MEDIA LITERACY
GUIDE

‖ MIDDLE SCHOOL CURRICULUM ‖

WELCOME

BY RENEE HOBBS

Director of Media Education Lab,
University of Rhode Island

WELCOME!

IN THE FOLLOWING GUIDE, you will learn more about how the skills of digital and media literacy can contribute to young people's abilities to understand how media messages affect their perceptions of drugs and alcohol, and may influence the choices they make.

Adolescents are big consumers of media—in particular, music, television, video games, and the Internet. Research from the Kaiser Family Foundation shows that American youth between the ages of eleven and fourteen spend nearly nine hours per day using media. And when multitasking is taken into consideration, youth consume almost twelve hours of media in any given day. Over the last several years, cell phones have significantly changed the way young people consume and create media, with 69% of eleven- to fourteen-year-olds now owning their own cell phones. Youth use cell phones not only to communicate with friends but also to play games, listen to music, and look at, create, and share photos and videos.

Most parents and educators have a love-hate relationship with media, as they see how it influences the day-to-day lives of young people. The positive influences of media contribute to our students' formal and informal education. But the negative influences of media can promote unhealthy and risky behaviors among teens, including sexual activity, violence, alcohol, tobacco, and substance abuse.

For young people to thrive in a media- and technology-saturated society, teachers and parents must help students to critically evaluate the information they receive from the mass media and learn how to reflect upon and analyze their media consumption choices.

According to the Office of National Drug Control Policy, a media literacy approach can support substance abuse prevention goals. Media literacy can empower youth to be positive forces of social change, which benefits drug-prevention efforts by teaching youth how to understand, interpret, create, and share media messages.

This curriculum helps students:

- **Recognize how media messages influence them.** Students will internalize the skills they need to protect themselves against messages about drugs or unhealthy lifestyle choices.

- **Develop critical thinking.** When youth learn to analyze media, they uncover the messages about drugs that are embedded in media. Students can decide for themselves whether to accept or reject those messages.

- **Foster healthy self-esteem.** Students who are skilled and knowledgeable about media and advertising techniques can use media to creatively produce messages of their own.

Please tell us how you are using this guide in the classroom and how to improve it by contacting **www.drugfreepa.org.** For information about arranging staff development programs, speakers, or workshops, please call **717.232.0300.**

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Learn all about different kinds of media. Then reflect on your own media use and attitudes about media, and compare your answers to information about national media use.

Identify the different types of positive and negative messages that are found in media and television entertainment programs.

II. Analyzing Advertisements

Learn about the basics of advertising and the techniques used to attract and hold your attention.

Read about strategies that have been proven effective in helping advertising to shape people's attitudes.

Learn how to take apart an alcohol ad by analyzing it to see how it was designed to persuade, and to see what's missing from a message designed to make drinking look like harmless fun.

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ABOUT

Drug Free Pennsylvania

Drug Free Pennsylvania is a statewide, nonprofit, 501 (c) (3) organization that creates healthier communities by educating individuals of all ages and providing workplace solutions through programs that prevent substance abuse. We accomplish our mission through influencing healthy choices, lifestyle changes and striving to make Pennsylvania a safe place to live, work, play, and learn without the undue influences and effects of substance abuse.

The Pennsylvania Youth Survey of 2013 reported results from students in grades six, eight, ten, and twelve. Some of the findings indicated that:

- 46.9% of students in the four grades have used alcohol on one or more occasions during their lifetimes. 20.3% have used alcohol on one or more occasions during the past thirty days.
- 10.3% of students used marijuana in the past thirty days.
- 8% of the students used cigarettes in the past thirty days.
- 3.3% of the students in the four grades reported selling drugs in the past year.
- 6.9% of the eighth graders used an inhalant in their lifetime.
- 15.7% of twelfth graders drove under the influence of marijuana and 10.7% drove under the influence of alcohol.

Media messages use techniques of persuasion and have a great influence on youths' developing attitudes toward the use of illegal drugs and alcohol. According to the 2008 Partnership Attitude Tracking Study released in February 2009, 40% of teens agreed that anti-drug messages made them more aware of the risks of using drugs and less likely to try drugs.

The US Department of Health and Human Services found that youth aged twelve to seventeen were less likely to use alcohol, cigarettes, and marijuana when they viewed these behaviors as risky. In addition, the Office of National Drug Control Policy found that teens who were exposed to their "Above the Influence" drug-use prevention campaign were more likely to have anti-drug perspectives and less likely to experiment with marijuana.

The demand for public service announcement time is up while revenue from paid advertising is decreasing. Recognition of these market changes launched our next step to changing youth attitudes toward substance abuse in a new venue—the classroom, and with a new approach—media literacy.

WHAT IS
MEDIA LITERACY?

Media Education Lab

Renee Hobbs, Katie Donnelly, and David Cooper Moore at the Media Education Lab at the University of Rhode Island created this curriculum.

The Media Education Lab advances digital and media literacy education through scholarship and community service.

Contact Information

Media Education Lab
Harrington School of Communication and Media
University of Rhode Island
Kingston, Rhode Island, 02881 USA

Web: www.mediaeducationlab.com
Phone: 401.874.2110
Email: hobbs@uri.edu

What Is Media Literacy?

MEDIA LITERACY, defined generally as the ability to access, analyze, evaluate, and communicate messages in a wide variety of forms, emphasizes the skills of analyzing, evaluating, and creating media and technology messages, which make use of language, moving images, music, sound effects, and other techniques.

Media literacy skills are basic twenty-first-century literacy skills that everyone needs. Media literacy skills help students distinguish between fact and opinion, and help them recognize claims backed up by evidence and those that use emotions. They help students recognize how and why messages appeal to us, sharpening our awareness of the unstated but implied messages that are behind statements in the media. Finally, media literacy skills increase students' abilities to choose messages effectively and to evaluate the quality and accuracy of what they watch, see, and read.

Media literacy activities often invite students to reflect on and analyze their own media consumption habits; to identify author, purpose, and point of view in videos, commercials, television programs, online media, magazine and newspaper editorials, and advertising; to recognize the range of production techniques that are used to communicate point of view and shape audience response; to evaluate the quality of media's representation of the world by examining patterns of representation, stereotyping, emphasis, and omission. Media literacy activities often include media production activities to gain familiarity and experience in using mass media tools for personal expression and communication and for purposes of social and political advocacy.

In the United States, there has been increased momentum to include media literacy skills within state curriculum frameworks. Secondary English language arts textbooks now generally include the formal study of advertising, news, and some film and television genres. The state of Pennsylvania includes media literacy standards in Reading, Writing, Speaking & Listening, Health, Safety and Physical Education, and the Arts and Humanities. Media literacy skills are also included in the Common Core standards under the State Standards for English and Language Arts. For more information on how this curriculum connects to Pennsylvania and Common Core Academic Standards, please see Appendix C and Appendix D.

WHY TEACH MEDIA LITERACY WITH A FOCUS ON
DRUG PREVENTION?

While the stresses of adolescence are unchanging, the media culture in which young people live is vastly different than the social world of teens even just a decade ago. Growing up in a mediated environment presents new challenges for middle school students, and can magnify and intensify adolescent stresses. Learning to cope with stress is one of the most important tasks of adolescence—and the stresses young people experience around relationships, families, school, and work life are substantial. What can caring adults—teachers, parents, and community leaders—do to help kids manage the complicated process of growing up?

Drug Use and Adolescents

It is an unfortunate reality that some young people are using drugs to temporarily alleviate the stress they experience in their lives. According to a 2012 study from the Partnership for Drug-Free Kids, nearly half of youth aged ten to nineteen have tried marijuana, a 21% increase from 2008. In addition, 39% of teens surveyed had tried marijuana in the past year (up from 31%), and monthly use has increased from 19% in 2008 up to 42%. Heavy marijuana use has almost doubled, from 5% in 2008 up to 9%.

Much of this increase has to do with changing attitudes around marijuana, but parents and educators need to be aware that marijuana use is directly associated with usage of other substances, including ecstasy, cocaine, and prescription pain relievers. Abuse of prescription medicine is of special concern: close to a quarter of teens report having used a prescription medicine at least once to get high or change their mood; the effects of prescription medication can be both extensive and dangerous.

Dangerous Messages

Young people learn about drugs through their real-life experiences and also from vicarious images and stories they encounter in the media. By the time a teen hits age eighteen, he or she will have seen thousands of messages for alcohol presented through attractive, fast-paced, humorous messages. These messages make drinking alcohol seem like a normal part of life, inextricably connected to sports activities and social activities. But these messages don't tell the whole story about alcohol use. Alcohol use endangers teens by leading to violence, driving accidents, and unprotected sex. Traffic accidents are the leading cause of death among teenagers, and nearly a third of teenage drivers killed in accidents were driving under the influence of alcohol.

Cigarette ads are also still highly visible in magazines, on billboards, and at sports events. Advertising contributes to maintaining the false belief that smoking is a normal activity, when in fact, it is a highly addictive and health-destroying activity that kills over 400,000 Americans each year. As smoking regulations tighten up, electronic cigarettes (e-cigarettes) are being promoted as a "safe" alternative to tobacco that can be consumed almost anywhere, although many of their risks remain unknown. (And since electronic cigarettes are not subject to the same regulations as tobacco products, they can be more easily purchased by youth, especially online.)

While there are no advertising messages about illegal drugs, young people are exposed to many media messages that talk about drugs and drug use in a favorable way. Teens find pro-drug messages in the lyrics of popular music, in humorous references to drug use and getting high in TV comedy shows, and even in the "altered states" that are sometimes shown in the process of selling soft drinks, sneakers, or snack products. Nutritional supplements give the impression that a new body can be achieved by taking a pill. More and more pro-drug use sites use attractive web design and interactive graphics to make drug use seem like harmless fun.

By making drug use seem cool or funny, these media messages—on TV, the Internet, in movies, and music—can reinforce a belief that drug use is just a lifestyle choice. Over and over, media messages reinforce the false belief that consuming products can take away all pain and stresses, making you feel truly alive. But the media doesn't often show us that the best ways to reduce stress and feel truly alive is not by consuming a product—but doing something meaningful, like being with people, learning, being creative, exercising, taking action in the world.

