your text, tweet or share. This chart can help you find the good stuff and get rid of the garbage.

NEED HELP?

IS IT REAL?
Does the EVIDENCE hold up?
Is the SOURCE legitimate?
Run a search for the source name and key facts, people or images from the story to weed out the fakes.

IS IT WELL-MADE?
Are you impressed by the EXECUTION? A well-made story clearly with solid facts. It should be calm, clear and not, not a brain wreck of exaggerated emotion (like ALL CAPS WORDS!!!) and sloppy mistakes.

IS IT NEWS OR OPINION?
What is the PURPOSE? News mostly explains what is happening. Opinion takes a stance to judge or make an argument about it. First-person opinion or words like "perspective" and "editorial" are often tips that it is opinion.

IS IT SUPPORTED BY FACTS?
Is there good EVIDENCE? Look for statistics, studies, historical examples, primary sources, expert analysis or other signs that the writer has done their homework and can back up their argument.

IS IT BIASED?
Does the EVIDENCE show you the big picture? Biased stories may leave out key facts, so you only see one side of an issue. They may also exaggerate or downplay the importance of the story in the context of other news.

IS THE BIAS OPEN OR SNEAKY?
Does the EXECUTION clearly aim for a specific AUDIENCE? News with an open bias often uses partisan labels in its titles (like "Left-Right News") or declares support for partisan positions (like "Help Republicans get elected"). News with a sneaky bias doesn't label at all.

DOES IT ENTERTAIN AND/OR RAISE AWARENESS?
What is this story's PURPOSE? While the story was created for darker reasons, the cartoon, illustration, or infographic, encouraging people to profit, or rather to hurt someone or something.

Start Here

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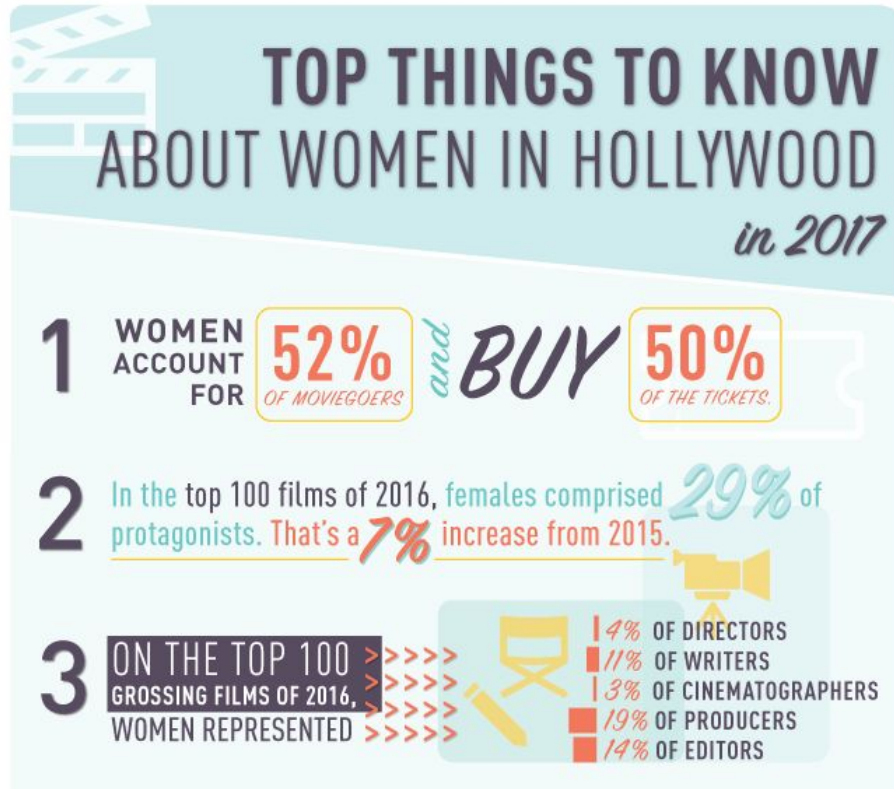
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Posters and infographics, cont'd



