FINAL REPORT ON THE SECOND PHASE OF

MEDIA LITERACY PROJECT
FOR
JAMAICAN PRIMARY
AND
JUNIOR HIGH SCHOOL STUDENTS

PRESENTED TO UNESCO

FEBRUARY 21, 2011

Contents

VIDEO SCRIPTS

INTEGRATION OF GRADES 4-6 CURRICULUM WITH PRIMARY SCHOOL CURRICULUM

INTRODUCTION

The Broadcasting Commission in its role as regulator of the electronic media in Jamaica recognises that media literacy is a critical component of its work in a media environment that is dynamic, expanding and challenging conventional methods of regulation. A necessary response is a citizen who is empowered in the true sense of the word, including the ability to deal with opportunities and challenges presented by the plethora of sources of media content.

In November 2010, the Commission, with the support of UNESCO, embarked on the second phase of a media literacy project which the Commission had launched with UNESCO funding in 2007.

The first phase of the media literacy project entailed the creation of materials (print and video) to be used in the instruction and training of Jamaican teachers and primary school children in media literacy. A package of four lessons, each designed for delivery within a twenty (20) minute class module, was designed and produced.

The videos and accompanying teaching aids were tested by the Joint Board of Teacher Education (JBTE) in ten primary schools across the island. Teachers and students were very receptive to the videos and accompanying guide.   The JBTE however made a number of recommendations for the sustainable implementation of the programme, including introducing media literacy earlier in the education system at the grade 1 level and extending it to include the junior high school level (grades 7-9).

As part of the second phase of the project, the Commission has worked with the JBTE to produce additional media literacy curricula for Grades 1-3 and Grades 7-9 and to create a practical training component to assist grade 7-9 students in the

establishment and operation of a school/community radio station. A mentorship programme has also been designed to link each school/community radio station with a media mentor. A media literacy curriculum has been developed for primary and secondary student teachers in teacher training colleges and teachers already in service. Workbooks to accompany the modules for each grade group have also been produced. Among the JBTE recommendations which emerged from the pilot testing of the materials in phase one, was that the videos should be revised and updated. This was done as part of the second phase resulting in the development of 4 video scripts for grades 4-6. Finally, the Commission has incorporated the JBTE's recommendations for integrating the existing grades 4-6 media literacy curriculum into the primary school curriculum.

This document is intended for use in Jamaican Primary and Junior High Schools and comprises curriculum material for infusing media education within the existing school curriculum. The package contains:

   i.   Curriculum guides for three clusters i.e. grades 1-3; 4-6 and 7-9;
   ii. Suggestions for infusion into the existing curriculum; and
   iii. Worksheets which give teachers some activity options.

The process of development was guided by leaders in the field of literacy, language and media education. The project director, Dr. Clement Lambert, a leading figure in literacy education in Jamaica and lecturer in the Institute of Education, University of the West Indies (UWI) has led both phases of this project and has participated in media and information literacy working groups in Paris. The coordinator, Ms. Eileen Marshall, a former director of the National Council on Education, is an eminent educator who has experience as a language educator, author and instructional leader. In addition the team worked in close consultation with the manager of the Joint Board of Teacher Education, Dr. Marcia Stewart, herself a language educator. The writers were selected in their

capacity as teacher educators, classroom practitioners and their role as participants in the earlier media literacy pilot project conducted in Jamaica. Reviewers were peers from the teachers colleges primary schools and junior high departments. The Caribbean Institute of Media and Communication (CARIMAC), UWI, also played a leading role in producing selected deliverables in this phase of the project.

The material is not intended as an add-on to the existing curriculum but as a menu of possibilities for incorporating media education in the existing curriculum.

The timeframe of this project did not allow for pilot testing. Instead peer review and focus groups were used to evaluate the material and comments incorporated into the material.

CURRICULA

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module one

Attainment Target Term One	Video Attainment Target	Techniques	Objectives	Key Vocabulary/ Concepts
Apply relevant decoding skills to the reading process	Assist learners in developing an awareness of the potential impact of the electronic media on their lives	**Viewing**: learners will be presented with pictures and models of electronic media for viewing **Manipulation:** have learners manipulate objects e.g. remote control learners may use clay/play dough to create their own model of an electronic medium draw and colour	After exposure to this module, children should be able to: 1. Identify three types of electronic media and state the purpose of each 2. identify two codes that indicate programming for children 3. discuss two effects of electronic media on children 4. Identify one difference in purpose between advertisement and programme 5. express three ways in which commercials influence their lives	family media television school letter

			electronic media	6. identify and discuss two things they like or dislike about commercials	programme
Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures	Learners should understand the positive and negative influences of electronic media on the family unit	**Stand and Share.** Learners view a family movie at home and share with the rest of the class the different roles each member plays		7. discuss the responsibilities of family members in making sure only appropriate materials are viewed in a family setting	electronic
					word
		Role Play: learners demonstrate how important it is to have regards for rules through role play		8. select more age appropriate movies for viewing	
				9. show by their behaviour that they value rules set by parents and teachers	
				10. practice positive behaviour	
				11. comply with rules set and home and school	

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module one

INFUSION

ATTAINMENT TARGET	OBJECTIVES	TEACHING/LEARNING ACTIVITY
1. Give and receive information 2. Apply relevant decoding skills to the reading process 3. Identify and respond to sounds in the environment 4. Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures	1. describe themselves using positive words 2. Use home language to discuss their favourite movie/ commercial on television 3. perform a favourite commercial in groups 4. recognize basic sight words used in commercials 5. identify letters/symbols used to indicate the type of programme to be aired 6. use language and pictures to differentiate between adult content and family content 7. identify different sounds in the environment that are deemed as pleasant or unpleasant	• learners tell their peers about themselves including their first and last names • tell the names (first and last) of any T.V./radio personality they love and admire • with the aid of a radio or television, teacher provides a commercial for students to observe and critique; allow students to talk about their favourite commercial. • group students who share common knowledge of a particular commercial; have the groups act out the commercials • record students' commercials and play back in class • discuss reason for choosing these commercials • learners watch to see the letters and symbols used as

	8. show by their behaviour that they value rules set by parents and teachers 9. practice positive behaviour 10. express feelings about themselves 11. comply with rules set at home and school 12. participate in group activities 13. share and listen to each other 14. adopt and display positive morals and attitudes	codes for the different programmes • parents assist children in associating the symbols with the appropriate age group • write down three familiar words they hear in a commercial • teacher provide both audio and audio visual materials (CD/DVD) to assist learners in selecting the most suitable content for their viewing and listening • discuss why some music videos are not appropriate for their age group • create a behavioural chart and have learners monitor their behavior (reward with incentives) • learners express positive feelings about themselves; their skin tone, hair texture, physical features (teacher begin sentence and have learners complete it) • List positive adjectives that can be used to describe each student in the class and discuss how we differ one from each other. Play ring game- 'Brown Girl in the Ring', substituting 'brown girl' with adjectives listed.

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module two

Attainment Target	Video Attainment Target II	Techniques	Objectives	key vocabulary/ concepts
Successfully demonstrate motor movements which are appropriate to grade level Recognize needs and the relationship between earning a living and satisfying these needs	Assist learners in developing an awareness of the potential impact of the electronic media on their lives	Listening – learners will be listening to different genres of music and applying the appropriate body movements suitable for the age group **Role Play** act out their favourite commercial on television	After exposure to this component, learners should be able to: 1. name three different types of electronic media found in their home 2. with the aid of audio/audio visual media, use locomotor and non - locomotor movements in self-space and general space, at different rhythms, in different directions 3. express three ways in which commercials influence their lives 4. respond critically to songs aired on electronic media that	responsible family male female mother father

			influence positive and negative attitude	
			5. share and listen to each other comments	brother
			6. discuss how songs and movies can cause a negative impact on the family	sister
			7. state two ways the media influences a person's choice of occupation	
				role
				children

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module two

INFUSION

ATTAINMENT TARGET	OBJECTIVES	TEACHING/LEARNING ACTIVITY
1. Give and receive information 2. Successfully demonstrate motor movements which are appropriate to grade level 3. recognize needs and the relationship between earning a living and satisfying these needs	1. give praise and acknowledge the contributions of others 2. share two ways the media encourage you to care for your body 3. respond critically to information given through different media (sound, print, signs) 4. perform a familiar or a new song using appropriate actions to show mood appropriate to the age group 5. apply age appropriate movements to songs and rhythms suitable for their age group 6. identify the various Jamaican coins/ notes in use and the mediated slang for these notes	• learners share with their peers how they care for themselves; include : eating habits, hygienic practices, clothing, viewing and listening habits • cut and paste pictures of items used to care for one's self. • design and advertise a product that can be used in caring for our bodies e.g. toothpaste • Students view copies of posters and other forms of media and discuss the effects of the sound and pictures used to advertise events and products. • teacher provide both audio and audio visual materials (CD/DVD) to assist learners in selecting the most suitable content for their viewing and listening • discuss why some music videos are not appropriate for their age group

	7. recognize moral values portrayed by entertainers through electronic media	• create a song they believe to be age appropriate
	8. participate in group activities	• Collect specimens of Jamaican dollars. Discuss the media's role in promoting the pagan names for these monies. Paste specimens in scrap book
	9. share and listen to each other	• Have students conduct interviews on the streets to find out how many persons use these pagan names. Record the numbers for discussion.
	10. adopt and display positive morals and attitudes	• Allow students to identify the name of their favourite artiste who records songs about money. Each student should give details about an aspect of the song that speaks to money and tell if the attitude expressed towards earning a living is legitimate or unlawful
		• Suggest ways to correct the entertainer's expression
		• write/complete sentences about your favourite entertainer in class journal

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module Three

Attainment Target Term One	Video Attainment Target	Techniques	Objectives	Key Vocabulary/ Concepts
Give and receive information Explore and know about the dynamic interaction of the physical, social, emotional, mental and spiritual aspects of their lives and those of others	Assist learners in developing appropriate viewing and listening habits	**Viewing**: learners will be presented with pictures and models of electronic media for viewing View clips on electronic media eg. Television and computer/ internet **Role Play:** learners demonstrate how important it is to have regards for rules through role play	After exposure to this module, children should be able to: 1. identify types of electronic media 2. discuss the effects of electronic media on children 3. identify programmes that encourage the development of healthy social graces 4. express how commercials influence their	family media television social

| | | **Manipulation:**

learners may use clay/play dough to create their own model of an electronic medium

draw and colour electronic media

Discussion:

discuss:

the impact of media on children

the types songs and movies broadcast on electronic media

programmes that are suitable for children their age group

age appropriateness of commercials; images used in advertisement [good/bad]

likes and dislikes in media | lives

5. tell what they like and dislike about commercials

6. respond to songs aired on electronic media that influence positive and negative attitude/behaviour

7. share and listen to each other comments | physical

emotion

dynamic

mental

programme

electronic

word |

		Illustration: teacher may make illustrations where necessary.		community
				pleasant
				unpleasant
				traditional
				contemporary

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module Three

INFUSION

Unit Title	ATTAINMENT TARGET	OBJECTIVES	TEACHING/LEARNING ACTIVITY
1. My Body (part 3) Satisfying our needs	1. Give and receive information 2. Identify and respond to sounds in the environment 3. Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures 4. Explore and know about the dynamic interaction of the physical, social, emotional,	1. share their views on how the media influence the need to respect and value our bodies 2. discuss what each nutrient contributes to the body for healthy growth and development 3. state three ways we can develop healthy viewing and listening habits 4. discuss hygiene practices that	• view/listen to the media and record evidence of media influence on how we should dress and conduct ourselves in public places • Examine the way media personalities dress and conduct themselves. Assess whether they are appropriate or not and discuss. • create a list of benefits of having healthy nutrition and compare it with healthy media programmings • In groups, write

	mental and spiritual aspects of their lives and those of others	are to be followed in preparing food 5. identify appropriate unit of measure for items bought or sold 6. identify different sounds in the environment that are deemed as pleasant or unpleasant 7. write to share ideas and feelings (showing sensitivity to language) 8. show by their behaviour that they value rules set by parents and teachers 9. practice positive behaviour 10. express feelings about themselves 11. comply with rules set and home and	down and discuss the advantages of carefully selecting materials for viewing and listening, while the other group list the disadvantages. • Create a money chart showing all Jamaican dollars and coins and their aliases. eg. $100 is known as a dollar • teacher provide both audio and audio visual materials (CD/DVD) to assist learners in selecting the most suitable content for their viewing and listening • discuss why some music videos are not appropriate for their age group • create a behavioural chart and have learners monitor their behaviour • give incentives for appropriate behaviour

		school	
		12. identify specific ways in which people satisfy their need for love, trust, worship, friendship	
		13. describe two ways in which love may be expressed.	• dramatize scenes showing how needs may be satisfied
		14. participate in group activities	• Talk about ways in which the media portrays love
		15. share and listen to each other	• Story Telling – 'Anancy and the Porridge.'
		16. adopt and display positive morals and attitudes	• Have individuals retell the story then have a whole group discussion of the morals learnt from the story
			• Play the song, 'Carry mi Ackee go a Linstead Market' and allow students to sing along with the tape.
			• Ask for volunteers to try singing the said song in

			creole
			• Record students presentation and playback in class
			• making journal entries