Getting Smart about Media

Media messages can be very effective in changing young people's attitudes about drug use. Given the pervasiveness of so many different communication technologies in our culture, young people need more opportunitiesnot fewerto learn about and discuss the complex functions of media in our lives.

This guide is designed to help Pennsylvania educators build students' skills in both analyzing and creating media messages, helping students better understand how media affects them, and how to make healthy lifestyle decisions that will improve the quality of their lives. *The Media Straight Up!* curriculum illustrates two ways to gain skills that will enhance people's critical thinking skills about media. One is to carefully analyze media messages, looking closely at the techniques used to convey meaning. Another is to gain experience in creating one's own media messages. Both of these approaches help people to better understand the ways that media messages are constructed.

HOW TO
USE THIS GUIDE

The Media Straight Up! is designed to be flexibly used in the context of middle school English, Language Arts, Health Education, Communication Arts, or Technology classes. These lessons can also be useful for after-school programs. Each lesson is a stand-alone activity that may require from one to six class periods, depending upon student response.

The Media Straight Up! consists of twelve lesson plans, handouts, and visual support materials. Multimedia materials help teachers create a dynamic learning experience for students, and many activities are designed to strengthen reading comprehension and analysis skills while building students' knowledge of health-prevention issues. Some lessons are designed to take advantage of the media that middle school students tend to consume (such as online videos). However, we recognize the limitations that many teachers face in incorporating online media in their classrooms, and have included alternative options for all online activities.

Teachers can use the twelve lessons in a variety of different ways. For example, some teachers use *The Media Straight Up!* in an intensive month-long focus on media and substance abuse. Other teachers will use the lessons spread out once or twice a week over a semester or more. Still, others will use selected lessons only in ways that directly connect to their existing curriculum. Teachers are encouraged to use the materials and resources in ways that best meet the needs of their students.

In preparing to use the materials, teachers should review the lesson summary and process description and do any necessary preparation as shown under the heading, "Teacher Preparation." Teachers are encouraged to pay special attention to the "Ask" and "Explain" sections, which suggest discussion prompts.

A list of resources is also provided at **http://medialiteracypa.org/teacher-resources** to help teachers increase their background knowledge about media literacy, media industries, and drug prevention.

SENSITIVITY TO
PERSONAL DIMENSIONS

In talking about their media use, teachers will learn a lot about the lives of their students. The lessons in *The Media Straight Up!* encourage students to share their vast knowledge of popular culture, celebrities, advertising, and mass media. Don't be surprised when you hear from the usually quiet students—everyone will have something to say in responding to the lessons in this curriculum. Use the structured questions to maintain order and encourage a spirit of respectful listening as students share their ideas.

When students analyze media messages about alcohol and drugs, they reveal their existing attitudes and beliefs. Students whose parents are abusing alcohol or drugs may have unique or specific knowledge and attitudes that will be recognizable to you as students participate in class discussion.

According to the National Institute on Alcohol Abuse & Alcoholism, one in four US children grow up in a home with a parent who drinks too much. What's life like for them? In homes where parents struggle with addiction, children's needs are often downplayed or ignored. The psychological pain that children of alcoholics grow up with often carry into adulthood. Students whose parents face addiction cope with disappointment, stress, and embarrassment. They may experience guilt, anxiety, confusion, depression, anger, and an inability to trust other people.

According to the National Association for Children of Alcoholics:

- **Children of alcoholics are four times more likely than children of non-alcoholics to develop alcoholism.**

- **Children of alcoholics are more at risk for disruptive behavioral problems and are more likely to be sensation-seeking, aggressive, and impulsive.**

- **Children of alcoholics exhibit symptoms of depression and anxiety more than children of non-alcoholics.**

- **Children of alcoholics experience greater physical and mental health problems and higher health-care costs than children from non-alcoholic families.**

- **Children of alcoholics often have difficulties in school, including higher rates of truancy and grade repetition.**

IF YOU LEARN THAT A STUDENT'S FAMILY MEMBER DRINKS TOO MUCH...

If you learn that a student has an active alcoholic family member, here are some ideas about what you can do:

- Tell the child that he or she isn't alone. Millions of people have experienced—or are currently experiencing—the same thing. There are people, organizations, and resources available to offer support.

- Talk to your school counselor. It may be appropriate to call a local Al-Anon or Alateen chapter or contact the National Association for Children of Alcoholics at http://www.nacoa.net. For immediate referral to services in your area, call the Boys Town National Hotline at 1-800-448-3000.

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ACKNOWLEDGMENTS

PENNSYLVANIA STATE
ACADEMIC STANDARDS

Pennsylvania State Academic Standards define what each student should know and be able to do in a core set of subjects at a specific grade level. Understanding the content standards represent the ability of a student to explain and exhibit comprehension and recognition of the significance of a concept and its connectedness to the whole by applying knowledge in a multitude of practical ways to new and different situations. The Pennsylvania State Academic Standards, which can be found at the Pennsylvania Department of Education website **http://www.pdesas.org/**, provide consistent targets for students, teachers, and parents to meet.

The lesson plans and exercises in each student activity sheet are designed to meet the Pennsylvania Academic Standards listed. The connections to academic standards highlighted in this document enable educators and student support personnel to deliver a curriculum within the common context of improved academic learning.

For lesson-specific information on Pennsylvania State Standards, please see Appendix C. For lesson-specific information about Common Core State Standards, please see Appendix D.

TEACHER LESSON PLAN 1:
MEDIA IN EVERYDAY LIFE

Lesson Summary

In this lesson, students will track their media use and pay special attention to how often they are exposed to advertising in their daily lives. Students will compare their media use to national averages and reflect on how their exposure to media may have positive and negative impacts on them.

Time Allotment

Two to three class periods

Learning Outcomes

Students will:

- Reflect on their media use by keeping a daily log and making informed estimates about their overall media use.
- Develop techniques for recognizing advertising in a variety of forms.
- Read charts and graphs and use basic math to make a comparison of their own media use to national averages.
- Create charts and graphs by assessing the average media use of the whole class and compare to other statistics.

Teacher Preparation

Make multiple copies of Activity Sheets 1A and 1B.

Ask students to begin keeping a media log in preparation for in-class components of this lesson.

Optional: Prepare poster or chart paper so that the class can create a collaborative chart of media use.

Context and Rationale

Media are all around us—in a constantly connected world, we can add the information we see on tablets, cell phones, smart phones, and other mobile devices to the television, newspapers, magazines, billboards, music, and video games that are an essential part of our everyday lives, for better and for worse. It is important for students to develop awareness of the ways in which media affect their lives, sometimes consciously and sometimes unexpectedly. Keeping media diaries and advertising logs are two ways to start to understand how media have become an inescapable facet of our lives. When students reflect on their own media usage and compare their use to national averages compiled by major research centers, they gain an understanding of how media helps, challenges, changes, and otherwise influences them in making sense of their world.

Introduce the Lesson

Students are going to be exploring media use—the amount of time kids spend with media-like books, music, TV, video games, and the Internet. This will require them to think about how much media they use and compare it to national averages determined by the Kaiser Family Foundation in 2010.

Defining Media

Ask students if they can describe different types of media. They will likely give examples like "TV," "movies," "video games," "Internet," and perhaps genres of media like "music videos" or "anime" (Japanese animation).

EXPLAIN: MEDIA CAN BEDIVIDED INTO FOUR BASIC CATEGORIES.

Media communicate information, ideas, and messages to people. *Authors* create information, and *audiences* receive or use the information.

PRINT: Media you read, like books, newspapers, or magazine articles

VISUAL: Media you see, like photographs and videos

AUDIO: Media you hear, like music, radio, or podcasts

INTERACTIVE: Media you use or play with, like video games, websites, or applications (apps)

ASK: What are some of your favorite media? These could be your favorite songs, movies, TV shows, websites, apps, or video games.

Record popular responses on the board—students will probably have a lot to say about all of their favorite media.

ASK: How many hours do you think you spend with media every week? Think about how many hours you spend watching TV, playing or doing homework on the Internet, listening to music, and playing video games. Does anyone have any guesses?

ASK: How many hours do you think the average middle school student spends with media every week? Do you think it's more than you? Less than you? About the same as you?

EXPLAIN: In this activity, we are going to track how much media we think we use in a week and we're going to compare it to how much media the young people all over the country use every week.

Interpreting Media Use Data

Pass out copies of Activity Sheet 1A. This sheet provides a graph of recent statistics of media use among young people and asks several questions about these results that will require students to understand and interpret the graph.

First, students will determine the *age group* that they are looking for. There are three age groups documented in this study—younger children (eight to ten years old), young teens (eleven to fourteen years old), and older teens (fifteen to eighteen years old). Your students will likely fall into the eleven- to fourteen-year-old group.

Students will complete Activity Sheet 1A independently by adding the amounts of time children their age spend on watching TV, listening to music, using a computer, and playing video games.

Calculating Media Use

Students will complete Activity Sheet 1B either at home by documenting all of their media use or in class by estimating it.

When students complete in class or return from home with their media use sheets, have them compare their media use to the national average. Do they use media more or less than other children their age?

ASK: Did you find out anything that surprised you about your media use? Did you end up using *more* or *less* media than you expected?

Creating a Class Media Use Chart

Have students create an average of the entire class's media use. This will involve finding the *mean* or *average* of all students' combined total media use. See if the students' average media use is similar to or different from national averages.

ASK: Why do you think our class's media use is *similar to* or *different from* the national averages?

ASK: If you were to show a teacher or parent this graph, is there any information that you would want to tell them about your media use that this graph does not already tell them? For instance, would you want to tell anyone about what kinds of media you used? Is playing an educational game or using the Internet for homework different from using the Internet to watch funny videos or play?

Using poster or chart paper, copy the format of the media use survey to track your class's media use. You might use a bar graph, just like the report used in this activity, or you might want to use a different format, like a pie chart or line graph.

Optional: Use sticky notes to encourage students to add information or feedback to their graph. What surprises them about class media use?

Conclusion

Explain to students that tracking media use is one way to get a handle on just how much media we experience in our everyday lives. Students will likely be surprised by how much media they use in a given day or week. Tell students that, given how much media we read, see, hear, and interact with, it is important to consider all of our media experiences when we begin any discussion about risky behaviors like drug and alcohol use. Now they have a better sense of how important media is in their lives.