Plenty of thought-provoking statistics to be found...

womenandhollywood.com/resources/publications/infographics/1201699834-2/ (Left)

teachthought.com/the-future-of-learning/9-rules-digital-citizenship/ (Right)

Posters and infographics, cont'd

Turn a wall into an educational (and political) art gallery:

- Print and hang political posters (see Resources)
- Post with basic information: who, when, where, why
- Bonus: Post with a “food for thought” question: How’s it make you feel? How would you react if you were for or against their cause? (Or borrow ideas from this poster analysis form:

<https://www.archives.gov/education/lessons/worksheet/poster.html>)



screenshot of gallery wall from politicalgraphics.org

Sign the pledge

<https://www.allsides.com/civil-discourse>

- Could do a “Proud to be a part of a Listen First community!” display
- Pre-typed slips with a space for a signature, then tape to a wall (Think grocery store \$1 donations)
- Could have patrons sign before programs

"I WILL LISTEN FIRST TO UNDERSTAND and consider another's views before sharing my own. I will prioritize respect and understanding in conversation. And I will encourage others to do the same."

Passive programming: voting

- Stickers/sticky-note voting

- Old propaganda posters (Who's it targeting? Who's it for/against?)
- Current issues
 - Is this screencap real?
 - Is this headline real?



Did Katy Perry Say Praying to Satan Should Be On Your Bucket List?

both from snopes.com

Passive online programming

Learning Network at the NYT: <https://www.nytimes.com/section/learning>

- Link out to the weekly news quiz
- Link out to “What’s going on in this picture?”

Advanced: Play “What’s going on in this picture?” with photographs from your Archives

Kidscasts: <http://teccenter.erikson.edu/in-practice/kidscasts/>

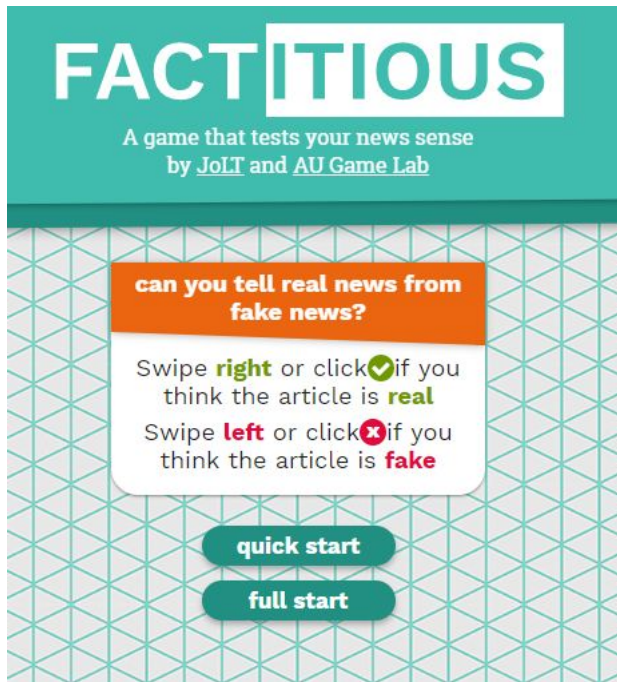
- Link out to various podcasts for kids
 - Oak Park Public Library’s brochure is full of suggestions:
<http://oppl.org/sites/default/files/Kids%20Podcast%20Brochure.pdf>

View now, do now: <https://education.burnsfilmcenter.org/education/vndn/featured>

- “A **View Now Do Now** is a mini-project designed to spark your creativity and quickly get you into the act of viewing and doing! Each **View Now Do Now** develops a core literacy concept.”