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module Four

Attainment Target Term One	Video Attainment Target	Techniques	Objectives	Key Vocabulary/ Concepts
Give and receive information Explore and know about the dynamic interaction of the physical, social, emotional, mental and spiritual aspects of their lives and those of others	Learners should understand the positive and negative influences of electronic media on the Jamaican culture	**Viewing**: learners will be presented with pictures and models of electronic media for viewing View clips on electronic media eg. Television and computer/ internet Teacher and students create and display charts bearing electronic media.	After exposure to this module, children should be able to: 1. Identify advanced types of electronic media 2. discuss the effects of media violence on children 3. tell the difference in purpose between advertisement and programming	family media television social

		Role Play: learners demonstrate how important it is to have regards for rules through role play. Act out their favourite commercial on television. **Manipulation:** Have learners manipulate objects e.g. remote control learners may use clay/play dough to create their own model of an electronic medium draw and colour electronic media **Discussion:** discuss: the impact of media on children	4. identify programmes that encourage the development of healthy social graces 5. express how the commercials influence their choice of consumption 6. talk about the merits and demerits of electronic media 7. comment on aspects of electronic media that promotes violence among the audience 8. respond to songs aired on electronic media that influence positive and negative attitude/behaviour 9. share and listen to each	physical emotion dynamic mental programme electronic word

		the types songs and movies broadcast on electronic media	other comments	community
		programmes that are suitable for children their age group		pleasant
		age appropriateness of commercials; song used in advertisement [good/bad]		unpleasant
		likes and dislikes in media		traditional
		Illustration: teacher may make illustrations where necessary.		contemporary

GRADES 1-3 MEDIA LITERACY CURRICULUM

Subject: Integrated Studies

Module Four INFUSION

ATTAINMENT TARGET	*OBJECTIVES*	*TEACHING/LEARNING ACTIVITY*
1. Give and receive information 2. Identify, create and respond to sounds in the environment 3. Demonstrate care and use precautionary measures that reduce the risk of harm to oneself, others and the environment 4. Be aware of and appreciate the diversity of symbols, customs and practices among different groups	1. Demonstrate appreciation for electronic media in their community 2. Develop a sense of responsibility for the consequences of their actions 3. Compose musical pieces 4. Classify sounds and images as appropriate or inappropriate 5. create and depict ways of influencing others to appreciate the importance of proper use and management of the environment 6. Explain how the physical environment	• dramatize scenes showing proper care of the environment • have students generate a list of sanctions that should be applied as a result of their misconduct or harm done to the environment • teacher provide both audio and audio visual materials (CD/DVD) to assist learners in selecting the most suitable content for their viewing and listening • discuss why some music videos are not appropriate for their age group • Create a poster to show ways in which we can care for the environment • Compose a song for NEPA to be used in an advertisement which should feature the proper usage and care of the environment.

	affects the ways in which people meet their basic needs	• CLASS DEBATE – have students debate on the topic " Media encourages violence among audience"
	7. Identify cultural aspects that are uniquely Jamaican	• Have students make comparison between Reggae Music and Dancehall.
	8. Identify ways in which the media promotes retain and transmit some aspects of culture	• Tell how the J.C.D.C. and the media help to preserve the legacy of Jamaican Culture.

GRADES 7-9 MEDIA LITERACY CURRICULUM

Introduction

Electronic media surround our students: televisions and music at home and   on the school buses, computers in classrooms, internet at home and on their cellular telephones and at the libraries, and advertisements are everywhere we look. It is difficult to protect students from all electronic media; hence, the need for teachers to equip students with the necessary skills to think critically when they access, analyze, evaluate, communicate and consume information from their daily interactions with any form of electronic media.

This curriculum is an infusion of the R.O.S.E. Grade 7-9 Language Arts and Social Studies Curricula with the Grade 4-6 Media Literacy curricula for the students to become responsive to the changing nature of information in our society and the challenges of adjusting to a technologically influenced global village.

These media literacy modules are designed to facilitate the Language Experience Approach (LEA), Thematic Approach to integrate and develop Language Arts Skills, Multidisciplinary Approach, Communication Language Teaching (CLT) via Social Studies context so that teachers can encourage and practice media literacy in their classrooms.

GRADES 7-9 MEDIA LITERACY CURRICULUM

MODULE 1- Impact of Media Literacy on Self-development

Overview

The purpose of this module is to help students understand the impact of media literacy for self- development. It will cover:

- o Literacy Development
- o Types of Electronic Media
- o Definition of Media Literacy
- o Print Media

1. Literacy development is the ability to develop language art skills, view, speak, listen, read (comprehend) and write (create, design, produce) print and electronic materials that will communicate information successfully.

2. Recognizing and identify three types of electronic media

Objectives: students should be able to:

1. discuss the importance of language arts skills in today's media environment.
2. design a ten minutes video illustrating different media being used by students
3. identify different types of electronic media
4. define media literacy after collaborative group discussions
5. describe the relevance of each type of media

Teacher's Task

1. Ask students to identify the five language arts skills. Encourage student discussion about the importance of each skill in today's media environment.
2. Allow students to share at least five sentences for class participation about the importance of language arts skills and the different ways these skills are used in the media today.
3. Have students design video of different electronic media being used by students at school. Focus on the positives and negatives of all types as you facilitate discussion of the theme "my School and I". (Include smart phones and social networks)
4. Engage students in a brief discussion to construct definition for Media Literacy.
5. Use concept map strategy to elicit definition from students
6. Expose students to different samples of age and interest appropriate forms of media.

Students' Task

1. Identify language arts skills and talk about their importance in today's media environment. Then email or social network with a friend about the importance of language arts skills to media literacy.
2. Design the video around the use of at least three types of media used by students.
3. Explore the concept "Media Literacy" in groups of four.
4. Record one common idea by the group members.
5. Write class definition in note books.
6. Describe the type of media that impact positively on the self esteem of grade 7 students.

Resource Materials: Multimedia projector, you-tube internet access, laptop, print media samples (The Sunday Gleaner, The Jamaica Observer, The Youthlink, The Star, The North Coast Time, The Jamaica Herald, The Children's Own) examples of BLOGS and sample pages from Twitter and Facebook.

GRADES 7-9 MEDIA LITERACY CURRICULUM

Module 2 - Promoting Media Literacy with Heroic Characteristics

Overview:

In this module students are presented with in-depth information on how the media portray heroes/heroine and anti hero through, viewing, reading and listening.

The purpose of this module is to help students understand how the media can provide information about national heroes/heroine and anti- hero. This module includes:

- o Reading to access, analyze, evaluate and consume information
- o Four characteristics of national and community heroes
- o How the media influence selection of national and community heroes/heroine
- o Develop resistance to media influences
- o Use Thematic Approach
- o Use higher order critical thinking skills implicit in questioning, analyzing and evaluating information from each type of electronic media.

Objectives: Students should be able to:

1. use photos to construct essays about community and national heroes/heroines seen on television

2. write a letter to the Gleaner using the caption " Do Good and The Media will Follow You"

3. work in pairs with one sample of print media to identify at least three community heroes and one anti-hero.

4. identify one television programme that promotes heroic characteristics

5. participate in a BLOG about one of Jamaica's national heroes
6. design an entry for YouTube about someone you see as your hero / heroine

Students' Task/Activity

1) Have students research and create a mini-biography of their favorite movie or television star. Have them bring in images from magazines and the internet.
2) Why do they like this person? What movies or programs has s/he been in? Have students report to their class.
3) Develop a comparison chart to record similarities and differences between the persons chosen?
4) Analyse the chart to identify reasons for the popularity of these persons. Create a Facebook entry on whether or not you consider them good role models.
5) Design a criteria checklist to record the merits of electronic media in providing information about community heroes.

Resource Materials: samples of print media; television; computer; sample pages from YouTube, a BLOG and Facebook.

GRADES 7-9 MEDIA LITERACY CURRICULUM

Module 3 - Meeting Our Economic Needs by Earning a Living

Overview
This module will help students understand how the media can educate students about earning a living. It will cover:

- features and functions of three electronic media
- industry/ sector
- economic activity
- how electronic media can be incorporated into their everyday lives for goods and services
- how electronic media can help people earn a living
- use print ads to teach inferencing skills

Objectives: students should be able to:

1. discover the different uses of the internet

2. define key terms/vocabulary words

3. develop critical thinking skills for electronic media

4. use the reading and writing connection in print media

5. use the internet accurately

Students' Task/Activity – students should be able to:

1. use the internet to define the key terms – goods, services, industry, employee, entrepreneur, occupation, employment, labour intensive, gender discrimination
2. use advertisements to find job vacancies

3. categorize job vacancies according to employee, entrepreneur, traditional and non-traditional occupations
4. state the positive effects of electronic media on self-employment
5. discuss how media literacy can lead to career choice as a journalist
6. compare employment in the past with employment now and the impact of electronic media
7. read text selection and the Sunday Gleaner about career choices
8. use the Web and TV to record different professions
9. use checklist to help the students to select good role models in their profession/career of choice
10. use e-mail to request information from professionals or organizations about jobs that you are interesting
11. list jobs that are advertised with the use of all three electronic media
12. state two disadvantages of being self-employed without the use of electronic media

Resource Materials: Multimedia projector, internet access, laptop, Print media samples - The Sunday Gleaner, The Jamaica Observer, television, samples of latest use of technology in communication

GRADES 7-9 MEDIA LITERACY CURRICULUM

Module 4 - The Media and Children's Code for Programming

Overview
The purpose of this module is to increase children's awareness and understanding of the content of the media and so think critically about the programmes they view, listen and interact with.

This module covers community electronic media and consumer affairs.

Objectives: students should be able to:

1. Locate community notice boards and poster boards
2. list the goods and services on notice boards and compare them with goods and services that are advertized on the radio, television and the internet
3. talk about the types of electronic media that they prefer
4. write a report for school magazine about the effectiveness of the Children's code of Programming
5. Conduct a radio/television interview to educate peers about the music they listen as a class activity
6. Have students write comments on a grade basis to express their dissatisfaction about the types of commercials that are aired on television for clothing and drinks.
7. Have students critically analyse at least ten commercials and programmes write the specific codes that should be used for each that they can share with a television or radio station
8. Have students interview older people about programmes that they watched and listened to twenty years ago
9. Research the topics – the role of the media, function of the media and the problems encountered by the media.

10. Write a letter to any media house informing telling them how a particular programme has helped to increase your literacy level
11. Have students identify at least one radio programme about consumer rights
12. Have students write a persuasive essay "The Consumer Affairs Need to use the Media Protect the Rights of Children".
13. Have the students write an essay about the laws that protect consumers
14. Make summaries of news report item, soap opera, articles on social networks
15. Identify parts of speech in commercials

Students' Task/Activity:

1. examine print in their community

2. name items advertised on notice/poster

3. discuss the different types of electronic media that they prefer

4. critically examine and respond to effectiveness of the Children's Code of Programming.