Assessment

Activity Sheets 1A and 1B provide information about students' math competencies in analyzing a chart or graph, abilities to calculate their own media use, and skills in reflecting on the media they experience in their everyday lives. Activity Sheets 1A and 1B can be judged for mathematical accuracy, understanding of charts and graphs, and synthesis of information into new visual representation.
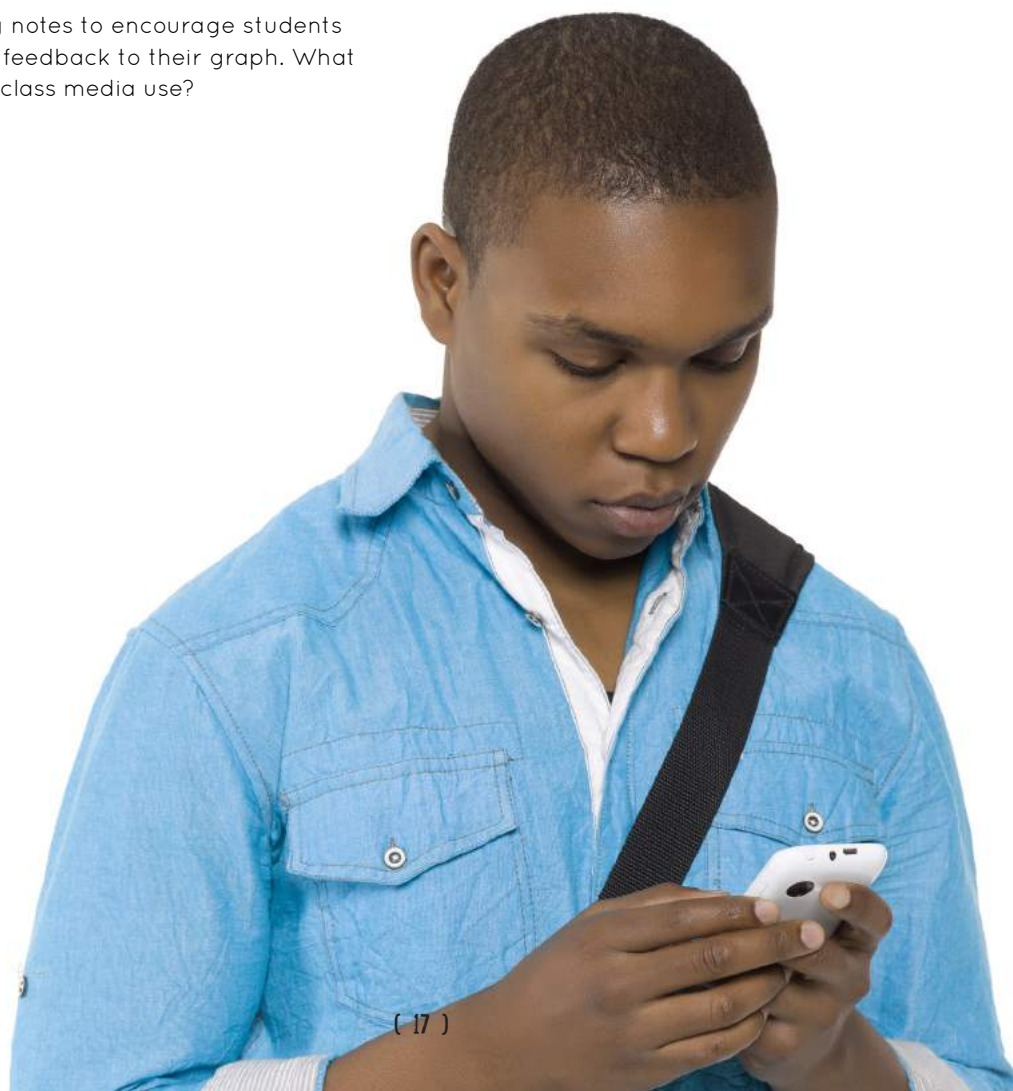
Types of Media Use

NAME: _____ DATE: _____

MEDIA USE, BY AGE

Average amount of time spent with each medium in a typical day:

HOURS

- 8-10 year-olds
- 11-14 year-olds
- 15-18 year-olds

Chart from the Kaiser Family Foundation's *Generation M2: Media in the Lives of 8- to 18-Year-Olds*, available at http://kff.org/other/poll-finding/report-generation-m2-media-in-the-lives/.
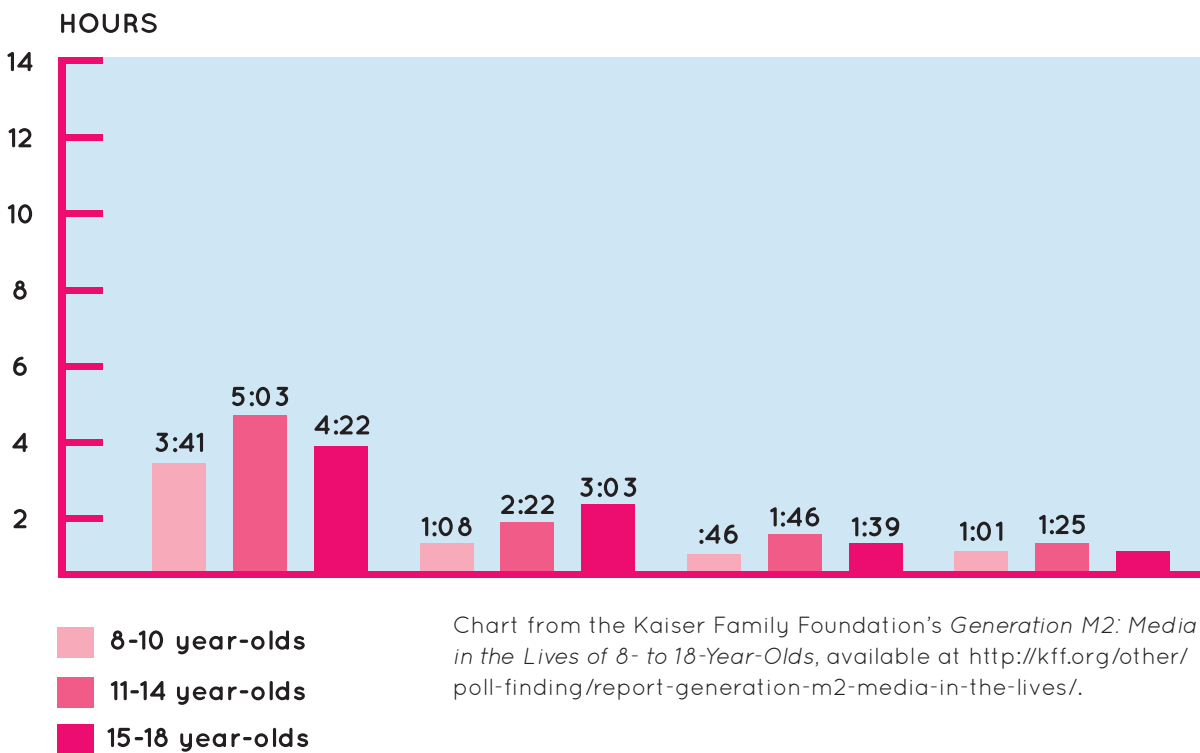
QUESTIONS

1) How much time do American kids in your age group spend using all types of media? _____

_____

2) How much time do American kids ages eight to eighteen spend using media of all types? Calculate the average.

_____

3) How do you think your personal media use compares to kids your age? How does it compare to kids of all ages?

_____

_____

ACTIVITY SHEET 1B:

Calculating Media Use

NAME: _____ **DATE:** _____

INTRODUCTION: Calculate the number of minutes or hours you spend with different types of media each day.

TIP: It is sometimes easier to figure out how much time you spend with media per week. Sometimes you spend more time watching TV on the weekends than on weekdays, for instance. You can calculate how much time you spend each week and divide by seven to calculate your daily media use.

HOW DO YOUR RESULTS COMPARE TO THE NATIONAL AVERAGE?

READING BOOKS:

_____ per day

_____ per week

WATCHING TV OR MOVIES:

_____ per day

_____ per week

LISTENING TO MUSIC:

_____ per day

_____ per week

PLAYING VIDEO GAMES:

_____ per day

_____ per week

USING A COMPUTER, INTERNET, OR MOBILE DEVICE (TABLET OR CELL PHONE):

_____ per day

_____ per week

TEACHER LESSON PLAN 2:
POSITIVE AND NEGATIVE MESSAGES IN THE MEDIA

Lesson Summary

Students create a chart of the positive and negative messages about health, lifestyles, and relationships contained in a sample of familiar television programming.

Time Allotment

One to two class periods

Learning Outcomes

Students will:

- Actively interpret media messages using their prior knowledge, values, and attitudes.

- Clarify their ideas through participating in both a large-group and small-group discussion experience.

- Evaluate the role of media as a source of both entertainment and information.

- Recognize how meanings are communicated visually and through narrative storytelling.

- Reflect on how media messages can affect decision-making about health and relationships.

Teacher Preparation

Make multiple copies of Student Activity Sheet 2A.

Context and Rationale

We all have different opinions about the positive and negative characteristics of contemporary media, and it's important to acknowledge students' preexisting beliefs and attitudes about television, music, magazines, radio, news, and the Internet.

Introduce the Lesson

EXPLAIN: The focus of the class will be to strengthen media literacy skills. We can define media literacy by using an analogy to reading and writing. Students will be learning new ways to read television programs, music, movies, and media. Visual, audio, and interactive media can (and should) be studied systematically just as we do with print media, like books and essays.

CREATE: Make a list of your five favorite television programs—the shows you try not to miss each week.

ASK: What do you like best about these programs?

Encourage a diverse array of responses and make sure that students show respect in listening to others' ideas. This is essential in helping foster productive discussion.

Positive and Negative Messages

EXPLAIN: Television programs often feature characters and storylines that depict the most positive aspects of human behavior, including messages that depict **friendship, loyalty, courage, respect, and compassion.** You might describe a TV program that you especially enjoy watching and explain some of the positive messages of the show.