Online game: Factitious

www.factitious.augamestudio.com



Media literacy in storytimes

The Joan Ganz Cooney Center has a variety of media literacy ideas for early childhood:

<http://joanganzcooneycenter.org/2017/11/07/media-literacy-in-storytime/>

“Depending on the group and the book, I might ask:

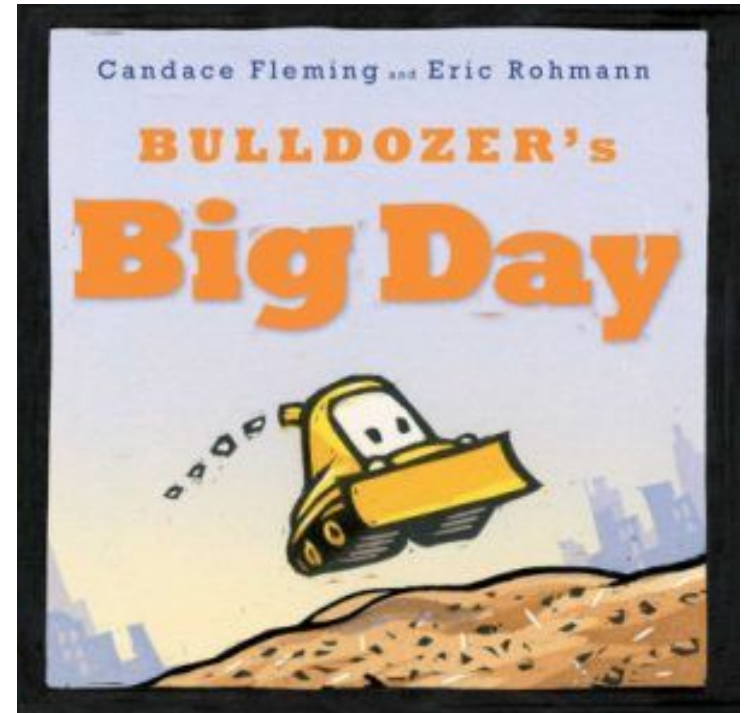
- Who is the narrator?
- Who is the creator?
- What do you see?
- Is the story or information real or pretend? How do you know?
- Is it a joke?
- How does the story make you feel?”

More information about early childhood media literacy research and ideas (plus some guides for parents you could share):

<http://teccenter.erikson.edu/publications/medialitecreport/>

<http://www.p21.org/our-work/citizenship/a-parents-guide>

<https://medialiteracynow.org/resources/#materialsforparents>



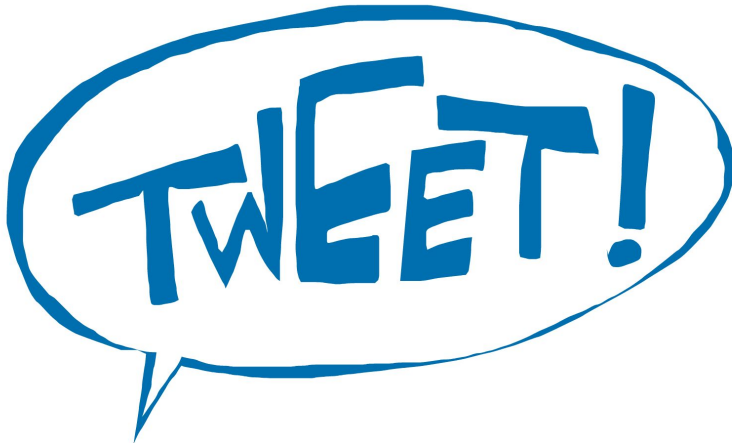
Bulldozer's Big Day by Candace Fleming and Eric Rohmann

Tweet community service messages

Do you have a digital display board?

- Have teens decide on a tweet or scrolling text to show up
- With limited text space, how did you decide what to share?

http://www.consortiumformedialiteracy.org/index.php?option=com_content&view=category&layout=blog&id=12&Itemid=24



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Film discussions

- Prime opportunity to discuss the messages we received, the director's choices, implicit bias...
- Tips (h/t Scott Brouwer, La Crosse Public Library)
 - Try to give the crowd at least one thing to pay attention to or watch for in relation to the theme before it starts.
 - Briefly place the film in context: what other popular movies were out at the same time, how was it received by audiences and critics, what was going on in the country at the time if it pertains, etc.
 - [Using a monthly theme] works well to center discussion and focus the viewing of the film. Though we almost never get into highfalutin film theory, having a theme connect the 4 chosen films often leads to comparison comments.