5. educate peers about the music they listen to

6. critically analyze radio and television commercials

7. conduct informal interviews

8. carry out research

Resources: newspapers, notice boards, radio and television programmes, social networks on the internet. MEDIA LITERACY

GRADES 7-9 MEDIA LITERACY CURRICULUM

Infusion of MOE Language Arts and Social Studies Curricula

ML Social Studies	Description	Grade Level	MOE Curriculum	Theme	Page Number
Unit Title : Meeting our Economic Needs		7-9	Language Arts	How I feel about things	#34 141, 144-147
Understand the interaction between people and their environment as they exploit earth's resources to meet their needs	Integrating the Language Arts Integrating the Language Arts through reading – creole, talk about ways in which people gain attention, relate school experiences, T.V. experiences		Social Studies	Heroes and heroines	#9-11
Meeting Our Economic Needs from Print in the Environment	Literacy Development – Language Arts skills Three types of Electronic Media Print Media		Language Arts	Features and Functions of Three Electronic Media	# 85
			Language Arts	economic activity	#82

			Social Studies	How electronic media can be incorporated into students everyday lives for goods and services. Living together in groups	#86 #32
			Languag e Arts Social Studies	How electronic media can help people earn a living Key Vocabulary Concepts categorize job vacancies according to employee, entrepreneur, traditional and non-traditional occupations.	36 - # 6 #96

Positive effects of electronic media on self-employment			Social Studies	Compare employment in the past with employment now and the impact of electronic media -	98 #1 & 7 102 # 4-5
Community media, electronic media and consumer affairs			Language Arts	Community notice boards	# 88-89
Types of media			Language Arts		90 Item # 3
Children's code of Programming			Language Arts	Noises in the community	89
			Social Studies	Consumer Affairs	111-112 item #4
Merits of electronic media Media violence			Language Arts	Role of the Media	#78
			Language Arts	Writing for different purposes	55

GRADES 7-9 PRACTICAL TRAINING PROGRAMME

Overview

The following is the framework for a proposed media literacy training programme that targets students 12-19 years old. Given the possible challenges of finding space within the existing curricula to accommodate a media literacy activity, it is recommended that the Media Literacy Training Programme be approached as an extra curricula activity, perhaps the creation of a "Youth Radio Club". This format, it is proposed, would create an enhanced learning environment with excellent potential as a mentorship tool.

At the end of the programme, students will be competent to:

1. Create a radio programming mission statement;

2. Create radio content in keeping with the station's stated mission and

3. Better understand the effects of media on children.

The proposed learning model uses a series of role plays, games and reflection activities to achieve learning objectives. It is also proposed that the Youth Radio Club, if that idea is engaged, also include at least two committed teachers to guide the process as mentors. These teachers would first have participated in a Train the Trainers Workshop.

None-the-less this framework is adaptable and self-contained. It can therefore be tailored to suit the clients' parameters.

LEARNING ACTIVITIES

Exercises to facilitate students' critical analysis of:

- How children are portrayed in the media;

- How the media influences values, perceptions and attitudes of children;

- The broadcast code and children

- Why they want to have a radio station/radio programme

- The objective of the radio station/radio programme

- Brainstorm ideas about types of features/programmes, that would fulfill the objectives of the radio programme/radio station

THE PRACTICAL RADIO SKILLS' LEARNING COMPONENT ENCOMPASSES THE FOLLOWING BROAD AREAS:

Confidence Building

- A series of interactive word, song and body language activities that facilitate camaraderie and team building. These exercises are also intended to create a safe learning environment for students.

Radio Presentation

- To help students speak naturally in their own voices. Presentation sessions will include voice exercises to help students achieve correct breathing, improve their enunciation and delivery as well as learn professional radio presentation techniques.

Writing for Radio

- These sessions will encourage students to write their own stories, from their own perspectives and in their own voices. Learning activities will include: how to write for the ear; use words to create pictures and find "hooks".

Listening Skills

- How to be an active listener; listening for key-words; changes in tone and facial expression and focusing skills.

Interviewing Skills

- Children (should) understand their right to ask questions and share information as long as the information is not damaging to themselves or to others.[1] In these sessions, students will develop their interviewing skills through games and role play exercises through which they learn how to plan questions, arm themselves with adequate research, and tips for recording in the field.

Radio News

- Understanding news; creating your own news; news writing for radio; recording and editing reports on a pc

Radio Roles

- In these sessions students will understand the roles of members of the team and explore the areas that best suit their talent. The includes programme/station management; journalism, music librarianship, production and presentation.

---

[1] UN Convention on the Rights of the Child

MEDIA MENTORSHIP PROGRAMME

MEDIA MENTORSHIP PROGRAMME

TERMS OF REFERENCE

Background

The Broadcasting Commission of Jamaica has embarked on the second phase of a Media Literacy Project (MLP) which the Commission launched with the help of UNESCO in 2007. The first phase included the development and testing of print and video training material for use in the instruction of Jamaican teachers and primary school children on matters regarding media literacy. The second phase of the MLP will involve utilizing the training material across a wide range of grade levels from primary (grade 1 level) through to the junior high school (grades 7 to 9). The second phase of the MLP will also include the production and distribution of media content by students.

Specifically, the second phase of the Broadcasting Commission/UNESCO Media Literacy Project is divided into three major successive sections:

1. Curriculum Development: This section will result in the creation of teachers' manuals and media training curriculum for students.
2. Training: This section will provide training for teachers and students in five pilot schools.
3. Practical Implementation: This section will lead to the creation of video training material and workbooks; the establishment of low-power radio stations in five pilot schools and the implementation of the MLP in 45 (30 primary and 15 secondary) schools.

In order to achieve the successful implementation of low-power or simulated radio stations in five pilot schools, the MLP will, among other strategies, employ a

mentorship programme to provide support to the students and schools. The mentorship programme will rely on voluntary service of media practitioners and professionals associated with commercial and community-based electronic broadcasting entities in Jamaica to offer guidance to five identified pilot schools as they establish radio stations within the schools.

Goals and Objectives

The Broadcasting Commission/UNESCO Media Literacy Project is seeking to engage the participation of interested media entities and/or media practitioners/professionals acting independently of or associated with established media entities, hereafter referred to as "media mentors", to support the overall goal of helping Jamaican primary and high school students and teachers improve their media literacy skills.

Specifically, in this pilot phase in the five schools, the objective of the mentorship programme component of the MLP is to assign at least one or more media mentors to five identified junior high schools to act as mentor for a group of approximately 2 to 3 teachers and approximately 20 to 30 students in each school during a specified period of time, in order to promote a critical understanding and appreciation of how an electronic media entity (specifically a radio station) is operated.

Activities and Responsibilities

As participants in the mentorship component of the MLP, the media mentors will be charged with the responsibility of doing the following activities:

- meet with groups of students and teachers on a scheduled basis (weekly or monthly) during the academic school year (September to June) and/or summer months (July and August);
- react to ideas generated by students and teachers pertaining to media content creation as well as management of the dissemination of that media content through an identified media channel (radio station, or other channel e.g. online/web-streaming/podcasts or school's public address system);
- offer concrete feedback on the feasibility of the ideas regarding media programme content and dissemination, broadcast schedules as well as actual programmes or any aspect thereof created for broadcast;
- observe the teachers and students as they operate the electronic media channel and offer feedback on the media production and management process;
- facilitate activities designed to improve the students' and teachers' experience in working in an electronic media setting;
- assist in establishing a structure or utilizing any existing structure (clubs, media literacy classes or other grouping) and infrastructure (low-power radio station equipment, computers, internet access) within the school environment to ensure the sustainability of the operation of the electronic media channel; in particular the mentor could assist establish the actual radio station/media entity, by collaborating with the Broadcasting Commission, UNESCO, other donors and the school administration.
- assist in identifying and providing opportunities for the students and teachers to visit at least one electronic media entity;
- act as a resource person who can be called upon for advice on matters regarding the operation of the electronic media entity;
- perform any other tasks which could be beneficial to the achievement of the overall goal of the Media Literacy Project.

The mentor will conduct him/herself at all times in a manner which is conducive to that of a school environment and in the spirit and letter of the Child Care and Protection Act.

Scope of Work

The media mentor is expected to meet with groups of students and teachers who are directly involved in the operation of the school's radio station/media entity throughout the school year and/or throughout the summer depending on the operating schedule of the radio station/media entity.

The meeting should take place during a time period and at a place convenient to both the mentor and the students/teachers. Ideally, the mentor should visit the school's radio station/media entity but it is hoped that there will be opportunities that the mentor will accommodate students/teachers in a specially arranged visit(s)/field trip(s), where possible.

The media mentor is not expected to:

- manage the radio station/media entity or create the content for the radio station/media entity.

- personally fund any activity associated with the operation of school's radio station/media entity.

The mentor is expected to guide, facilitate, encourage, inspire, and motivate teachers and students to sustain the successful operation of a media entity/radio

station utilizing such resources/contacts that are available which could assist in the areas of guidance, facilitation, encouragement, inspiration and motivation.

Orientation, Supervision and Reporting Responsibility

The media mentor should be sufficiently experienced in media to manage without direct supervision regarding matters of media production and dissemination. However, upon deciding to participate in the mentorship component of the MLP, the Broadcasting Commission/UNESCO will host an orientation exercise for mentors at the start of the school year to review issues relating to:

- being an effective mentor for grades 7 to 9 students and teachers;
- the overall goals and objectives of the Media Literacy Project;
- as well as any other topic relevant to the programme.

The mentor can report any concerns regarding the mentoring process directly to the Mentorship Component Coordinator. While regular meetings with the Broadcasting Commission are not required, the mentor can feel free to share feedback on the experience with the Commission at any time throughout the school year.

The Broadcasting Commission will endeavour to provide any necessary administrative support for mentoring activities.

Desired Outputs and Deliverables

The media mentor will not be expected to produce specific outputs and deliverables associated with the media entity. However, as a media mentor for a school, it is hoped that the mentoring process will contribute to the sustainable

operation of a radio station/media entity, managed by students and teachers who are highly motivated and demonstrate a clear understanding of the operation of a radio station/media entity through the performance of specific duties that they would have learnt through the training and curriculum development phases of the overall project.

Qualifications

The media mentor should possess:

- at least five years experience in electronic media production, management or operation; and
- demonstrable capacity to work with grades 7 to 9 students and teachers.

Duration

Once assigned to a school, the media mentor is expected to serve in the programme for at least one full school year (September to June) with the option of continuing to serve in the summer months depending on radio station/media entity operating or broadcasting schedules. The media mentor also has the option of continuing to serve in the mentorship programme at the same school or a different school in subsequent years depending on the expansion of the MLP to other schools beyond the five pilot schools and depending on feedback from the school with which the mentor was associated.

Remuneration

The mentorship component of the MLP is voluntary service. An honorarium will be made available to mentors who desire to access this benefit.

CURRICULUM FOR STUDENT TEACHERS AND IN-SERVICE TEACHERS

CURRICULUM FOR STUDENT TEACHERS AND IN-SERVICE TEACHERS

COURSE NAME	**INTRODUCTION TO MEDIA LITERACY**
COURSE CODE	
YEAR	**2**
SEMESTER	**1**
NO. OF CREDITS	**1**
NO. OF HOURS	**18**

COURSE DESCRIPTION

Media Literacy Education is vital in today's world, as students are readily accessing and using a variety of media. Media is used to indoctrinate, educate, entertain, and is now a powerful form of socializing. Students today are more aware of what is happening in our global village as just by a click (on the Internet or on their cellular phones) information, music, images and videos are available to them. Students are also influenced by the fashion they see, the advertisement they view and hear, the stereotypes portrayed by the media e.g. body images, sexuality, gender and race.

With these factors in mind this course was created. The main aim is to introduce, expose and educate teachers-in-training and in-service teachers to aspects on media literacy education, so that they will in turn be able to help their students develop critical thinking skills that will enable them to make informed decisions.

COURSE OBJECTIVES

By the end of this course teachers-in-training and in-service teachers will be able to:-

- Explain the relevance of media literacy education

- Examine aspects of media students are exposed to and their impact on their thoughts, thinking and way of life

- Examine various media literacy initiatives, and their importance on

- Investigate the power of persuasion of advertisements and how they influence people's thinking

- Investigate how media influence popular culture

- Develop unit plans and integrate these within aspect of the revised early childhood and primary curricula

- Deliver a workshop to parents

UNIT 1

NO. OF HOURS: **3**

UNIT TITLE: **Introduction and Relevance of Media Literacy**

- Definition of literacy

- Types of literacy e.g., family, technology, media, health

- Definition of media literacy/media literacy education

- Types of media

- Importance of media literacy in today's school e.g. the effect of media on academic performance, socialization

CONTENT

1. Literacy must be reframed to expand the definition of a text to include new modes of communication and popular culture to enhance our critical analytical processes to explore audience reception, learn to critically read media texts, and aim at social justice, as well as grasping the political, economic, historical, and social contexts within which all messages are written and read, (Kellner & Share, 2006).