ASK: What are some of the positive messages that are presented in your favorite shows?

EXPLAIN: Television shows provide a complex mix of both positive and negative messages regarding the challenges of life. You might give an example of a negative message from a TV show you've seen. Negative messages show the worst aspects of human behavior. For example, the seven deadly sins of **greed, lust, envy, pride, anger, sloth (laziness),** and **gluttony (overeating)** are often prevalent on TV.

ASK: What are some of the negative messages that are presented in your favorite shows?

Identifying Positive and Negative Messages

Have students work in small groups of two or three to fill in details of some positive and negative examples from TV shows using Activity Sheet 2A. Invite each small group to share their best example of how a television program depicts positive and negative messages.

EXPLAIN: Sometimes a specific character, behavior, or visual depiction can be simultaneously positive *and* negative, and some may be hard to classify. It's okay if students disagree about whether a specific example is positive or negative—as long as students provide reasoning and evidence to support their ideas.

Conclusion

Explain to students that sometimes people believe that TV shows are "just entertainment." But becoming a critical viewer means recognizing that all messages have something to *tell us* and something to *teach us*. People can learn from both positive and negative messages about our society. Congratulate the class on recognizing the underlying messages that are all part of the TV viewing experience.

Assessment

Use the completed handouts as a guide to assess student learning for this activity. Check to see that students can distinguish between positive and negative messages by reviewing Activity Sheet 2A.

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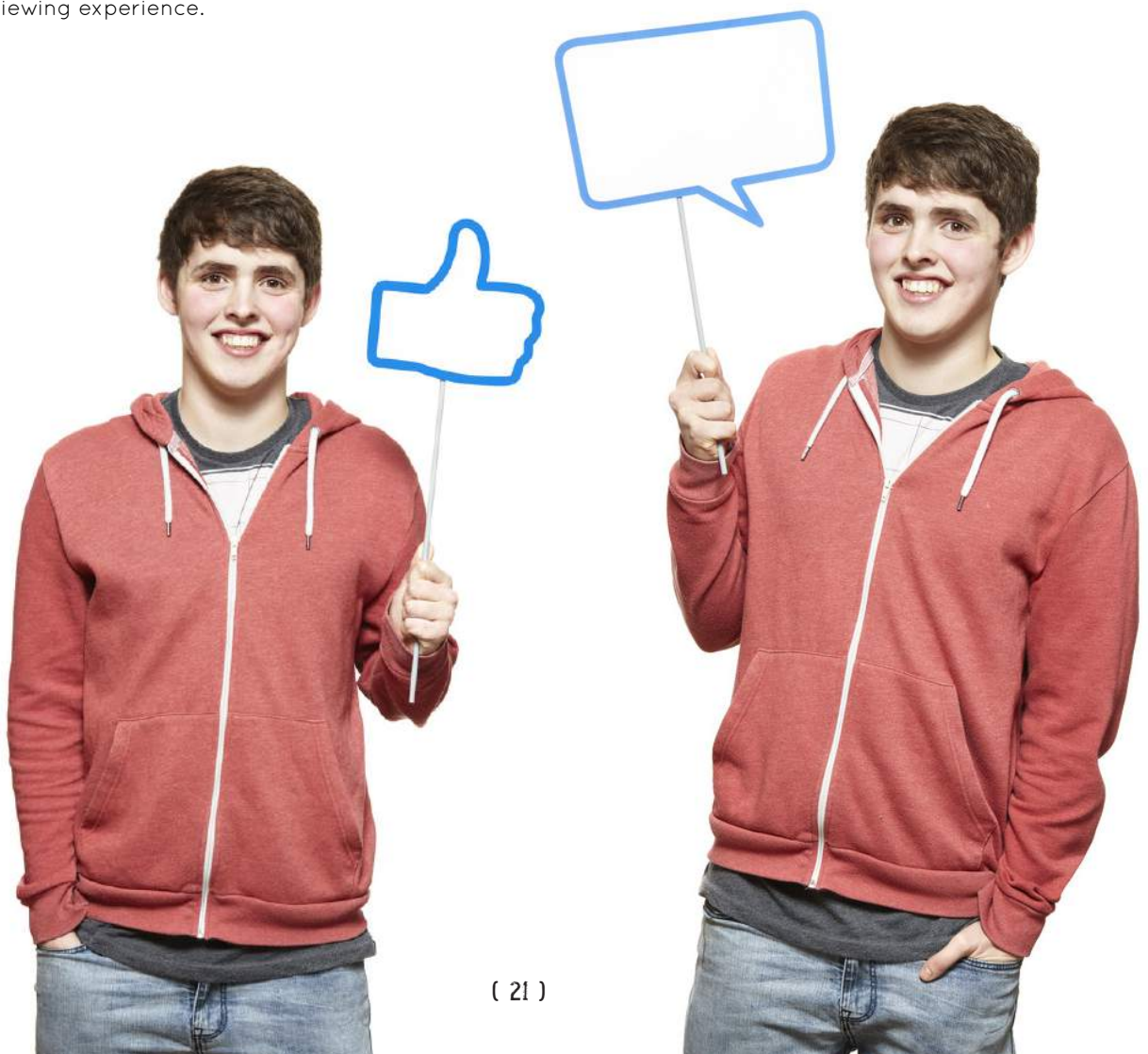
ACTIVITY SHEET 2A:

Positive and Negative Messages in Media

NAME: _____ DATE: _____

INSTRUCTIONS: Working with a partner or small group, write down examples of positive and negative messages that you have encountered in TV shows.

POSITIVE messages about people, behaviors, and relationships	**NEGATIVE** messages about people, behaviors, and relationships
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:

Lesson Summary

Students learn about advertising techniques, including purpose, target audience, and common elements of advertising.

Time Allotment

One to three class periods

Learning Outcomes:

Students will:

- Reflect on their attitudes toward advertising.

- Learn about different persuasive elements used in advertising.

- Identify the purpose of specific advertisements.

- Identify the ways in which ads are constructed for specific target audiences.

- Analyze the techniques of particular media messages and their effect on a targeted audience.

Teacher Preparation

Collect general advertisements for the class to view. You can bring in your own or refer to the Advertising Resources PowerPoint at **http://medialiteracypa.org/teacher-resources.**

Make copies of Worksheet 3A.

Context and Rationale

Ads are all around us, and uncovering the common techniques advertisers use is a way to activate students' critical thinking skills. In this activity, students will learn about the specific choices advertisers make in order to make their products seem more appealing to their target audiences.

Introduce the Lesson

Find out more about students' existing attitudes about advertising when beginning to analyze media with students.

ASK: What do you like and dislike about advertising?

Invite students to participate in a large-group discussion, and model good note-taking by recording the major ideas expressed by students. Encourage students to create a balanced list of both likes and dislikes.

ASK: Do you think that information in advertisements is accurate? Give some examples of ads that you think were accurate and ads you think were inaccurate.

Analyzing Advertisements

Use an advertisement to model an analysis for the class. You might project it on the white board or pass a print copy around the classroom. Answer these questions collaboratively with the whole class:

ASK:

- Who prepared this advertisement?

- What is the purpose of this ad?

- What techniques used in the ad caught your attention? Why?

- What is left out of this advertisement?

- Who is the target audience for this ad?

- How might this ad be different if it were made for a different target audience?

(23)

Modeling Elements of Advertising

Pass out copies of Activity Sheet 3A and review the elements of advertising:

1. **Logo:** A simple and memorable visual representation of a company.

    ASK: Imagine the McDonald's *M* or the Apple logo. Can you name other logos?

2. **Mascots and characters**: An identifiable, reoccurring character that sells a product.

    EXPLAIN AND ASK: For instance, GEICO uses a gecko mascot and McDonald's uses Ronald McDonald. Can you name other mascots or characters?

3. **Slogan:** A catchy phrase that attracts attention. A slogan set to music is called a *jingle*.

    ASK: Can you share any slogans or jingles?

4. **Humor:** Funny or unexpected images or situations attract audience attention and create a mood.

5. **Endorsements:** Use of celebrities or other likeable people that appeal to particular audiences.

6. **Story:** Characters face various life situations, sometimes with conflict or controversy.

7. **Bandwagon:** Claiming that smart or cool people are using the product, so you should too.

8. **Emotional appeals:** Using powerful words or ideas to create desire, urgency, or importance.

9. **Metaphor:** An animal or object symbolizes something related to the product, service, or idea.

    EXPLAIN: For instance, the car company Dodge wants to associate power with their Dodge Ram, so we see a ram as a visual metaphor while we hear the slogan, "Ram Tough."

Encourage students to give examples from ads they can remember. Ask students to use descriptive language so that a person who has not seen the ad can visualize it in his or her mind.

Identifying Elements of Advertising

Distribute advertisements to pairs or small groups. Have students fill out Activity Sheet 3A to analyze the ad that they have been given by looking for elements of advertising and answering other questions about content and context.

Be sure to encourage students to think about what the author wants a viewer to know, to feel, and to do when they encounter this advertisement. Ask students to identify one or more advertising techniques and explain why they made their selections.

Conclusion

Explain to students that there are all kinds of persuasion out there—sometimes persuasion encourages people to make healthy choices, but sometimes it encourages people to take unhealthy risks. Tell them it's important to evaluate the quality of the messages you receive by thinking about the target audience, the author's purpose, and the persuasive techniques used to influence them.

Assessment

You can assess students' reading comprehension by monitoring their responses to the questions at the bottom of Activity Sheet 3A. Students whose responses seem off-target or unclear should be encouraged to practice strategic analysis skills, including pointing out or circling elements of the advertisements that provide evidence for their claims. Activity Sheet 3A will help you assess students' abilities to recognize the target audience, purpose, and persuasive techniques. Students may benefit from additional practice using this worksheet.

ACTIVITY SHEET 3A:

Common Elements of Advertising

NAME: _____ DATE: _____

INSTRUCTIONS: Working with a partner, use the form below to identify the target audience, the author's purpose, and the persuasive techniques.

Name of Ad: _____

Target Audience:

GENDER	AGE	GEOGRAPHICAL REGION
____ Males	____ Children	_____ Rural
____ Females	____ Teenagers	_____ Suburban
	____ Adults	_____ Urban

Author's Purpose: After viewing this ad, the author wants viewers to:

A. Know that _____

B. Feel that _____

C. Do _____

Advertising Elements: Which advertising elements were used? Circle all that apply.