Journeys in Film

<https://journeysinfilm.org/for-educators/teaching-with-film/>

- Free sign up to access discussion guides and lesson plans
- Can sort by media and visual literacy: go to Download Free Lesson Plans - By Subject Area



POV - PBS

<https://communitynetwork.amdoc.org/>

Register for free and host a documentary film

- They send you the DVD (you send it back afterward)
- Step-by-step guide for organizing a screening
- Discussion guide
- Flyer(s)
- Audience evaluation form

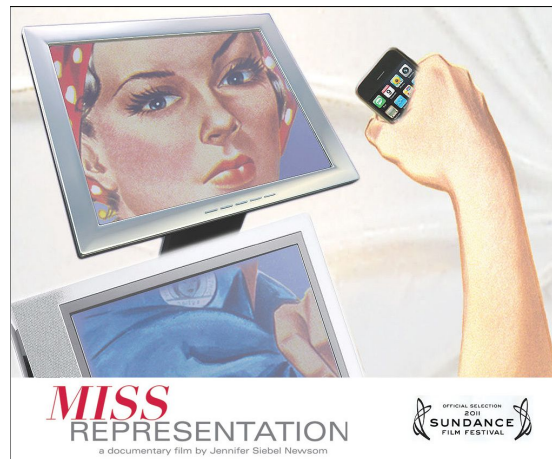


The Representation Project

<http://therepresentationproject.org/community-non-profit/>

“The media is selling the idea that girls’ and women’s value lies in their youth, beauty, and sexuality and not in their capacity as leaders. Boys learn that their success is tied to dominance, power, and aggression. We must value people as whole human beings, not gendered stereotypes.”

- The Mask You Live in (\$500)
- Miss Representation (\$530)
- Community planning and discussion guide
- Staff guidance on best practices, tips for success, and more



Host guest speakers

- Marketing professionals
- Journalists and/or broadcasters (learn how local news is produced; what's considered newsworthy?)
- Local college professors: journalism, political science, marketing...
- Local high school or college debate teams (see how debates work! Learn tips!)

Host discussions



image from livingroomconversations.org

Host an online discussion

“Every day during National Media Literacy Week, CML and NEDA will post a new image or video clip on their Facebook pages to test your media literacy skills. Analyze the message and discuss its purpose, framing and meaning, how different people might interpret the message, and consider its authenticity and the tactics used to achieve its goal.”

- Media Literacy Week

<https://medialiteracyweek.us/week-long-activities/>

Keep in mind:

- Requires monitoring for language, content; how dedicated will you be to keeping the conversation going?
- Know your online audience: do they tend to participate?

The Civil Conversations Project

www.civilconversationsproject.org

On Being podcasts matched to themes:

- Building Blocks - Wisdom and Practice
- Social Healing
- Science, Philosophy, Journalism
- Dialogue, Modeled

(found linked together in the pdf guide mentioned below)

Better Conversations: A Starter Guide

- What to consider before developing the program
- How to begin the program
- Tools for moderating
- Suggestions on closing

Host a Living Room Conversation

www.livingroomconversations.org

Downloadable PDFs of conversation guides for a wide variety of topics:

- What are American Values/Ideals?
- Entertainment and Media: Created Culture or Following it?
- United or Divided?
- Fake News
- Privacy and Security
- Money in Politics
- Media and Polarization
- Many more



image from <https://livingroomconversations.org/about-us/>

Connecting Families

www.commonsense.org/education/connecting-families

“From cyberbullying and photo sharing to digital footprints and online safety, the Connecting Families program helps parents address important topics and have meaningful conversations with their kids about making great choices in their digital lives.”