2. To the domains of reading, writing, and traditional print literacies, one could argue that in an era of technological revolution educators must develop robust forms of media literacy, computer literacy, and multimedia literacies, thus cultivating "multiple literacies" in the restructuring of education, (Kellner & Share, 2007).

3. Media literacy, "the ability to access, understand, evaluate and create media content" (European Commission, 2007), is therefore viewed as a vital skill for a healthy democracy.

4. UNESCO states that their Media Education Programme "seeks to establish new ways by which all members of society, but especially young people, can actively participate in the political and cultural life of the general community through the media" (UNESCO, 2007).

ACTIVITIES

1. Discuss influence/impact of the media (positive and negative) on the society e.g. music, language – oral and written, clothing, culture in general – violence, sex, portrayal of body image, the 'bling' culture and privacy

2. Investigate and make report on types of literacy

3. Research on media literacy and types of media

4. Investigate and make comparison between past and present media available to Jamaican children

5. View and discuss module 1 video (Broadcasting Commission – media literacy project)

6. Discuss the extent to which teachers are media literate

7. Discuss the role of primary and early childhood teachers in the teaching of media literacy

UNIT 2

NO. OF HOURS: **4**

UNIT TITLE: Education vs. Censorship

- The audience (Readers, Listeners and Viewers)

- Programme rating process (including the rating symbols)

- Relevance of rating and censorship

- Role of the Broadcasting Commission

- Media Literacy Initiatives (e.g., UNESCO, Children's Media Literacy Pilot Project with Joint Board of Teacher Education and The Broadcasting Commission of Jamaica)

- Keeping teachers informed

CONTENT

1. Media Literacy is concerned with teaching learners how media cater to different audiences. Understanding audience needs helps producers decide on the content and delivery of messages. Blumler and Katz, in their 1974 study (cited in O'Sullivan, et al., 1998), found that watching television fulfilled four needs: it was a form of escapism or diversion from everyday pressures, a basis for socializing with other viewers, a channel for exploring personal problems by identifying with certain characters, and a source of information about real-world events.

ACTIVITIES

1. Investigating Social Network/Media – e.g. Face book, Hi 5, You Tube, My Space (debate "Networking Cites - tool or nuisance in school")

2. Visit and interview personnel from Broadcasting Commission and media houses and make report

3. View and discuss module 2 & 3 videos (Broadcasting Commission's Media Literacy Project)

4. Debate – topic "Censorship or Education"

5. A look at some Media Literacy Education Initiatives

6. View/discuss television programmes e.g. comedies (Family Guy), cartoons and their influence on peoples thinking

7. Find articles that relate to media, media changes, censorship for discussion or debate

UNIT 3

NO. OF HOURS: 3

UNIT TITLE: Advertisements in the media

- Developing critical thinking/reading e.g. identifying propaganda techniques, persuasion, questioning and making valued judgements/informed decisions

- Consumer education and advertisement

CONTENT

- Today's children are quite 'ad-conscious'. They can recognize as well as distinguish between several brands and are quite savvy about all the advertisements that they are exposed to.

- Statistics have shown that kids provide a better and a richer market for a product. Several ad-makers thus directly aim to a kid's psyche and sort of make them interested in that certain product. Some of the points to teach the kids about ads and promos are as follows:-

- There are many corporations that properly research fantasies and fancies of a child so as to understand what techniques would absolutely affect them. If a product's advertisement includes an animated character that kids like, a child watching that commercial would immediately be attracted to that certain ad. The child learns about the product through this advertisement through a kind of 'play while you learn'.

Source online : "Teaching Kids about Advertising and Promotions"

ACTIVITIES

- View and discuss Module 4 video (Broadcasting Commission's – Media Literacy Project)

- Examine propaganda techniques and the importance of developing critical thinking so as to be able to make informed decisions

- Create advertisements for class critique

- Research on consumer education for class presentation

UNIT 4

NO. OF HOURS: **4**

UNIT TITLE: **Integrating Media Literacy with the curriculum**

- Disciplines that media literacy can be integrated with e.g Language Arts, Social Studies and Mathematics

CONTENT

The Revised Early Childhood Curriculum – 4 and 5 year olds

The Revised Primary Curriculum – Grades 1-3, 4, 5 & 6

ACTIVITIES

1. Learning Using the social media/network and You Tube

2. Integrating educational programmes e.g. Nick Jr., Disney, National Geographic and TLC, stories in the newspapers

3. Create unit plan (Must integrate different forms of media and material produced by JBTE and BCJ. Must also include information on persuasive techniques used in advertisements and how to identify facts from opinion. Must also have activities and information on rating.)

UNIT 5

NO. OF HOURS: **4**

UNIT TITLE: **Involving Parents in Media Literacy Education**

- Educating parents on media literacy (monitoring media content that children listen to and view)

- Planning a Media Parenting Workshop

CONTENT

- Media education begins at home

- Children risk poor grades and behaviour problems by spending too much time with TV and radio

ACTIVITIES

- Discuss handout on performance and behaviour (Broadcasting Commission and Dr. Samms-Vaughan)

- Access articles and web-sites that provide information for parents on media education (for both early childhood and primary age children)

- Coordinate, produce information, pamphlets/brochures and conduct workshop/seminar

MATERIALS

Videos produced by Broadcasting Commission

Information from UNESCO

Online articles

ASSIGNMENTS & ASSESSMENTS

Method of assessment: Course work only

Number of Pieces   2

Possible Assessments

1. Parenting Workshop/seminar for a PTA or Parenting Week

2. Develop Unit Plan and Micro Teaching

3. Create Advertisements using various propaganda techniques

4. Critiquing movies/television programme/advertisements

5. Research

WORKBOOKS

Grades 1-3 Workbook

Grades 1-3 Workbook: Module One

1. What is your name?

    _____

Copy and complete these sentences to make a story about YOU.

- **My name is** _____
- **I am a** _____
- **I love to watch** _____
- **My favourite song is**_____

2. Draw and name two types of electronic media found in your home.

_____   _____
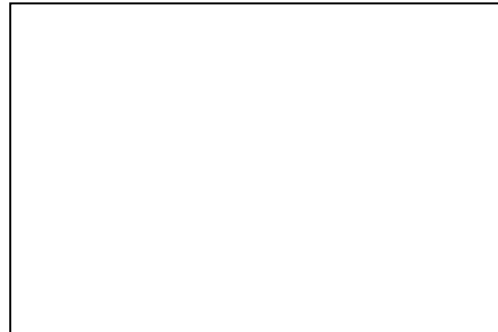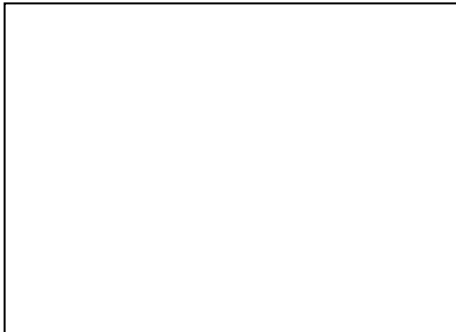
3. Match each picture with its correct name.

TELEVISION

RADIO

4. Fill in the missing letters to complete the name of things found in the home.

a) R___ D___O

b) T___LEV___SI___ N

5. Complete the following sentence.

My favourite T.V. programme is

_____

6. Circle the letters you would usually see in a programme advisory.

A   E   PG   F R   T   M

7. Draw and colour the letter that indicates a programme that is suitable for your viewing.

8. Which face would look like my teacher if she sees me watching a TV show that is right for my age.

Grades 1-3 Workbook: Module Two

1. Circle the pictures that show how a person cares for one's self and write what the person is doing in each.

_____

_____

_____

_____

2. Why should parents care about what their children view and listen to?

_____
_____
_____

3. What five rules you should remember when watching T.V. and listening songs played on the radio?

_____
_____
_____
_____
_____
_____
_____
_____

4. Write two reasons people advertise.

_____

_____

5. Which poster would you stop to read? Why?
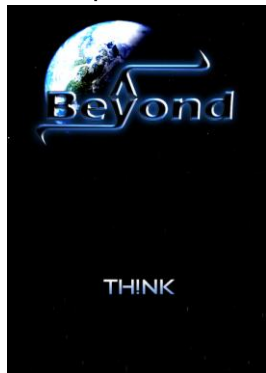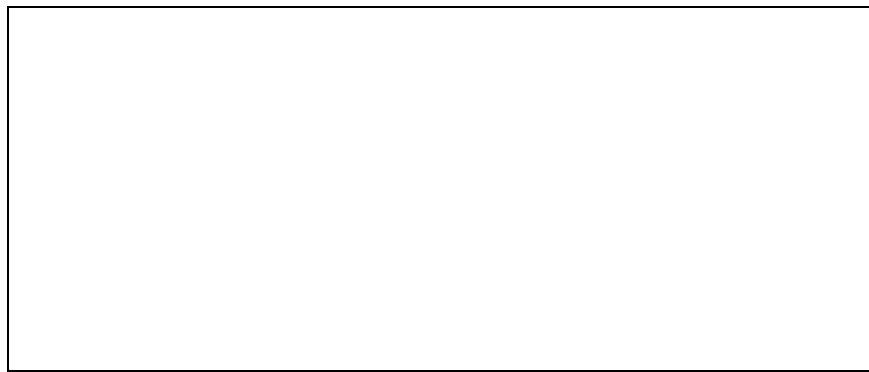
(a)   (b)   (c)

_____
_____
_____
_____

6. Design a product of your choice. Use cardboard and other materials to create the product. Display and speak about your product in a show and tell session.

7. Create a poster to advertise the product you have designed.

Grades 1-3 Workbook: Module Three

1. What five rules you should remember when watching T.V. and listening songs played on the radio?
   1. _____
   2. _____

   3. _____
   4. _____
   5. _____

2. Which symbol is displayed to indicate programming suitable for family viewing?
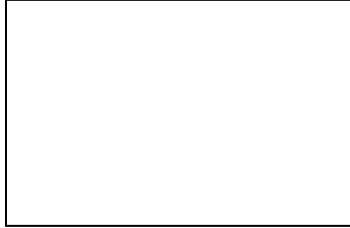
3. What does PG stand for?

_____

4. Use the table below to liken Healthy Diet to Healthy Viewing/Listening

Healthy Diet	Healthy Viewing/Listening

5. Identify a song that encourages negative behavior and change the negatives with more positive words to make it suitable for listening by children your age group.
(group work)

6. **MEDIA SCRAMBLE**

MAIED   _____

LETVISEOIN   _____

ADIOU   _____

RDIAO   _____

PRGOMMREA   _____

GP   _____

ADUINEEC   _____

Grades 1-3 Workbook: Module Four

1. Draw and name three types of advanced electronic media.

_____   _____   _____

2. Write three ways in which violence in the media can affect you.

_____
_____
_____
_____
_____

3. Create a poster to advertise an item that you like.

4. Write a jingle for your favourite family movie.

5. Why do you think advertisers use colorful images and catchy phrases to advertise?

-
_____

_____

_____

_____

_____

6. Identify a song that encourages negative behavior and convert it to make it suitable for listening by children your age group.

7. Write a letter to the Broadcasting Commission to complain about a TV station that aired an 'R' rated movie during family viewing time.

Grades 4-6 Workbook

Grades 4-6 Workbook: Module One

Name: _____

Instruction: Look at these pictures of the different forms of electronic media and answer questions 1-4.

1. What forms of electronic media are you exposed to?

   _____

   _____

2. Which form of electronic media do you interact with for at least one hour daily?

_____

3. Which form of electronic media are you influenced by?

_____

Why?

_____

_____

_____

4. Which electronic media do you ignore?

_____

_____

Why?

_____

_____

_____

5. How television programmes with violent and adult content can affect children's behaviour in school and their community.