Logo   Mascots/Characters   Slogan   Humor   Endorsements   Story   Bandwagon   Emotional Appeal   Metaphor

Describe an example of one technique from the ad: _____

_____

_____

_____

_____

Lesson Summary

Students learn more about advertising techniques and examine why critical thinking about alcohol and tobacco advertising is essential.

Time Allotment

One class period

Learning Outcomes

Students will:

- Read with comprehension and make responsible assertions about the ideas learned by relating to previous information and personal experience.

- Understand how different persuasive techniques are used to associate positive feelings with alcohol and tobacco products.

- Develop skills of counter arguing as a response to alcohol and tobacco advertising.

- Describe how media and information can be based on evidence but always express a point of view and may reflect an opinion of the author.

Teacher Preparation

Make multiple copies of Student Activity Sheet 4A.

Introduce the Lesson

ASK: Have you seen any beer or cigarette advertising that caught your attention? Can you describe a specific ad? Do you remember a particular slogan?

Introduce the idea of asking critical questions as one way to analyze media messages. Write this question for students to see: What techniques are used to attract and hold audience attention?

EXPLAIN: Advertisers use specific techniques to attract and hold attention because getting attention for their products and services is the goal of advertising. Ask a student to come to the board and write down all the techniques that other students in the class can identify. Or have them work with a partner to create a list of attention-getting techniques, and then share lists out loud as a large group.

Read and Ask Questions

Pass out copies of Activity Sheet 4A and ask students to read the essay. Use the following questions orally to assess students' comprehension of what they have read. You may want students to provide written responses, or you might like to use these questions to stimulate large-group discussion.

Question 1: **How does advertising influence people?**

Answer: Through advertising, we make a mental association with an emotion, a feeling, or a desire and a specific product or brand.

Question 2: **Can advertising make people buy things?**

Answer: Not directly. Advertising affects our attitudes, and our attitudes can affect whether or not we choose to make a purchase.

Question 3: **Why is the use of a celebrity often an effective advertising technique?**

Answer: Celebrities are used so that people will associate the product with the person. If you like the celebrity, your positive feelings for the person will be linked to your feelings about the product.

Question 4: **The author says that people who don't think they are influenced by advertising are just fooling themselves. What evidence is provided to support this opinion?**

Answer: The author justifies this idea by using economic evidence concerning the amount of money spent to advertise products. (Invite students to agree or disagree with the author's opinion.)

Question 5: **Is it true that if you buy certain products, you will be popular?**

Answer: Answers will vary. (Middle school students will discuss this topic vigorously.)

Question 6: **The author claims that logical reasoning will reveal what's false about these four persuasive techniques. What could be a good counter argument (an opposite argument) to the idea that "If I drive that car, attractive people will like me"?**

Answer: Answers will vary. (Encourage students to support and justify their opinions with reasoning and evidence.)

What questions would students like to pose? Invite students to ask and answer their own questions related to this topic.

Conclusion

Remind students that the critical question, "What techniques are used to attract and hold attention?" is an important one to ask in responding to all media messages. Invite students to pay attention and encourage them to be on the lookout for how advertisers hook and hold people's attention. Once you know what techniques are being used, you're more able to respond to advertising without being manipulated by it.

Assessment

The reading comprehension questions provided in this activity are a strong measure of students' comprehension skills. Students who provide answers using only personal experience may not be reading with comprehension. Support students' reading comprehension skills by asking students to provide evidence using specific words or phrases from the paragraphs in responding to the questions.

ACTIVITY SHEET 4A:

Why Tobacco and Alcohol Advertisements Work

NAME: _____ DATE: _____

INSTRUCTIONS: Read the essay below and answer the questions.

Alcohol and tobacco companies spend billions of dollars every year to create advertisements for their products. Companies have learned that, when we see advertising, we form attitudes and beliefs about products. Through advertising, we make a mental association with an emotion, feeling, or desire with a specific brand. These attitudes can affect whether or not we choose to make a purchase.

Many young people are not aware of some of the attitudes they already have about alcohol and tobacco products. These attitudes develop as a result of your direct experience when watching people in your home who might use alcohol and cigarettes. But you also develop attitudes through exposure to the thousands of ads that you've seen. Just because teens are not of legal age to purchase these products doesn't mean that these ads aren't relevant. Exposure to advertising can make children and teenagers develop brand preferences for beer and cigarettes that can last for a lifetime. Here are four different advertising techniques that attract attention and shape attitudes:

Celebrity Endorsement

Famous people, such as athletes, actors, and actresses, appear in the ads so you will associate the product with the person.

ATTITUDES: "That beer must be good if that athlete drinks it." "If I wear that makeup, I may be famous too."

Emotional Appeal

Powerful words, phrases, and strong personalities (portrayed by actors or models) get your attention and make you feel different kinds of emotions. For instance, an advertisement might make you feel like you want to be more powerful or better-looking.

ATTITUDES: "If I buy those cigarettes, other people will see me as cool." "If I drive that car, attractive people will like me."

Humor

Cartoon animals, hilarious and unpredictable situations, and funny sayings can help people remember messages about products.

ATTITUDES: "Because the ads are funny, drinking beer must be fun." "People will think I'm funny if I go see that movie."

Bandwagon Appeal

Ads imply that you will be accepted if you use their products—or left out if you don't.

ATTITUDES: "The other kids will think I'm cool if I chew tobacco." "I'll be the only kid in my class who doesn't have this video game."

Lesson Summary

Students use critical questions to analyze the visual and verbal elements used in print alcohol advertising by evaluating the inaccuracy of the messages associated with playful, harmless fun.

Time Allotment

One to three class periods

Learning Outcomes

Students will:

- Understand how different persuasive techniques are used to associate positive feelings with alcohol and tobacco products.

- Develop skills of counter-arguing as a response to alcohol advertising.

- Analyze the techniques used in advertising and identify their emotional impact.

- Describe how the media provides information that is sometimes accurate or sometimes biased based on a point of view or by the opinion or beliefs of the presenter.

- Recognize how visual images and language communicate an implied, unstated message that can affect the feelings and attitudes of readers.

- Identify how recognizing missing information can alter the meaning of a media message.

- Analyze media messages and describe their impact on personal health and safety.

- Recognize how and why advertising for alcohol omits information about the dangers of alcohol use.

- **OPTIONAL:** Students who use the *screencasting* method will learn how technology can be used to collectively share their opinions and beliefs with a social community.

Teacher Preparation

Use the PowerPoint presentation, which may be downloaded from the web **http://medialiteracypa.org/teacher-resources.**

Collect a sample of alcohol ads from a variety of magazines or have students bring in magazines. You can also collect ads online in the "Marketing Gallery" at the Center for Alcohol Marketing and Youth (**http://camy.org**).

Make multiple copies of Student Activity Sheet 5A and 5B.

Technology Note: For classrooms without access to technology, students will create a multimedia collage on paper according to Activity Sheet 5B. Teachers also have the option of using the technique of *screencasting*, which allows students to make commentary on media displayed on a computer screen. For detailed instructions about how to screencast, refer to Appendix A.

Context and Rationale

This activity gives students a structured way to read the messages contained in print advertising. Learning to analyze a media message involves recognizing how visual symbols are used to create meaning. Many times, image-based messages are ambiguous, so it's important to use critical thinking skills in analyzing the implied and unstated messages that are created through powerful combinations of words, images, color, and design.

Introduce the Lesson

Introduce the lesson with the PowerPoint slides, provided at **http://medialiteracypa.org/teacher-resources**, which demonstrates the questioning process involved in deconstructing one Smirnoff-flavored vodka advertisement.

Deconstructing an ad involves analysis of 1) color and design; 2) language; 3) subtext; and 4) accuracy. For each of the questions, try to get students to support their answers with reasoning and evidence. Help students to see that when people analyze messages, they support ideas using information from the text (the language and images of the ad) and life experience and/or background knowledge. Both are important to the process of reasoning and analysis.

For each question, be sure to get at least three to five different answers from students. This helps communicate the idea that there are many possible interpretations of an ad. Deconstructing an ad helps us understand how the viewer participates in creating the meaning of the message. That means that different people will interpret the same ad differently, depending on their life experiences and backgrounds. Point out that **subtexts are interpretations**—so people must use evidence and reasoning to support their ideas. Invite students to critically analyze the subtext messages by describing what is accurate and inaccurate about the subtext interpretations.

ASK: What is accurate or inaccurate about each of the subtext messages implied?

ASK: What is missing from the message in this ad?

EXPLAIN: It's misleading and dangerous to associate drinking alcohol with health and fun. Here are some facts from the National Institute on Alcohol Abuse and Alcoholism that will always be missing from alcohol advertisements:

- Over 5,000 young people die every year in the United States as a result of underage drinking. Nearly 200,000 are hospitalized for alcohol-related injuries.

- Americans who begin drinking before the age of fifteen are four times more likely to develop alcohol dependence than those who wait until the age of twenty-one.

- Underage drinkers are more likely to perpetrate or be the victim of physical or sexual assault. Drinking can lead to poor decisions about sexual activity and violent behavior.

Additional Information Helps Students to Analyze Alcohol Advertising

EXPLAIN: Background information can help build analysis skills. Here's additional information that will help you analyze the Smirnoff ad.

ASK: What does this product taste like?

BACKGROUND: According to Ben Wasserstein, consumer critic for the online magazine *Slate*, flavored-alcohol products are targeting younger drinkers as "alcohol for people who don't like beer." He writes about one vanilla-flavored rum drink with the following description:

"Probably intended to taste like the novice drinker's old favorite, rum and Coke, the painfully sweet drink being compared unfavorably by testers to maple syrup, Vanilla Coke, Kahlua, and an ungodly mix of Tab and cough syrup."

ASK: Would an alcoholic drink called "painfully sweet" be targeting teenagers? Why or why not?

ASK: Who is the target audience?

BACKGROUND: In 2008, African-American youth "saw 32% more alcohol advertising in national magazines than did youth in general," according to the Center on Alcohol Marketing and Youth. Just five magazines targeting African-American audiences exposed African-American youth to twice as many alcohol ads as all youth audiences.