- Step-by-step hosting guide
- Conversation topics
- Printable resources to share

For an overview of the program:

<https://www.commonsense.org/education/blog/how-to-spark-a-discussion-on-digital-life-in-your-school-community>

Choose your own adventure - based on a real story!

- Borrow case studies from newseumed.org
- They supply:
 - Background information (plus easy-to-print PDF version)
 - Prepared PowerPoint
 - Questions to consider
 - Additional resources
 - Tips on creating your own case studies
- Break up into groups
- Decide answers to questions
- Come back together and share

Advanced: for more case studies: <https://www.fbi.gov/history/famous-cases>

Choose your own adventure - based on a real story!

Unabomber: Giving a Killer a Voice

You are the publisher of a major daily newspaper in the United States. A man known to the FBI as UNABOM — nicknamed “Unabomber” by the news media — has promised to stop a series of mail bomb attacks if your paper or another venerable newspaper publishes his 35,000-word manifesto and three follow-up documents. Over a period of 17 years, the terrorist’s homemade bombs have killed three people and injured 23 others.

Law enforcement officials want you to publish his treatise against modern society in hopes that someone might recognize his thinking and aid in his arrest.

The Unabomber has given you three months to publish his manifesto.

What do you do?

- A. Publish the entire document.
- B. Publish excerpts from the manifesto as a part of a news story.
- C. Do not publish the entire document. It is the work of a killer and could encourage other terrorists to make similar demands.
- D. Negotiate with the Unabomber to buy time or seek other solutions.

<https://newseumed.org/idea/unabomber-case-study-giving-a-killer-a-voice/>

Run an escape room

Builds media literacy skills:

- Analyzing and evaluating information
- Requires critical thinking
- Strengthens inquiry skills
- Bonus: Requires communicating with your team!



photos from the escape room at the 2017 La Crosse Comic Con at La Crosse Public Library

Teach classes, get maker-y

- Facebook and/or social media
- Basic photo editing with Pixlr.com
- Basic video editing with Youtube.com
- Design a website with Weebly.com
- Make flyers, posters, and more with Canva.com

(Borrow our handouts: <http://www.lacrosselibrary.org/programs/computer-classes>)

Advanced:

- Program on making your own podcast
- Program on making your own short film

PBS News Hour Student Reporting Labs

<https://studentreportinglabs.org/>

“The program creates transformational education experiences for middle and high school students in classrooms and after-school environments. Students engage in a powerful form of journalistic inquiry, media production and student-centered learning that build critical thinking, problem-solving, teamwork, news literacy and communication skills.”

Want to learn more?

Julie Tiedens, English and Journalism teacher at Black River Falls H.S. is happy to talk about her work with the program!

julie.tiedens@brf.org

<https://studentreportinglabs.org/reporting-lab/black-river-falls-high-school/>

Resources

Media literacy resources from libraries

<http://libguides.ala.org/InformationEvaluation>

<http://www.slj.com/2017/06/technology/why-kids-need-data-literacy-and-how-you-can-teach-it/>

<http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>

<http://iue.libguides.com/fakenews/>

<http://www.oaklandlibrary.org/blogs/from-main-library/truth-lies-and-quibblers-media-literacy-new-era>

<https://csulblis.libguides.com/c.php?g=756956&p=5426903>

<http://www.programminglibrarian.org/articles/fake-news-library-round>

<http://www.ala.org/tools/programming/post-truth-fake-news-and-new-era-information-literacy> (webinar)

<http://publiclibrariesonline.org/2017/10/library-program-ideas-for-media-literacy-week-2017/>

Films and clips to use in media literacy programming

<https://www.ushmm.org/>

<https://archive.org/details/FedFlix>

<https://education.burnsfilmcenter.org/education/visual-glossary/featured>

<http://www.mediaed.org/> (\$)