_____

_____

_____

_____

_____   _____

6. Describe one television, radio or internet programme/advertisement

   that should not be aired.

   _____

   _____

   _____

   _____

   _____

   _____

   _____   _____

7. Write an email telling your friend how electronic media influence the
clothes you wear, the food you eat and the music that you listen to.

Grades 4-6 Workbook: Module Two

Name: _____

Instruction: 1-5 Complete the passage by writing the most suitable word in the spaces provided.

media violence   **audience**   **industry/sector**

economic activity   **electronic media**

_____ is very important to any _____ in Jamaica and the entire world.

Advertisement is an _____ that takes up twenty five percent of programming time. Programmes are designed with different _____ in mind to avoid _____.

6. Find the different drinks and food that you eat that are advertised on the radio and the television using the find-a word puzzle.

Types of Food and Drinks

```
C V Z Q P O L R U G C T K D T
Z E N Z R Y W I H A S P X V G
W Z R U E B E L T F U C K A S
O R Z E J T X G F U S A D O S
Z V U N A M T U V C N Y T S C
 V I V K M L Y I S A U S A G E
L J R E P P O H W N I F W A T
B C M X O A I C H F L R W Z P
K L I M X O B Q X Z V S B M X
C H I C K E N S A N D W I C H
G I U W O R A N G E J U I C E
J H U T F E E B D E N R O C O
E G D I R R O P L A E M R O C
H C J E S G O N M T T O W F G
 T N V N E K C I H C D E I R F
```

BOX MILK	CORNMEAL PORRIDGE
BURGER	FRIED CHICKEN
CEREAL	ORANGE JUICE
CHICKEN SANDWICH	SAUSAGE
CORNMEAL PORRIDGE	SODAS
CORNED BEEF	

7. How can the media educate you about clothes and food without giving you false information?

_____

_____

_____

_____

_____

_____

Use the cartoon below to answer questions 8.

8 (a). Suggest one harmful programming that the boy may be viewing.

_____
_____

(b).Draw a cartoon to illustrate your response if you were caught watching any form of harmful programming.

9. Use six adjectives to describe how you feel after watching a movie, music

video or any programme with violence and adult scenes.

_____   _____

_____

_____   _____

_____

10. Create two posters illustrating elements of harmful programming as well as approved programming. Your poster should encourage persons to select safe programming or remind them of the benefits.

Use the 'G', 'PG', 'A' and 'X' to guide your production.

Grades 4-6 Workbook: Module Three

Name: _____

1. Instruction: Use the find-a word puzzle to find the different uses of the internet.

<u>Uses of the Internet</u>

```
O O J S I O B Q P S D F W I U I Q R
U G E O O Z L A L B H J T R N G X C
G V Q S V C G G U L I D J Z Q E T Z
R N D W E E I T X O S J E W C C P V
J P I G S D G A L G V M B R C X L A
T N A C Z I N Z L S S X E D F D S B
X C W R N W I G A W U M V S S R X H
R A Q D X E K R F T M K W N F D Q W
P A Z X M R R H K O D Q Z T Y A U S
D C L X M R O E C S T R E A M I N G
E L Q Y S L W E F G B P E A W Y X P
H N R T M O T I A N A N D Q G R F F
N Z B O D C E W E G O V U J X Q P R
E E M K W J N X D A A C X P M C H S
W L S J A F P J A M M W E J E L C S
L U Q M C C M C A H E G D L L G P N
I Z S O L I A M E L H D Q K E Y U A
J B S U U T T H N E Y Q Z P S T P R
```

BLOGS
E-COMMERCE
EMAIL
NETWORKING
PAGES
SOCIAL
STREAMING
TELECONFERENCING
WEB
WIDE

WORLD

2. Give two reasons for using the internet?

_____

_____

3. The sales representative of a shoes company wishes to communicate the sales figures to his supervisor at another location. List three ways in which he can communicate his message.

_____

_____

_____

_____

4. If your community should have a media free day, which form of electronic media   would   you   miss?

_____

Give   the   reason.

_____

5. What effect would a media free day have on radio and television stations?

_____

_____

_____

6. Illustrate the scene at school on a media free day and use at least six adjectives to describe it.

_____

7. Write a composition to describe life without electronic media.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

8. What is a programme advisory?

_____

_____ _____

(b) What is the importance of programme advisories?

_____

_____

_____ _____ _

9. Write the meaning of the following programme advisories.

G:

_____

PG:

_____

A:

_____

X:

_____

10. What problems will the teacher experience if children spend too much time with internet, radio and television?

_____

_____

_____

_____

_____

Grades 4-6 Workbook: Module Four

Name: _____

Instruction: Write your answers on the lines provided.

1. How can you make smart decisions about the programmes that you watch, listen and interact with?

_____

_____

_____

_____

_____2. Do you get a chance to think for yourself during and after watching or listening to an advertisement? If yes, explain. _____

_____

_____

_____

_____

3. Think about an advertisement that advertises food.

Write five words from the advertisement that convinces you to buy the food.

_____

_____

_____

_____4. Look at the illustrations.

Which item would you buy and why?

_____

_____

_____

_____

5. Write one advertisement that you know by heart that has a positive message for children.

_____

_____

_____

_____

_____

6. Create a simple advertisement about a product of your choice to be advertised on the electronic media.

_____
_____
_____
_____
_____

7. Write a letter to the company telling the manager how he or she can make a profit without causing any negative influence on children's viewing.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. Name three ways in which electronic media can help you learn more about your environment.

(i)_____

(ii)_____

(iii)_____

_____

9. List two steps you can take to empower yourself against media violence.

10. Be creative and design an advertisement to attract students to think about the negative influence that electronic media have on them.

Grades 7-9 Workbook

Grades 7-9 Workbook: Module One

Instruction: write a word or phrase on the lines provided to complete the statements below.

1. Life would be _____ and _____ if there were no television, no computers, no internet, no telephones, no newspapers and no cell phones.

2. School would be different in this environment because

   _____

   _____

   _____

   _____

3. How would you entertain yourself if there were no electronic media at home or school?

   _____

   _____

   _____

   _____

4. _____ is an alternative to keep in touch with friends and family if there are no electronic media.

5. Create a notice to inform your peers that they will not get any news and information for one week and the different media that have been affected.

6. What are the pros and cons of electronic media?

_____

_____

_____

_____

_____

7. State one advantage of literacy development on media literacy.

_____

_____

8. Why are media literacy skills important for academic success?

_____

_____

_____

9. Will print media become obsolete? State the reason for your answer.

_____

_____

_____

_____

10. How can electronic media influence your ambition/career goals? Give reason(s) for your answer.

_____

_____

Grades 7-9 Workbook: Module Two

Instruction: Complete the worksheet by writing the most suitable answer on the lines provided.

1. Present a class debate, "Be it resolved that electronic media are effective in promoting Heroes Day".

2. Research the lives of Jamaica's seven National Heroes and their contribution to national development. Use one form of electronic media to present the information in groups in 60 seconds.

   State the reason for using the medium used.

3. Give the name of three national awards that are presented on National Heroes Day to recognize people's contribution to nation building.

   _____
   _____
   _____
   _____

4. Compare and contrast national hero and anti hero using a table format.

National Hero	Anti - Hero

5. Name two characteristics that you need to have to be a community or national hero/heroine?

   _____
   _____

6. Write a letter to the editor of Youth Link explaining how your environment has influenced your heroic characteristics.

   _____
   _____
   _____

7. Which television programmes have influenced your heroic characteristics?

   _____
   _____
   _____

8. Write a short biography about your community hero

9. Create an advertisement for students to recommend individuals from their community to be recognized as a community hero? Name five characteristics that they should have.

10. Find the adjectives below that are used to describe your class hero.

Adjectives for Class Hero

E   L   B   A   I   L   E   R   L   K   V   O   C   J   G

L   H   J   K   C   N   Q   C   Q   U   B   R   I   M   N

J   N   V   A   V   G   N   J   O   P   F   U   S   M   I

K   H   C   S   H   Z   L   O   U   I   I   P   F   G   R

M   A   K   R   A   X   F   N   F   V   L   X   L   P   A

J   R   Y   I   U   X   C   H   O   Q   W   D   B   E   C

E   D   F   J   T   T   Z   J   P   N   T   F   U   V   H

G   W   O   L   U   W   K   Q   T   K   I   N   D   U   M

U   O   W   A   G   Y   E   A   A   J   I   J   N   O   S

O   R   L   C   Q   H   E   N   L   G   U   H   L   N   H

C   K   M   G   Z   N   O   W   C   O   W   Z   Z   P   R

Y   I   C   H   V   I   T   G   N   N   P   Z   V   M   H

C   N   C   D   F   C   B   J   J   K   X   S   V   M   P

J   G   D   F   P   X   C   V   S   Y   T   P   I   O   U

F   R   D   U   G   L   K   J   S   X   W   U   C   T   I

CARING   HARDWORKING   HELPFUL
KIND   NEAT   PUNCTUAL
RELIABLE

Grades 7-9 Workbook: Module Three

Instruction: write a word or phrase on the lines provided to complete the statements below.

11. Earning a living helps us to meet our _____ needs.

12. Who is an entrepreneur?

_____

_____

The government of Jamaica has decided to license all tax payers effective March 15, 2011. One radio talk show host took to the streets to interview different persons to find out their job descriptions. He interviewed a food technologist, pharmacists, entertainers, teachers, nurses, doctors, vendors, shopkeepers, store managers, clerks, auto mechanics, farmers, cooks, baby sitters and bankers.

13. Place the different job descriptions into employed and self-employed and under private or public sector.

14-16. "**Hat Debate**"

A song will be played using a tape recorder while a small straw hat is passed around with the following questions. When the song is stopped the student with the hat will select a question and answer it.

14. What direct effect do electronic media have on the success of goods and services?

_____

15. Which form of electronic media impacts electronic media unemployed individuals._____

16. In what ways can electronic media assist school drop-outs emotionally and financially?

17. Use a table to compare and contrast self-employment and employment.

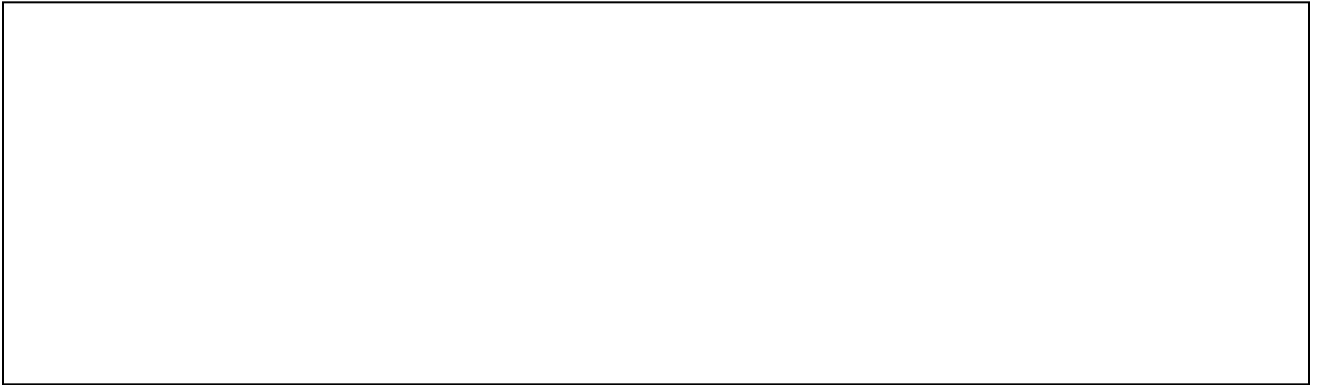| Self-Employed	Employed

18. List five ways of earning a living through self-employment with at least one form of electronic media.

19. How do electronic media lessen labour intensive work?

20. Email a company expressing your desire to work for that company.

Grades 7-9 Workbook: Module Four

1. Prepare an advertisement for a product of your choice – affixes (Prefix and suffix)

2. Use compound words to create a short comic story for The Sunday Gleaner.
3. Write five advantages and disadvantages of cable television.