ASK: Why do alcohol companies target African-American teens?

Create a Media Collage Poster or Screencast

Have students work with a partner to deconstruct an alcohol ad using the brainstorming ideas sheet on Activity Sheet 5A. Then students will create *either* a media collage poster (Activity Sheet 5B) *or* a screencast (Activity Sheet 5C) of their ideas. You can use ads that you have gathered, ask students to supply their own ads, or download and print alcohol ad images from the Center for Alcohol Marketing and Youth (**http://www.camy.org/**).

Conclusion

Explain to students that alcohol ads are designed to affect our feelings and emotions without activating our thinking skills. Alcohol ads can be entertaining to watch and look at, and we have learned that these ads are carefully designed to make drinking look harmless and fun. Remind them that underage drinking is highly risky and dangerous. Explain that students need to recognize that alcohol advertisers are manipulating their feelings and impressions about alcohol in order to make a profit. Students must look for "what is missing" when they get exposed to these messages on the radio, on TV, on the Internet, and in magazines.

Assessment

Use the criteria for evaluation on Activity Sheet 5B to provide feedback to students on the quality of their media collage posters or screencasts. Encourage students to apply the ideas they learned to other media texts, TV shows, or media messages. Ask students to identify the subtexts or implied messages in all forms of communication. Can they identify the subtext of a beauty commercial? (Most beauty ads do not state directly that your appearance could be improved by buying the product, but that is a subtext message.) Invite students to demonstrate their ability to "read between the lines" whenever they recognize an unstated subtext messages in a variety of media messages.

Extension

Students may enjoy exploring the information and ideas available at The Center on Alcohol Marketing and Youth: **http://www.camy.org/**. At this site, you can learn more about how alcohol ads on radio and television target youth.

RUBRIC

The poster or screencast is clear, well organized, and easy to read or understand. 15 points	
The poster or screencast includes thoughtful ideas that address: • Color & Design • Language • Subtext • Accuracy 20 points	
The poster or screencast demonstrates critical thinking about alcohol advertising. 15 points	
Total Score: _____ /50	

ACTIVITY SHEET 5A:

Analyzing an Advertisement

NAME: _____ DATE: _____

INSTRUCTIONS: Do you know how to analyze an ad? Answer the questions below about your ad and examine how it was constructed to grab viewer attention and shape attitudes and feelings.

Color and Design

How is color used to attract your attention? What kinds of technologies were used to construct this message?

_____
_____
_____

Relationships

What inferences (educated guesses) can you make about the people pictured in this ad? What kind of relationship do they have?

_____
_____
_____

Language

Read all the words on the page. What comes to mind when you see these words and phrases? What feelings do you experience when looking at this picture?

_____
_____
_____

Subtext

The ad suggests a meaning—it doesn't state the meaning directly. What are some possible messages that the advertiser wants you to think or feel after viewing this ad?

_____
_____
_____

Accuracy

What is true and false about the subtext messages in this ad?

_____
_____
_____

ACTIVITY SHEET 5B:

Deconstructing an AD: Create a Media Collage Poster

NAME: _____ DATE: _____

INSTRUCTIONS: With a partner, deconstruct an alcohol ad and create a poster that visually displays your best ideas. You can use words, drawings, and other media images to make your argument.

THE PROCESS

☐ Select an alcohol ad to analyze. With your partner, talk about the ad, sharing ideas.

COLOR AND DESIGN: How is color used to attract your attention? What kinds of technologies were used to construct this message?

RELATIONSHIPS: What inferences (educated guesses) can you make about the people pictured in this ad? What kind of relationship do they have?

LANGUAGE: Read all the words on the page. What comes to mind when you see these words and phrases? What feelings do you experience when looking at this picture?

SUBTEXT: The ad suggests a meaning—it doesn't state the meaning directly. What are some possible messages that the advertiser wants you to think or feel after viewing this ad?

ACCURACY: What is true and false about the subtext messages in this ad?

☐ After discussing, identify the best ideas and write them out as short sentences.

☐ Plan your design so that it includes your sentences plus your ad.

☐ Create your poster.

ACTIVITY SHEET 5C:

Create a Screencast

NAME: _____ **DATE:** _____

INSTRUCTIONS: With a partner or in a small group, you are going to watch an advertisement for a drug-related product, describe its features, and create a short video to tell everyone what you noticed.

1. ANALYZE. Watch your advertisement several times. Think about and write down all of the different parts of the ad:

COLOR AND DESIGN: How is color used to attract your attention? What kinds of technologies were used to construct this message?

RELATIONSHIPS: What inferences (educated guesses) can you make about the people pictured in this ad? What kind of relationship do they have?

LANGUAGE: Read all the words on the page. What comes to mind when you see these words and phrases? What feelings do you experience when looking at this picture?

SUBTEXT: The ad suggests a meaning—it doesn't state the meaning directly. What are some possible messages that the advertiser wants you to think or feel after viewing this ad?

ACCURACY: What is true and false about the subtext messages in this ad?

2. WRITE. With your group, write a short script that explains all of the elements of the advertisement that you noticed.

3. PRACTICE. Practice reading your script with your group mates. You may want to divide your screencast into sentences or main ideas.

4. PAUSE AND USE THE MOUSE. If something is very important, try to pause the video and point it out with your mouse pointer. As you practice reading your script along with your ad, don't forget to use the mouse pointer and the pause button to point out things like colors, logos, and other visuals.

5. RECORD. Using a computer with a microphone, you will record your screencast by playing your video and then performing your script. Pay close attention to your timing, taking turns, and using the pause button and mouse pointer to show everyone what you noticed.

6. REVIEW AND RE-RECORD. Watch your screencast and think about whether or not it says everything you want it to say. Are your words loud and clear? Is your timing just right? Did you use the pause button and the mouse pointer to find specific examples? If not, you can always re-record your screencast.

TEACHER LESSON PLAN 6:
MUSIC, MEDIA, AND DRUG ABUSE

Lesson Summary

In this lesson, students will explore how popular music frames drugs, drug abuse, and risky behaviors. Students will think about the differences between media that *glorify* drug abuse—making it seem cool or minimizing its dangers—and media that *warn* people or provide cautionary tales about the dangers of drug abuse. Students will learn the basic structure and elements of popular music and genres and analyze content, values, and point of view in music production.

Time Allotment

One to two class periods

Learning Outcomes

Students will:

- Listen carefully to popular music to comprehend and analyze how artists depict drugs in their songs, both in musical style and in lyrical content.
- Distinguish between genres of music and discuss the similarities and differences between genres.
- Make, and support with evidence, assertions about media messages.
- Build critical thinking skills by "talking back" to music.
- Develop responses to music by making changes to lyrical content.

Teacher Preparation

Make multiple copies of Activity Sheets 6A-6D or display on a projector.

Prepare song resources by legally downloading or streaming from online resources. If you would like to use YouTube videos, try to find lyrics videos where words and lyrics are printed on the screen.

Context and Rationale

Music is one of the most powerful and personal forms of media in many people's lives. When you ask young people about their favorite songs, types of music, and music artists, you'll likely find enormous diversity and a lot of passionate responses. We know that music contains lots of contradictory messages— some songs glorify risky behaviors like drug use and alcohol abuse, while others tell stories about risks that serve as cautionary tales and examples of what *not* to do. Can students tell the difference? Yes—but not without support and a range of analysis skills. When students explore the music, lyrics, and messages in popular songs and deepen their understanding of *song structure*, *context*, and *genre*, they learn how to understand and talk back to media that may be complicated or problematic.

BRINGING POP SONGS INTO THE CLASSROOM

This lesson relies on the use of several recommended popular songs that are developmentally appropriate for middle grade learners. However, all of these songs deal with content—including drug and alcohol use— that may be seen as problematic or inappropriate. Though every song selected here avoids curse words and foul language, it is impossible to engage with objects in popular culture without getting into some discomfort around adult themes and complicated social context. Teachers should use their best judgment to determine when students are ready to have meaningful discussions about popular music, considering the learners, context, and situation they experience.

Introduce the Lesson

Students have strong opinions about music, and they may unintentionally dismiss or trivialize the preferences of others without understanding how hurtful this may be. Help your students understand that music preferences are deeply personal. Before asking any questions, you may want to consider having students make this statement as a class:

I, [your name], promise to be respectful of others. I will listen to what others have to say. If I don't like the music that someone else likes, I will listen respectfully and expect that others will listen to me.

ASK: What is your favorite song? Why do you like that song?

If you hear similar qualities—"I like the message" or "I like the beat"—you might note the similarities at the front of the classroom.

ASK: Have you ever heard a song that references drinking, smoking, or doing drugs? What was the song, and what message did the song have?

EXPLAIN: Different songs talk about things like drugs and alcohol in different ways. Some songs make drugs and alcohol seem fun or cool. Other songs make drugs and alcohol seem risky or dangerous. When we pay close attention to what songs say and how they say it, we can determine the *point of view* of the song and the kinds of *values* it has.

Careful Listening

Select one of the songs from the Suggested Songs list below and listen to a full song while students take notes on a piece of paper. Ask them to listen for things like:

- What parts of the song attract your attention?
- Is there a story being told? How is it told?
- Are any drugs referenced? How are they referenced?

ASK: What did you notice about this song? What attracted your attention? Was a story being told? Were there references to drugs?

Understanding Song Structure

Most popular songs share a common structure. The *chorus* is the part of the song that is repeated several times. It usually contains a *hook* that we get stuck in our heads. The *verses* tell a story or explore a theme, and are usually not repeated. The *bridge* is a musical or vocal section that is different from the chorus and verse, and often acts as a metaphorical bridge between those two main parts of the song. You will see these terms in the lyrics shown on Activity Worksheets 6B through 6E.

Understanding Song Genres

Genres are categories that people use to describe songs. Songs that feature electric guitars, bass, and drums might be called *rock music*. Songs that feature beats and rapping might be called *hip-hop* music. Songs that feature acoustic or "twangy" guitars and strong melodies might be called *country* music. Songs that feature electronic beats and repeated catchy phrases (called *hooks*) might be called *pop* music.