Resources

Gender and media

<http://womenandhollywood.com/>

<https://seejane.org/education/guess-who-video-learning-series/>

<https://bechdeltest.com/>

<http://therepresentationproject.org/the-movement/notbuyinglt/>

<http://banbossy.com/parent-tips/>

<https://seejane.org/education/gender-equality-lessons-for-schools/>

Propaganda and politics in media

<http://propaganda.mediaeducationlab.com/>

<http://frankwbaker.com/mlc/media-politics/>

https://www.ushmm.org/propaganda/resources/lessons_2.html

<http://www.pbs.org/now/politics/propaganda.html>

<http://graphics.wsj.com/blue-feed-red-feed/>

Resources

Political posters

politicalgraphics.org (also shares posters through weekly email and facebook.com/politicalgraphics)

<http://www.nationalarchives.gov.uk/theartofwar/>

<https://digital.library.unt.edu/explore/collections/wwpc/browse/>

<https://www.archives.gov/education/lessons/wwii-posters>

<https://www.ushmm.org/propaganda/exhibit.html#/gallery/>

[https://images.northwestern.edu/catalog?f\[institutional_collection_title_facet\]\[\]=World+War+II+Poster+Collection+at+Northwestern+University+Library](https://images.northwestern.edu/catalog?f[institutional_collection_title_facet][]=World+War+II+Poster+Collection+at+Northwestern+University+Library)

<http://research.calvin.edu/german-propaganda-archive/>

<http://content.lib.washington.edu/postersweb/>

<http://collections.museumca.org/?q=category/2011-schema/history/political-posters>

Infographics

<http://www.schrockguide.net/infographics-as-an-assessment.html>

<https://globaldigitalcitizen.org/why-facebook-is-blue-the-science-of-colors-in-marketing>

Resources

Apps and games about media literacy

<https://www.icivics.org/games>

<https://www.consumer.ftc.gov/Admongo/>

<https://www.common sense.org/education/reviews/all>

<http://mediasmarts.ca/digital-media-literacy/educational-games>

<https://www.common sense.org/education/top-picks/best-edtech-of-2017>

Subscribe for regular emails

<https://www.poynter.org>

<https://www.washingtonpost.com/news/fact-checker/>

<http://www.politifact.com/>

<https://www.snopes.com/>

<https://www.factcheck.org/>

<http://hoax-slayer.net/>

Resources

General media literacy and digital citizenship

<https://mediaeducationlab.com/curriculum/materials>

<https://www.pinterest.com/nicolecooke/fake-news-alternative-facts-critical-literacy/>

<https://www.schooljournalism.org/model-news-literacy-curriculum/>

<https://medialiteracynow.org/>

<https://www.projectlooksharp.org>

<https://www.edutopia.org/blogs/tag/digital-citizenship>

<http://drc.centerfornewsliteracy.org/lets-get-started>

<http://mediasmarts.ca/digital-media-literacy>

<https://namle.net/>

<https://medialiteracyweek.us/week-long-activities/>

<http://www.readwritethink.org/> (see Learning Objective filter for digital literacy, media literacy options)

Resources

Escape room information

breakoutedu.com (**some free content**; otherwise \$60 annual fee for online content or \$150 for a kit plus a year of online access)
(see also <https://www.facebook.com/breakoutedu>)

Other free ideas:

<http://www.escape-team.com/> (Requires app download; free training and first mission, subsequent missions are \$.99 each)

<https://www.teacherspayteachers.com/Product/ESCAPE-THE-MUMMYS-TOMB-MINI-ESCAPE-ROOM-ACTIVITY-3133670>

<http://mskcpotter.blogspot.com/2016/07/classroom-escape-room-review-game.html>

Resources to build your own:

https://lockpaperscissors.co/craft-1st-escape-room?utm_source=dnw

<https://americanlibrariesmagazine.org/2016/09/01/escape-rooms-libraries-on-lockdown/>

<http://datenightwingman.com/diy-home-escape-room>

<https://escaperoomtips.com/design/escape-room-puzzle-ideas>

<https://lockpaperscissors.co/escape-room-puzzles>

<https://5thstreetescaperoom.com/make-your-own-at-home-escape-room/>

<http://www.instructables.com/id/Escape-Room/>

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Thank you!