4. Write six functions of the internet for academic development.

5. List six ways that the media can help with career your choices.

6. Conduct a survey with your school mates about the influence of the Children's Code of programming.
7. Write an article for the school's magazine highlighting the effectiveness of the Children's Code of programming.
8. Conduct a radio or television interview to educate your classmates about the music they listen to.

9. **A poster competition!** Select a commercial of your choice that you think is appropriate or inappropriate. Create a poster and give an oral presentation about your selection.

10. Write a commercial from the radio or television and list the parts of speech that you can identify.

11. Choose a popular media programme and identify two different persons to interview about the appropriateness of this programme for consumption by early teens. Compare their views and present the result of your comparisons to the class.

VIDEO SCRIPTS

Grades 4-6 Video for Module 1

Objectives	AUDIO	VIDEO
After exposure to this module, children should be able to:	*This video is produced by the Broadcasting Commission with assistance from the Ministry of Education and funding from UNESCO.*	Opening montage
• understand the concept of electronic media and identify various forms	*(Child's voice) One of these things is not like the others. One of these things is not the same as the others. One of these things is not like the other. Which is the odd one out?*	A listing of items appear on screen
• identify whether programmes are informational, educational or entertainment	*(Group answers) The television.* Repeat including radio as the difference….	Listing to include radio as substitute to TV

• make statements which show that they understand that electronic media content is mediated.	Group answers: Radio! **Host:** Are we ready to explore the world around us? **Children**: Yes, we are **Host**: Are you ready to talk about things that are different? **Children**: Yes, we are! **Host:** So then, let's hit the road… All the objects, identified are things we can eat… **Child:** … except for television	Host on set with a group of children…MS to MCU

	Child 2: …and radio…	
	Host: Yet, in some ways television is like food.	
	Child: Food? Television?	
	Host (chuckles): I am not saying that we can eat the television. I am talking about what comes out of it and goes into our minds as we watch and listen.	
	Child: Oh!!!!	
	Host: In the same way that our bodies need food, our minds need to be fed with information and opportunities to figure out things so that they can function well and television and radio and other	

	media sources of information do this for us **Child:** Yes, Miss says Sounds, words and pictures help to make us use our brains to think, and help to influence how we act or think about things. Especially the sounds we hear on radio and the pictures we see on television…. **Host:** I tell you what; let's go on that tour I promised you…. **Children:** (prancing about happily) Yeah…we are going on a tour…we are going on a tour…we are going on a tour…… SFX	

	The children are allowed to ask questions and make their own statements as the "tour" unfolds….	LS of children and host arriving at the RJR Communication group… fast forward their entering building and passing through different offices and end in television studio and control area….
	Host: Everything that you see and hear on the television and everything that you hear on radio is called programming.	
	Guest: I am the Programme Manager here at this station and just like things that we eat can be sorted into groups - food from animals, fats, oil and so forth, programming, can be sorted into categories - information, education and entertainment.	MCU of Host
	Child: Inform, educate, and entertain!	CU of girl
	Guest: Some programming on electronic media gives us information. That is some radio and television programmes tell us about things that are	

	of interest or are important for us to know.	
	Child: Inform educate entertain!	
	Guest: Take a look at this example that I am going to ask our technical operator here to play for you…	
	Audio for clip	Video clip of the Forestry department video "You are Tree"
	Guest: What kind of programme would you say that is?	
	Girl: Information	CU of boy
	Boy: Some programmes educate us by giving step-by-step instructions on how to do something or by giving a lot of detail about something so that we learn about it.	

	Video clip	Video taken from a 'Cable in the Classroom' programme.
	Child: I like educational programmes….do you like educational programmes?	CU of girl.
	Children: Yes, we do!	
	Child: Educational programmes make learning easier because they give information in a fun way…	
	Child: …and in an easy to understand way….	
	Audio for clip	Video insert of dancers Host.
	Girl: That programme is for entertainment…	

	Child: That's easy….Entertainment programmes make us feel good; it makes us laugh or cry, feel excited or scared. **Child** (in ghostly manner) Booooooooooooo!!!!! *They all laugh* Audio for clip **Guest:** Now, who wants to play the programme game with me? Video insert programme type 1	Video clip describing in detail the steps of the ska (dance)

	VO: What type of programme is this??	
	(Children VO) Education	
	Video Insert programme type 2	
		Assorted video of radio station end with announcer in studio reading flight information.
	Guest VO: And what type of programme is this?	
		MCU of host
	Audio for clip	
	Audio insert for video	
	(VO) This bit of programming tells us the time at which planes will be arriving and departing at two of Jamaica's international airports, so its main	

	purpose is to (pause)…	
	Children: (confidently) give information!!!	
	Child: Who decides if a programme is to inform, teach or entertain?	
	Guest: That is the job of the person creating the programme putting it together using pictures and or sounds in a way that helps us understand what it is about. In some ways, making a programme for television or radio is like putting the parts of a picture together.	
	Audio: soft music	
	(Host) These drawings by children were all around the theme: "When it rains". Yet, as you can see,	

	each picture is very different. A similar thing happens with programming. Two radio or TV programmes, even when they are about the same things, will never look alike because different people created them. The people who create programmes for us to watch or listen to decide what is important for us to see and hear. They decide what pictures they think we should see and decide what words we should hear and who we should hear them from.	Graphic and assorted shots depicting various broadcast production activities
		Shots of children's drawings
	Of course, just because something is on TV or on radio means that it is always true or real. You already know this from watching cartoons. Characters can fall from very high places without getting hurt. You of course should not try something similar because our bodies are not made to withstand falling from high mountains or having large rocks land on our heads. It may not always be easy to tell what is real and what is not in other types of programming.	Shots depicting aspects of video production

	Remember other people are responsible for what you see on TV and hear on radio. Sometimes what they want us to think is real is not. That is why it is okay to ask questions about what you see and hear.	
	Now get your pencil and exercise book ready for this next exercise. You are about to see a small piece of the newscasts for TVJ and CVM. After each bit of video, write down what appears on the screen in your exercise book.	Host
	Audio for video clip	
	Host: Now your teacher will pause the video so that you can write down everything that you see on the screen in your exercise book.	

		1st video clip of CVM news headlines
	Host: Let us now take a look at the second set of news headlines.	
	Audio for video clip	
	Host: Just as we did after the first video clip, write down everything that is now on the screen in your exercise books. Your teacher will pause the video to allow you to do so. After that, your teacher will talk with you about what you have written.	Character generated text of headlines in simple, child-friendly language
	Now let us review the main points.	2nd video clip of news headlines
	Child: I am ready to make my own jig-saw with all	MCU of host

	the important parts for my friends to understand Theme/Jingle	 Character generated text of headlines in simple, child-friendly language as the children tell what they have written CU Child Credits

CLASS EXERCISES AND SUPPORT NOTES FOR TEACHER

Activity: Have the children make a game of guessing whether their favourite programmes are informational, educational or for entertainment. (You may use appropriate examples to point out that some programmes do not always fit neatly into discrete categories. E.g. some programmes may be a mix of entertainment and education)

The purpose of this exercise is to initiate in children the process of thinking critically about what they listen to and watch. Since much of what is problematic for children tends to be in the entertainment genre, a necessary part of the critical thinking process is learning to identify the purpose of content on electronic media.

News headlines analysis

The primary objective of this exercise is to help the children understand that content is mediated - someone is responsible for deciding everything that they see and hear on electronic media. The secondary objective is to reinforce the idea that it is all right to ask questions about what is presented.

This exercise should be done as group work. Using their notes, the children should be asked to look carefully at the synopsis of the two newscasts for differences as well as similarities. . Some suggested questions to guide this review by the students are:

• Are the headlines for both stations the same?

• In what ways are they different?

• Are any of the stories similar? What is their order in the line up of news stories, i.e. are they first, second, third etc.?

• How much time is spent by each station on issues that are the same? (Ask a volunteer from the class to time relevant stories with a stop watch)

Students should be asked to comment on why the content of the newscasts would be different even though both relate to the same day and why similar stories have different rankings even on the same day. (This is a good opportunity to the teacher to discuss the role of the news editors in TV and radio stations, who decide what stories are important for the nation to see and hear and the relative importance of stories to each other.

CVM News Headlines	TVJ News Headlines
• Three of six policemen charged for Kraal killings freed	• Three of six policemen in the Kraal trial walk free
• Cabinet approves $1.35B to fix roads	• Two men killed by gunmen in Trench Town
• Families mourn victims of Saturday's crash in St. Elizabeth	• Gov't to table Green Paper on national security strategy early in the new year
• Outflows of foreign exchange from the island rise significantly	• Overseas, car bomb kills four in Lebanon including one senior legislator
• Two from two for champion Jamaica in Caribbean Under 16 Netball Championship	• Jamaica's under 16 netball team secured their second victory at the Caribbean Netball Championship

Grades 4-6 Video for Module 2

OBJECTIVES	AUDIO	VIDEO	COMMENTS
After exposure to this module, children should be able to: • make statements which show that they understand that some types of programming can harm them and give examples.	Theme music **SFX** **Host:** Now that we have your attention…let's continue our tour as we explore the world of electronic media… Today we are going to go to	Opening Montage… Open with a series of attention grabbing images… for example, lightening, building crumbling… and include the emergency warning sound of the ODPEM Host and children on set.	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	school		
	Child: My school! My school!		
	Child: My school is nice and clean and exciting…let us go to my school		
	Child: My school has a radio station		
	Children: (excitingly) Really!?		
	Child: No; but I got your attention…(laughs)		

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	Host: That is what people who operate radio and television stations want from viewers and listeners. They want the audience to pay attention to their programmes. But let me ask you a question. The people who make up the audience – that is the viewers and the listeners- they are not all the same; are they? **Children:** No! **Host:** Some of the audiences are adults and some are children.		

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	Voice over: An important difference between adults and children is what we call reasoning ability. Children usually are not able to figure out certain things or understand how it can affect them or others before a certain age, (pause) so if they listen or see certain things before they are old enough to fully understand they may not only draw wrong conclusions about things, but may also act on those wrong impressions. *Vox pops with children saying what they are allowed to watch on television or listen to on radio in their homes and why.*	Shots of children in different scenes of interaction with adults. Accompanying video	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	Host: When there is a programme on TV or radio that you are not supposed to listen or watch, what do you do? **Child 1:** I Read! (pause) **Child 2:** Me and my friends get together and talk or play games **Child 3:** My family tells me stories…. **Host:** Well, here is story	Host and children	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	about a jig saw puzzle… SFX **Voice over:** When all the pieces are present, we see and understand the picture. Now if some pieces are taken out, we see some things, but we do not know or see the whole picture. Production team audio	Shot of complete jigsaw puzzle. Shots of pieces being removed. Shot of incomplete picture. Child and adult watching TV. Dissolve to a television editing suite with production team making decisions about which shots to use and why…The children are peeking in on the scene…they are fascinated by the decision-	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
		making process…	
	Host: So, What you see and hear may only be part of something that has many pieces. Adults may know that some pieces are missing, but children generally are not usually able to tell what is missing and how important these pieces may be to understanding the whole thing.	**Host**	
	Production team audio	Dissolve to a radio editing suite with production team making decisions about which bites to use and why…Again, the children are peeking in on the scene…	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	VO: What you often see of violence in entertainment programming such as movies and cartoons makes it look like a useful solution for problems, (pause) or exciting, (pause) or even funny. This is dangerous because seeing violence in this way makes it easier for you to forget that violence hurts people and causes pain, sadness and misery. Many people including you could be hurt if you think this way.	Child watching TV Children on set

Shot of school children emerging from classroom. Brief skirmish between a boy and girl which ends in a friendly way.