Notice How Songs May Glorify or Warn

EXPLAIN: Songs in different genres treat risky behaviors like drug and alcohol abuse in different ways. Some songs *glorify* risky behaviors by making them seem cool or fun. Some songs offer a *warning* by describing the dangers of risky behaviors like drug and alcohol abuse.

ACTIVITY: You are going to listen to a song and try to figure out what *genre* it is in and whether it *glorifies* drugs or offers a *warning*. Play a song while students read along with the lyrics sheet (See Activity Sheets 6A–6D).

ASK: What is the genre of this song? What part is the chorus? What part is the bridge?

ASK: Does this song *glorify* risky behaviors? What clues in the lyrics suggest this?

ASK: Does this song offer a *warning* about the consequences of risky behaviors? What clues in the lyrics suggest this?

If time is available, repeat this activity with another song. There are no right or wrong answers. Encourage students to use reasoning and evidence from the lyric sheet to support their ideas.

Mixed Messages

Reflect on the activity using these guiding questions:

ASK: Is it possible for a song to make drugs seem good *and* seem dangerous?

ASK: Are any of these songs about specific characters? What is the difference between a character telling the story and the singer telling the story based on their own life?

ASK: Do you see any connection between what type of music your song is—its *genre*—and how it portrays drugs or alcohol? Why or why not?

Conclusion

Explain to students that when we analyze a song by paying close attention to its words, sounds, and techniques, we develop a deeper appreciation for why we like the song, or find language to better express why we dislike it. People get ideas about risky behaviors from many different sources from family members, friends, and even from entertainment media. Remind them that we might not notice how songs affect our attitudes about drug and alcohol use because we are paying most attention to the melody and the beat. But music contains messages that can influence our attitudes and our behaviors.

Assessment

You can gauge the quality of learning by monitoring the ways students listen to one another respectfully, offer evidence or opinions, and contribute to written work. Students may also enjoy exploring the lyrics of their favorite songs on the Internet. You might encourage students to write a reflection piece in which they select a favorite song and review the lyrics carefully. Students can describe how analyzing a song deepened or changed how they felt about the song.

SUGGESTED SONG LIST

Use this list of short descriptions of four songs that are available for this activity. Teachers know best how to evaluate whether specific media content is appropriate for the age, developmental level, and experience of their own students. You can listen to the songs and review the lyrics to determine appropriateness for your students.

In this activity, students listen to these songs first, and then read the provided lyrics in 6A–6D to determine how these songs portray drugs and alcohol and what evidence they have from the songs to support their claims.

Students may have different opinions about whether each of these songs *glorify* or *warn* about drugs and alcohol. Differences of opinion should be encouraged. Different students might use different evidence to support their claims.

"ALCOHOL" BY BRAD PAISLEY (2005)

Country artist Brad Paisley explores both some of the risks and pleasures in drinking alcohol. Paisley tells several stories from the point of view of alcohol itself, whether it comes from Milwaukee (where Budweiser beer is made) or Bordeaux, France (a famous wine region). Alcohol makes people do foolish things but is also associated with "new friends" and times that were "a ball."

"REHAB" BY AMY WINEHOUSE (2006)

Following her death in 2011, many have reflected on the messages in one of soul singer Amy Winehouse's most well-known song, "Rehab." In this song, Winehouse sings about depression and substance abuse. She claims she's learned more from her experiences with records by "Ray" (a reference to soul singer Ray Charles) and "Mr. Hathaway" (a reference to soul singer Donny Hathaway) and with alcohol that "come[s] in a shot glass" than from school. Students might think about how the music relates to the subject matter in this song—the song is upbeat and catchy, but the lyrics refer to pain and sadness.

"DAY 'N' NITE" BY KID CUDI (2009)

This slow and reflective hip-hop song by rapper/singer Kid Cudi tells the story of a "lonely stoner" who struggles against what he calls "madness" and "darkness." Drugs seem to "free his mind," but he also observes that he's "all alone" and that his "pain is deep."

"LIQUOR STORE BLUES" BY BRUNO MARS (2011)

Pop singer Bruno Mars teams up with reggae artist Damian Marley on this song about drinking after a hard week of work. Liquor is described as an escape from a dead-end job and other pain. Bruno Mars claims that he will "be okay tomorrow." Is alcohol a solution to his problems, or does it contribute to his problems?

ACTIVITY SHEET 6A:

Lyrics: Brad Paisley. "Alcohol"

NAME: _____ DATE: _____

VERSE 1

I can make anybody pretty
I can make you believe any lie
I can make you pick a fight
With somebody twice your size

I been known to cause a few breakups
I been known to cause a few births
I can make you new friends
Or get you fired from work

CHORUS 1

And since the day I left Milwaukee
Lynchburg, and Bordeaux, France
Been making the bars lots of big money
And helping white people dance
I got you in trouble in high school
But college, now that was a ball
You had some of the best times
You'll never remember with me—alcohol

VERSE 2

I got blamed at your wedding reception
For your best man's embarrassing speech
And also for those
Naked pictures of you at the beach

I've influenced kings and world leaders
I helped Hemingway write like he did
And I'll bet you a drink or two that I can make you
Put that lampshade on your head

CHORUS 2

'Cause since the day I left Milwaukee
Lynchburg, and Bordeaux, France
Been making a fool out of folks just like you
And helping white people dance
I'm medicine and I am poison
I can help you up or make you fall
You had some of the best times
You'll never remember with me—alcohol

ACTIVITY SHEET 6B:

Lyrics: Amy Winehouse. "Rehab"

NAME: _____ DATE: _____

CHORUS

They tried to make me go to rehab, I said, "No, no, no"
Yes, I've been black but when I come back you'll know, know, know
I ain't got the time and if my daddy thinks I'm fine
He's tried to make me go to rehab, I won't go, go, go

VERSE 1

I'd rather be at home with Ray
I ain't got seventy days
'Cause there's nothing, there's nothing you can teach me
That I can't learn from Mr. Hathaway

Didn't get a lot in class
But I know it don't come in a shot glass

CHORUS

VERSE 2

The man said, "Why do you think you're here?"
I said, "I got no idea
I'm gonna, I'm gonna lose my baby
So I always keep a bottle near"

VERSE 3

He said, "I just think you're depressed"
This me, "Yeah, baby, and the rest"
They tried to make me go to rehab, I said, "No, no, no"
Yes, I've been black but when I come back you'll know, know, know
I don't ever wanna drink again
I just, ooh, I just need a friend
I'm not gonna spend ten weeks
Have everyone think I'm on the mend
And it's not just my pride
It's just 'til these tears have dried

CHORUS

ACTIVITY SHEET 6C:

Lyrics: Kid Cool. "Day 'N' Nite"

NAME: _____ DATE: _____

VERSE 1
Day and night
I toss and turn, I keep stressin' my mind
I look for peace, but see, I don't attain
What I need for keeps this silly game we play

Now look at this
Madness to magnet keeps attracting me
I try to run, but see, I'm not that fast
I think I'm first but surely finish last, last

CHORUS
'Cause day and night
The lonely stoner seems to free his mind at night
He's all alone through the day and night
The lonely loner seems to free his mind at night

VERSE 2
Hold the phone
The lonely stoner, Mr. Solo Dolo
He's on the move, can't seem to shake the shade
Within his dreams he sees the life he made
The pain is deep
A silent sleeper you won't hear a peep
The girl he wants don't seem to want him too
It seems the feelings that she had are through

CHORUS

VERSE 3
Slow mo
When the tempo slows up and creates that new
He seems alive though he is feelin' blue
The sun is shinin', man, he's super cool, cool
The lonely nights
They fade away, he slips into his white Nikes
He smokes a clip and then he's on the way
To free his mind in search of, to free his mind in search
of...

CHORUS

ACTIVITY SHEET 6D.

Lyrics: Bruno Mars. "Liquor Store Blues"

NAME: _____   DATE: _____

VERSE 1

Standing at this liquor store, whiskey coming through my pores
Feeling like I run this whole block
Lotto tickets, cheap beer, that's why you can catch me here
Tryin' to scratch my way to the top

CHORUS

'Cause my job's got me going nowhere
So I ain't got a thing to lose
Take me to a place where I don't care
This is me and my liquor store blues

I'll take one shot for my pain
One drag for my sorrow
Get messed up today
I'll be okay tomorrow

VERSE 2

Me and my guitar tonight singing to the city lights
Tryin' to leave with more than what I got
'Cause 68 cent just ain't gonna pay the rent
So I'll be out until they call the cops

CHORUS

GUEST VERSE (DAMIAN MARLEY)

Here comes Junior Gong, I'm flying high like Superman
And thinking that I run the whole block
I don't if it's just because pineapple kush between my jaws
Has got me feeling like I'm on top
Feeling like I would'a stand up to the cops
And stand up to the big guys, because the whole lotta dem saps
All the talk dem a talk and dem fly make no drop
'Nuff ghetto youth cannot escape the trap

CHORUS

(43)

Lesson Summary

Students discuss the influences of celebrities on teenagers and young people and identify characteristics of positive and negative role models.

Time Allotment

One to two class periods

Learning Outcomes

Students will:

- Gain awareness of the ways in which celebrities, athletes, and musicians serve as role models for desirable, appropriate, and inappropriate behavior.

- Increase ability to distinguish between positive and negative actions that have real-world consequences.

- Reflect on the process of identifying with celebrities and examine their impact on the development of personal and group identity.

- Strengthen critical thinking and communication skills by participating in a large-group discussion.

- Gather information using specific criteria.

- Use charts and graphs to organize information.

Teacher Preparation

Make multiple copies of Student Activity Sheet 7A and 7B for student distribution.

Collect newspapers and magazines like *People*, *Us Weekly*, and *Entertainment Weekly* for student use or ask students to bring them to school.

Context and Rationale

Many students enjoy paying attention to celebrities in fields such as sports, music, and movies. Advertisers use this to their advantage by hiring celebrities to endorse their products. In addition to promoting products, celebrities influence young people by their actions. Some of these influences are positive, such as an athlete who works with underprivileged children in a sports camp.

However, celebrities often send negative messages to teenagers through their words and actions. Some celebrities may brag about drug and alcohol use or sexual exploits, encouraging young people to follow their examples, or admire risky and dangerous behavior that can lead to poor decision-making.