Accompanying video | |
| | **Child:** That's why mommy and daddy are always worrying about what we watch on television… | MCU of host | |
| | **Child:** or the kind of music | | |

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	we listen on radio and our Iphones…		
	Child: some of it is really violent stuff…		
	Child: yes, but fun and entertaining!		
	Child: Fun, entertaining and violent!	Assorted shots of children at school	
	Host: Now if TV and radio programmes give you a false picture of violence, what can happen over time is /that your brain can be slowly accustomed to thinking of violence in a good way,	MCU of host	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	especially if other day-to-day events are also helping you to think this way. You begin to accept something that is very harmful as normal, which of course influences how you think and behave. Vox pops with children speculating about what would happen if all children in Jamaica liked to fight. (Selected bites would indicate possible physical, emotional, and economic impact) **Host:** I hope that this helped you to see how thinking a certain way can affect the entire society and why you need to be careful of		

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	programmes with violence. FX: Sound of a bell. **Host:** It's the Tell Bell. That means it's time for "Did you know"? **(Voice over):** Did you know that if you watch a lot of TV, it can affect your reading and subjects you study at school. It can also affect how easily you make friends and talk to people. It can even affect your sleep.	Host Short exchange between characters from Royal Palm Estate	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	Host: At your age, you would be aware that many TV and radio programmes include stories or discussions about friendships and love between men and women. (pause)	Host	
	Child: My aunty don't make me watch those	Related graphics	
	<u>Video insert</u>	Graphics generally describing problem words	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	Host: Adults usually know that programmes like these often have pieces missing. The missing pieces are those parts which should inform you about safety and responsibility.		
	Certain types of acts should only happen between adults who know how to deal with the consequences that might arise or can guard against the health risks.	Accompanying video	
		Accompanying video	
	(Children chanting) Sticks and stones may break my bones but words can never hurt me.	Vox pops: With children talking about some of their favourite types of programmes (end with	

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	bites about music videos)		
	Host: It is true that words themselves cannot hurt you in a physical way like sticks, but certain words can cause people to get angry or upset, and sometimes when people are angry or upset, they hit out. Grown ups, unlike children, usually know how and when many of these problem words can be used without causing conflict with other persons. That is why it is unsafe for you to watch or listen to programmes with problem words.	Children on set with host	
	Vox pops: With children talking about some of their favourite types of programmes (end with bites		

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	about music videos)		
	Child: Music videos are among some of my favourite programmes.	Music video that captures specific lessons of importance to the age group	
	Host: And just as you can learn from other types of programming, you can learn from music videos even though you do not realize		
	Child: I know that I am learning and learning a lot too		
	Host: Ok…but, while music videos are not necessarily going to help you understand your school work better, they		

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	can shape how you look at or feel about things…		
	Child: or even what you think is important…so can we see another music video?		
	<u>Music Video</u>		
	Host: Now mind you, I am not saying that all your actions or attitudes or all your ways of thinking are influenced by TV and radio. Your family, teachers, church and friends are also helping to teach you things. However, do remember that you learn from TV and radio – some		

OBJECTIVES	AUDIO	VIDEO	COMMENTS
	things are good and some things are bad. You will not always understand what is bad. That is why it is a good idea to not spend too much time with electronic media until you are older and more aware. Here's something to get you thinking and talking. Audio from video Theme/Jingle	 Music video Credits	

CLASS EXERCISES AND SUPPORT NOTES FOR TEACHER

Recommended Literature

BCJ flyer – "Children risk poor grades and behaviour problems by spending too much time with TV and radio"

BCJ material – Types of harmful violence, sex and language

Powerpoint presentation – Dr. Maureen-Samms Vaughan

Women's Media Watch brochure – Understanding Gender

Video review - Group work

The selected dancehall video will not contain images that are likely to corrupt or harm children and would be by an artiste with a safe image. (A suitable artiste not yet identified)

The video review should be conducted as a group. It aims to illustrate to children how messages about gender roles and stereotyping are conveyed through music videos.

Some questions to guide the review process are:

• What are the women doing? Do women often play this role in other music videos?

• What ideas about women are being passed on by having them regularly play this role in music videos?

• How would you feel about the video were a woman the singer and men the dancers?

• What ideas about men are being passed on or   reinforced/strengthened? Are men generally made to look less or more important than the women in videos? How do you feel about this?

Note to teacher

 Explain that gender stereotypes promote ideas about women or men that are based on belief rather than on fact. Explain also that the danger of a stereotype is that it limits achievement and self actualization.
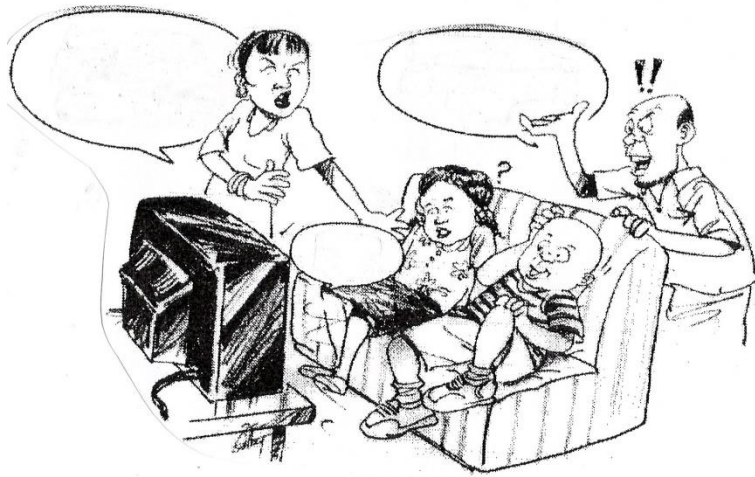
Group work

Have the children suggest as many remarks for the characters in this sketch. The graphic follows the video.

The purpose of this exercise is to elicit as many thoughts from children about programming after their exposure to module 2.

Grades 4-6 Video for Module 3

Objectives	AUDIO	VIDEO
After exposure to this module, children should be able to: • explain why shows have advisories and understand the general principle of rating symbols "G", "PG", "A" and "X" • make comments that show they understand the rationale behind the rating of certain types of shows	Programme opening **Special music (light bouncy and colourful)** **Host 1:** Hi Friends….! It's so nice to see you again. What new gadget do we have here today	Programme opening WS open area such as a children park/public garden. The hosts enter the space in LS. He/she joins a group of children who are trying to figure out how a particular piece of technology works… it's a new PDA belonging to one of the children. The gait of the host must be as light as the music…Zoom to MS as host introduces programme and self and invites children to share the time learning something about electronic media Host(MS) walking towards camera

• make comments that illustrate that they understand how certain types of shows, particularly action films and soap operas can affect them.	**Host 2**: We have a new phone that can show us television and download movies **Host 3**: That's just great **Host1**: That IS great…for real!...but you know as children there are some programmes that are good for us and others that are not… **Host 3:** We know that some types of programming may be unsafe to listen or watch. But we don't know how to identify such programmes whether on television or radio… **Host 1:** I can share some tools to help you identify which programmes are safe for you. Let's go to our work station!	Host (CU)

	Sound effects	Animated letters G…. PG…. A…..X individually, paired…all together…
	Host: You probably are accustomed to thinking of tools as specific objects, like hammers and saws. But a tool can be anything that can be used to make a job easier.	
	As I dig around the work area, let's I see what comes up.	LS host in work area which could be an outside area set up as such…but it must be a space that allows for movement of talent as well as visual depth. The host is collecting tools within the work area…MS of host. Takes a bottled drink from a bag and takes a sip.
	This is not a tool, (pauses to take a sip) but it gives me an idea.	
	SFX	Dissolve to CU male shopper in supermarket reading product information. Zoom 2 shot with child…to LS

		supermarket aisle
	Child: Daddy, why are you always reading the labels?	Child with shopper engages him in a conversation
	Shopper: Some people cannot eat or drink certain things because of health reasons and some people choose not to eat or drink certain things for personal reasons. For example, Mommy cannot have too much sweet because the doctor says she should not, and your brother…	Dissolve from shopper and child enjoying a playful moment to the label
	Child: …does not drink sweet things because he does not like it	
	Shopper: Right…	
	Child: …and you don't smoke because it's not	

	good for me (chuckles)	
	Shopper: So knowing what is in this drink or any other packaged food is therefore very important to both groups of people, as it would allow them to make choices based on facts.	Shots of adults/children watching television. Child covers face on seeing an "inappropriate" shot on television
	SFX	
	Host: The same idea works with things that are on radio and television. Viewers and listeners need information about what is in programmes, especially for the protection of children.	CU Host
	SFX Television shows	Animated G…PG….A…X
	Host: This is why all around the world there are rules about how radio and television stations should protect children from programming that could harm them.	BCU Host Graphics summarizing the Code's guidelines for scheduling

	SFX	
	Host: In Jamaica, we have a Children's Code for Programming for radio and television which helps to protect children from harmful exposure to media content.	WS work area with Host
	The Children's Code is a set of rules which gives specific times for the broadcasting of certain kinds of programmes. For example, radio and television stations must not put on programmes that are for adults during the times when children watch TV or listen to the radio.	Visuals of children

	What time do you go to bed?	Graphics with words "You are listening to an advisory"
	Host 2: 8:30…	
	Host 3: so early? I go to bed at 9:00!	Advisory 1
	Host1: Well, during the day and before the time that most children are in bed we should not be seeing or hearing programmes that only mommy and daddy should be listening to or watching on our radio and television stations This is why you should not watch or listen to programmes that come on late at night.	Pan with host walking around the work area as she attempts to find her basket of tricks…
	VO: Because of this Children's Code, Jamaican radio and television stations must also warn viewers and listeners before airing programmes that contain certain things that could harm, scare, or upset children. These warnings are called advisories.	Host finds basket with big letter boards Graphics "Look and Listen" flash on screen

		Animated P….G….A…..X
	Children's voices: Look and listen! Look and listen.	Shots of traffic lights.
	Audio for first advisory	Host takes G from basket
	Host: Advisories usually appear at the start of programmes and also during programmes. They say whether the programmes are safe for children. They also alert parents to some things that they may not want their children to listen to or watch. Pay attention to advisories, especially if a grown up is not around to decide whether or not you should watch or listen to the programme.	the G advisory appears…WS to reveal mother and children watching TV
	FX: Children's voices saying "Look and listen! Look and listen. Look!	

	Voice over: Usually you'll see written advisories such as– "G", "PG", "A" and "X". Think of these as the traffic lights for TV and radio.	Advisory 2 Host takes the letter "PG" from the basket.
	Host: "G". Whenever you see or hear a reference to this letter at the start of a programme, it means that you can watch or listen to the programme.	Shots of traffic lights. Accompanying video
	Start television programme….the G advisory appears	
		Child 2 turns off television….
	Child 1: That's a G…Mommy can I watch?	
	Mother: Yes, Darling. It does not contain anything that would cause a grown up to worry. "G" is your green light!	Child 2 chanting
	Child 2: (sings) G is my green light; my green light	

	is G!	
	Audio for second advisory	
	Host: "PG" is like the amber traffic light. Whenever this appears or is heard before or during a programme, it is an alert that there may be some things in the programme that may not be for children your age.	Host takes the letter "PG" from the basket.
	Child 2 (calls) Mother, please come. There is a PG and Aunty Racquel says we should not listen to or watch a PG rated programme unless a grown up says it is okay.	
	Mother: I am busy…	

	Host VO: If no grown up is around, play it safe and do not watch or listen to this programme.	
	Child2: G is my green light, my green light is G;	
	PG is the amber, we proceed with care	
	Caution, we exercise caution when the PG comes on	
	Host: "A" and "X". These are your red lights. Do not listen to or watch any programme that has either "A" or "X" on it, as it contains things that are definitely <u>not </u>for children. Programmes with these letters are only for adults.	Host takes the letters "A" and "X" from the basket.
	Many children watch or listen to some programmes with a grown up. This may sometimes mean that you could be exposed to programmes that are really made for persons who are older than you. For example, many families watch action films	

	together.	Accompanying video
	VO: Even though action movies may be based on a good idea, for instance a hero who is the good guy who spoils a villain's or bad man's plans to cause harm to many people, they usually contain some things that could be dangerous for children to see, especially if they watch these programmes by themselves.	We may want to show how some adults react to the content of these movies especially what they do with the children who are watching with them…such as cover their eyes, ask them to excuse themselves, switch channels, etc…
	Action movies usually have a good deal of shooting and fighting and as you know from our earlier lesson, seeing violent pictures and hearing violent words can affect your thinking and behaviour – the result of which is that you could end up suffering and other people could suffer as well. Many action movies also contain bad language — love scenes — and stunts.	
	Host: Stunts are dangerous for children because they make something that is very hard to do in real	BCU Host

	life seem easy. If you try to do these acts you would be seriously injured or you could die. A common stunt is that of a car being driven at a very high speed. Even though this looks like it could easily be done by an ordinary person, the men or women that drive super fast in movies have special training and practice.	Accompanying video
	This is why most action films are rated "PG" or "A".	Person watching TV on which an action film is being shown
	FX: Sound of a bell	Video/graphic of bell.
	Host: It's the Tell Bell. That mean's it time for "Did you know"?	Host
	Voice over: Did you know that a study in Jamaica found that boys who watch a lot of action movies did not do as well in reading, English and maths as boys who did not watch a lot of these types of films?	Shots of boys in class.

	Yes! It is true that a study with children in Jamaica picked up that there is a link between the amount of time boys spent watching action films boys and their grades. So if you are a boy who likes to watch action films, try to think about the problems that you could be causing for yourself if you watch these shows.	
	Audio from soap opera clip	Soap opera
	Host: Chances are that someone in your family likes watching soap operas, which are on-going stories usually about two rich families with businesses who know /each other but who do not get along well. Arguments between families, as	Host

	well as among members of the same family are common. And of course, love stories are always part of soap operas.	
	VO: Soap operas usually attract "PG" or even "A" ratings because they contain discussions and pictures about adult matters that may not be suitable for children your age. Remember we spoke about "part pictures" - well, part pictures about the way that people live and about what happens when men and women become a couple or husband and wife are generally present in soap operas. These part pictures, for example those to do with kissing, could confuse children your age or younger who watch these shows and who may want to copy what they see adults doing.	Graphics reading: Girls can also be affect by certain television Girls! Be careful of soap operas These shows can affect your thinking and reasoning. Clip from Royal Palm Estate
	Host: Remember it is never a good idea to copy what an adult is doing on television, especially when it is entertainment. You could get hurt because not everything is explained or shown.	Host on the exterior…she is now carrying her basket of tricks…

	I said at the beginning that I would share my tools with you and I have. "G", "PG", "A" and "X". These will help to keep you safe by alerting you to what programmes are safe for you to listen to and watch.	Host swirls her letter boards like a boomerang…a child is catching…each one that's caught is seen in full frame
		The groups walk off into the distance singing/chanting…
	Host and children: Remember "G" is the green light. "PG" is the amber light. Caution! There may be something in this programme that you should not watch or listen to. "A" and "X" are the red lights. Stop! Do not watch or listen to any programme with these letters.	
	Make good use of these tools! Children's voices: Look and listen! Look and listen! Look and listen.	Host turns back to audience. CU…winks Fade to credits

CLASS EXERCISES AND SUPPORT NOTES FOR TEACHER

Note to teacher

Ask the children for names of popular soap operas. This exercise would help children identify programmes in this genre.

Class discussion

Have the children pretend that they are the friend of boy/girl that has been spending most of his/her free time watching TV indiscriminately. Their advice to the friend should include information about the dangers of high exposure to TV and the purpose of advisories.   It is recommended that the exercise be conducted orally, so that the entire class can benefit from a range of thought about the issues.

Grades 4-6 Video for Module 4

Objectives	Audio	Video
After exposure to this module, children should be able to: • make statements to show they understand that advertising is different from other types of programming in its purpose • identify an advertisement • identify some attention getting techniques used by advertisers	TV Adverts Radio adverts with popular jingles **Child:** Hi Aunty Raquel…. **Host:** Hi…..You know, one of the fun things about television and radio is the advertisements. **Child:** I love this one….which ads do you like Aunty? **Host:** I just like a good story. Many advertisements are great little stories told in a few seconds. **Child:** And some are such fun!! **Host:** Even though many ads are fun to watch and listen, they are not the reason that people turn on radios or televisions.	Popular adverts with children Wide shot of family listening radio…young child sings along with the jingle Host joins family…child is elated to see her

	Child: I turn on my television to watch cartoons…. Child2: And I don't like advertisements because they interrupt my viewing Host: The thing is, media houses really make their money from selling time on TV and radio to companies that want to show you and mommy and daddy their products and services. So how does this work out so that everyone's needs are met? Well, since advertisers want to be sure that lots of people will see what that are selling, radio and television stations try to put on programmes that will hold the attention of audiences. The more popular programmes are, the more a station is able to attract advertisers. Children: OooooKaaaaay!! Can we make our own advertisement Aunty…let's go to the workshop and make an advertisement, please?! Host: Ok…I guess this would be a good time for us to have a break for advertisements (chuckles)	 Insert: The Broadcasting Code advert The host and children join others in the Workshop

	SFX transition to workshop Children (enter all excited) We are going to make ads… Child 3: Ads? What are Ads? Child 1: Advertisements… Child3: Oh, why didn't you say that before? Host: So, we are going to make one radio advertisement and one television ad…but first we have to know a little about advertisements…Have you noticed anything special about the Ads you see and listen? Child: Ads always talk about some special thing… Host: Yes, ads draw our attention to something specific – usually a product, service, place or event. So what special thing will our advertisement be about? If the thing is a product, we need to get a close look at it…. …and if it is a place, we are taken into it or are	

	given details about how to find or contact people who work there. Child: Make it a product for tv and a place for radio Child: Cool Child: I will draw the product Child: …and I will tell the listeners the information about the place Host: Look at these attention grabbers and see if we get any ideas for our own Ads… Children (VO) Music and Dance! Children (VO) Entertainers! Children (VO) Colour! Host: That's right… and colour and music are very important when advertisers want children to be among the people seeing or hearing their advertisements. Children: Cool	Insert ad: music and dance, Insert ad: personality Insert ad: Colour

	Host: The second thing about ads is that they want you to do something – use a product or service, or go to a place or event. (INSERT) Host: Number three. Advertisements are usually short. Most of them tell us about the product or service or place or event in one minute or less. Child: One minute? How long is that? Child: Sixty seconds Child: How long is that? Host: As you get older you will have a better understanding of time. For now we are going to go with however long you make it. Child: I am ready! *Children, children? Yes mama. Where have you been to? The workshop mama. And you didn't get lost? No mama… The Children Workshop is two corners down the road at a white house with a red gate on the right…You can't miss it! Come join us for fun at the Children's Workshop*	BCU Child

	Children applaud excitedly Host: (applauds encouragingly) very good first effort…we will work on it together… but that's just 15 seconds… Child: Cool Host: Our fourth thing to note are what we call identification marks. IDs are little things in advertisements that help people to remember the product, service, place or event even when there is no advertisement. Child: Like a logo? Host: Logos are one type of ID. A logo is an emblem or symbol that is usually only associated with a product or a company. You may notice that many companies work their names into their logo. (INSERT) (VO)When a piece of music becomes associated with a thing, the music becomes a form of ID. (INSERT)	

| | (VO) Even people can become IDs if they become linked with a product.

(INSERT)

Host: Tag lines are another form of ID. A tag line is the catchy one liner usually at the very end of the advertisement that helps you to remember the thing of which the advertisement spoke.

(INSERT)

Child: I have a tag line: *The children's workshop – The fun house for children*

Host: We are getting there. So what have we noticed about advertisements so far? Let's count!

Child: One: advertisements grab attention.

Child: Two: advertisements want action from the audience

Child: Three: Advertisements on electronic media are usually short. | |

	Child: Four: Advertisements always have IDs.	
	(INSERT)	
	Host: Advertisements give information with the aim of getting us to act in a certain way by wanting something…	
	Child: The tasty food	
	Host: or better health and comfortable, attractive home.	
	Child: The wicked bike!!!	
	Host: That want or desire for the thing raises the chances that it will be bought. This is why ads are also called commercials because they support commerce – which is the business of buying and selling.	Advert with child demanding specific product
	Children: (chanting) Ads are commercials, commercials…Ads are commercials, commercials	
	Host: Even though you depend on an adult to provide for you, many advertisers still want children to see and hear their commercials because they know that you have a say in what	Insert the jigsaw puzzle

Commercial |

	is bought for your family. I'm sure you do a good job helping in this way, but you must remember that advertisements do not tell all that there is to know about the thing that is spotlighted.	
	Remember the jigsaw puzzle idea ……	
	VO: Everything is about persuasion…	
	VO: Even the actors in advertisements are specially chosen …	
	Host: What this could mean is that some information about these things which could possibly lead viewers or listeners to choose or consider other products could be left out.	
	(INSERT)	
	And quite often the truth is exaggerated in many advertisements, meaning that things are blown out of proportion…	
	The last Advertisement was a good example. Of course, while humans can run and jump, super-hero type actions would be an exaggeration.	

| | Have you ever wanted to try something that you saw in an advertisement, and when you actually did try it, it did not seem special at all? This happens to many people including children, because an expectation they had built up of the advertised thing did not match the real experience of the thing.

This is why there is always good sense in asking your parent and teachers question about things that are on television and radio.

Now here are some things you may do with your your teachers at school or your parents at home, or even your friends at play while me and my friends her at the workshop finish working on our advertisements…

(Chanting)
Child: Grab my attention.

Child: Give me some action from the audience

Child: Make it short and spicy are usually short.

Child: And don't forget the ID!

Theme music for credit | Montage of drawings for advertisement

Credits |
|---|---|---|

	Audio for Advertisement 1 Audio for Advertisement 2	

The following exercise may be conducted as a single group exercise. The purpose is to reinforce concepts that were discussed in the video.

Children are shown an advertisement, after which they should be asked to discuss it using the questions listed below as guides. Two advertisements are provided.

    i)   a) What product/service/event/place is the advertisement talking about?
                b) How does the advertiser get our attention? Is music or dance present? What effect do these have on you? What about colour? How do the people in the advertisement look? What is their age? Do you like them?

    ii)   What do you think the advertiser wants people who see/hear the advertisement to do?

    iii)   How long is the advertisement? Have one of the children use a stop watch to time it.

    iv)   Does the advertisement contain IDs? What are they?

The following exercise may be conducted as a single group exercise. The purpose is to reinforce concepts that were discussed in the video

Children are shown an advertisement, after which they should be asked to discuss it using the question listed below as guides. Two advertisements are provided.

    i)   a) What product/service/event/place is the advertisement talking about?
                b) How does the advertiser get our attention? Is music or dance present? What effect do these have on you? What about colour? How do the people in the advertisement look? What is their age? Do you like them?

    ii)   What do you thinkn the advertiser wants people who see/hear the advertisement to do?

iii)   How long is the advertisement? Have one of the children use a stop watch to time it.

iv)   Does the advertisement contain IDs? What are they?

INTEGRATION OF GRADES 4-6 CURRICULUM WITH PRIMARY SCHOOL CURRICULUM

GRADES 4-6 MEDIA LITERACY CURRICULUM

Infusion **of MOE Language Arts and Social Studies Curricula**

MOE Theme	Description	MOE Curriculum	ML Theme	Page Number
Unit Title : Meeting our Economic Needs	Impact of electronic media on children's well-being	Language Arts	Traditional forms of electronic media	206: # 6-7 208: # 16
Understand the interaction between people and their environment as they exploit earth's resources to meet their needs		Social Studies	Merits of electronic media	282 - 285
			How do we use the electronic media in our environment to satisfy our economic needs?	
Meeting Our Economic Needs from Print in the Environment	How do we give and receive messages about print: 1. on food 2. print in the home	Language Arts	Print in the Environment	194

Give and Receive Information	3. on clothes and other personal effects 4. about print in the community	Social Studies Language Arts	 Merits of Electronic Media	287 198 - 199

Apply relevant decoding skills to the reading		Language Arts	Use electronic media to assist students to write creatively – shopping for food using blends
			   - ch,
			      sh, th
			clusters- str, scr
			
			identify adjectives,
				199-201

	Children's Code for Programming Its purpose and values	Language Arts	promote a particular product "Bold New Look" safety/warning signs, directional signs and instructional signs Use to compare road safety	202 & 205

			signs to compare safety/warning signs in the home Use context clues to read street signs.	
Give and Receive Information	Help Children develop a basic capacity for critical viewing	Language Arts	How do we give and receive messages about print on clothes and other personal effects	203 204
How we affect the environment as we meet our Economic needs	Advertising is different from other types of programming in its intention	Language Arts	How do we give and receive messages Community notice boards, signs, graffiti, advertisements, print seen on vehicles and on buildings	207
	Children influence purchasing decisions Techniques used to attract children	Social Studies	Merits of electronic media Media violence	290-291