Introduce the Lesson

EXPLAIN: Sometimes, celebrities and role models are one and the same. You might admire Beyoncé Knowles as a singer and also aspire to be more like her. However, sometimes celebrities are well-known but are not role models. You can probably think of many celebrities you are aware of but do not look up to as a positive influence.

STUDENT RESPONSES TO CELEBRITY CULTURE

Some teachers may not be aware of the celebrities that students know and admire. Teachers and parents often admire different celebrities than those of young people. Sparking dialogue with students about celebrity culture can help educators and parents better understand whom students think about and look up to.

Try to avoid expressing your own judgments about the celebrities students mention. Some students are proud of their strong feelings about celebrities; others may feel guilty about the pleasures they take in paying attention to celebrities. Still other students are reluctant to disagree with or challenge adult authority. In this exercise, students need to feel comfortable sharing their opinions and ideas.

Identify Celebrities You Like or Dislike

Pass out copies of Activity Sheet 7A and ask students to work with a partner to identify celebrities they admire or dislike. Each student should interview his or her partner and compose short sentences to describe his or her opinions about two different celebrities.

After students complete this worksheet, use large-group discussion with students to share the names they identified. Display the names for all students.

Ask questions so that you gain familiarity with the most relevant celebrities, musicians, and athletes in the lives of your students. Encourage students to share their reasons for why they admire or dislike a celebrity. Provide support to students who may have dissenting opinions about a particular celebrity, musician, athlete, or other famous person.

Media Role Models

Celebrities get in the news when they release a new movie, fall in love, get married or divorced, or change their hairstyle or look. They also may get media attention for negative behavior, including domestic violence and sexual abuse, shoplifting, financial problems, crime, alcoholism, and drug use.

ASK: Have you recently learned of any news about particular celebrities?

EXPLAIN: Celebrities are just people with all the same weaknesses and strengths as any of us. Because they get attention from the media, both their positive behaviors and their negative behaviors are magnified. Learning to critically analyze the ways that celebrities affect our sense of what's important is a vital life skill.

Create a Chart of Celebrities Who Make the News for Positive or Negative Behavior

Pass out copies of Activity Sheet 7B, which asks students to work with a partner to create a chart of three celebrities who have made the news for their positive or negative behavior. If available, provide each pair with a newspaper or magazine, such as *People, Us,* or *Entertainment Weekly.* Review the instructions and monitor students' work. When they have completed the worksheet, review some examples from each team.

Conclusion

Tell students that it's important to recognize the wide varieties of behaviors and actions that have positive and negative consequences. Invite them to explain their reasoning and encourage discussion and debate when differences of opinion occur. Talking about the ethical and moral issues related to celebrities can provide adolescents with a valuable opportunity to clarify their values and develop critical thinking and communication skills.

Assessment

Students demonstrate their understanding of this lesson by completing the Activity Sheets. You can check these worksheets to determine whether students can use an organizing tool to structure their ideas and whether they recognize that celebrities demonstrate both positive and negative role model behaviors.

Extension

Invite students to conduct research on a celebrity of special interest and encourage them to create a collage, a poem, an essay, or digital composition to convey what they learned.

ACTIVITY SHEET 7A:

Media Role Models

NAME: _____ DATE: _____

INSTRUCTIONS: Interview your partner about his or her favorite celebrities, athletes, musicians, or other famous people. Explain why each one is famous and why your partner admires or dislikes them.

FAMOUS PERSON #1

Name:

Reason for being famous:

Why you admire or dislike:

FAMOUS PERSON #2

Name:

Reason for being famous:

Why you admire or dislike:

ACTIVITY SHEET 7B:

Media Role Models

NAME: _____ DATE: _____

INSTRUCTIONS: Using articles you find in newspapers, magazines, or on the Internet, make a chart showing three examples of celebrities who have made the news for their positive or negative decisions.

a. Identify the celebrity

b. Identify the action (what he or she did that was reported in the news)

c. Label the action as positive or negative

d. Explain the possible influence on teenagers

Celebrity Action	Positive or Negative?	Possible Influence on Teens

TEACHER LESSON PLAN 8:
PRESCRIPTION AND OVER-THE-COUNTER DRUGS

Lesson Summary

Students learn about different types of drugs and the rising problem of prescription and over-the-counter (OTC) drug abuse, and reflect on the role celebrities play in publicizing prescription drug abuse.

Time Allotment

Two to three class periods

Learning Outcomes

Students will:

- Gain information about the differences between prescription drugs, OTC drugs, illegal drugs, and nutritional supplements, and the effects on the body.

- Gain knowledge about the myths many teens believe about prescription and OTC drug abuse.

- Strengthen research skills to find and read news articles about celebrities and prescription drug abuse using targeted online searches and keyword phrases.

- Critique whether media coverage of celebrities and prescription drug abuse has positive or negative effects.

Teacher Preparation

Make multiple copies of Student Activity Sheet 8A and 8B for student distribution.

Download PowerPoint from **http://medialiteracypa.org/teacher-resources.**

Ensure that multiple groups of students can access the Internet at the same time.

Context and Rationale

Some teens turn to prescription and OTC drugs not only to get high, but also to cope with stress, to self-medicate, and even to try to get an edge on school. This is a widespread problem due to the easy availability and access of these drugs. However, there are myths many teens believe about abusing these drugs, including the myth that they are safer to use than illegal drugs. Celebrities play a role in making prescription drugs seem more "usable" to youth, who often look to them as role models. Reports of celebrities going to rehab for addiction publicize the issue, but at the same time, such reports can make a spectacle of drug abuse.

Introduce the Lesson

In this lesson, students will learn more about prescription and OTC drugs. Using Activity Sheet 8A, students will explore myths about prescription and OTC drugs to differentiate fact from fiction when it comes to abusing these types of drugs.

Introducing Prescription and OTC Drugs

ASK: What are prescription drugs? What are over-the-counter drugs? What are the differences between the two?

EXPLAIN: Prescription drugs require a doctor's note to a local pharmacy. Over-the-counter drugs can be purchased by anyone at drug stores, grocery stores, and convenience stores.

ASK: Why do many drugs require a prescription from a doctor? What is the purpose of a prescription?

ASK: Are there reasons why it is important for some people to have prescription drugs? What is the

difference between someone who needs a prescription drug and someone who does not?

Use the PowerPoint Slides for Lesson 8 to help students understand the differences between the four different types of drugs: 1) prescription drugs; 2) over-the-counter drugs; 3) supplements; and 4) illegal drugs.

ASK: For each of the four different types of drugs, ask students to supply specific names and examples.

- Painkillers: morphine, codeine, OxyContin, Vicodin, Darvon, Dilaudid, Demerol, and Dextromethorphan (DXM), which are found in many cough medicines.

- Depressants: sedatives, such as Nembutal, Valium, and Xanax; and barbiturates, such as Amobarbital, Nembutal, Seconal, and Phenobarbital.

- Stimulants: Ritalin, Dexedrine, Adderall, and Biphetamine.

ASK: Where do students learn about these products?

EXPLAIN: People get information about drugs from many different sources, including health professionals, teachers, family, friends, commercials and other media, and even stories we hear about celebrities. Some sources of information are more credible than others.

Vocabulary

Introduce these vocabulary words by asking students to define them using a dictionary, or provide them with the definitions.

Myth: a belief that is not true

Metabolism: processing a substance within the body

Psychologically: having to do with the mind

Reading Comprehension

Distribute copies of Activity Sheet 8A. You may want to have students read aloud or silently, depending on their ability. Have students work individually on the three comprehension questions.

Reviewing Myths about Prescription and OTC Drugs

Ask students to choose one myth and provide reasoning as to why it is the most dangerous myth for teens to believe. Although it is not explicitly listed in the reading, students can infer how street drugs and prescription/OTC drugs are similar and different.

Here is an example list:

DIFFERENCES

- Legal vs. illegal

- Where you can get them (doctor vs. dealer)

- Prescription drugs seem less harmful than street drugs because they come from a doctor's prescription

SIMILARITIES

- Both get you high

- Both can be addictive

- Mixing drugs can be deadly

Online Scavenger Hunt

We hear reports of celebrities and athletes going to rehabilitation for addiction to drugs and alcohol— whether it is illegal or prescription.

- In 2008, actor Heath Ledger died after an accidental overdose of prescription drugs.

- In 2009, pop star Michael Jackson died of an overdose of a hospital-strength pain medication.

- In 2011, Amy Winehouse (who won a Grammy™ in 2008 for her song "Rehab") died of a drug overdose after documented addiction to prescription drugs, alcohol, and illegal drugs.

News and entertainment publicize celebrity drug abuse and rehab, but does it have a positive or negative effect?

Pass out copies of Activity Sheet 8B to introduce the assignment.

ASK: What are the controversies you've heard about celebrities and prescription or over-the-counter drug abuse?

Have students work with a partner to create a list of ten words that could be used in a research database search to find information about the latest controversies about celebrities and prescription drug abuse.

EXPLAIN: There is a lot of misleading information about drugs on the Internet. The most credible information about drugs comes from news stories, where a team of reporters and editors have reviewed a variety of sources and checked their facts carefully. For controversial topics, it's important not to rely on a general Internet search as a credible source. News articles from trusted online databases are more credible.

Using the Online Scavenger Hunt activity on Activity Worksheet 8B, have students search for news about prescription drug overdoses and celebrities using appropriate keywords and a targeted search in specific news publications like the *New York Times*, the *Wall Street Journal*, and the *Washington Post*. After they have completed this activity, encourage students to read their article and briefly share what they learned with the class.

Managing Student Responses to Celebrity Culture

Students usually do not get to talk about celebrities in class, and some students may focus on celebrity gossip. Keeping them on track to discuss how celebrities can help publicize prescription drug abuse—for positive or negative effect—should lead to an engaging class discussion.

ASK: How do you think your story has a positive or negative effect to make others aware of prescription drug abuse?

Conclusion

Explain to students that many young people believe in one or more of the four myths discussed in the reading—but abusing prescription and OTC drugs is not safe or legal.

Explain that we often receive mixed messages about celebrities abusing prescription drugs. Many celebrities serve as role models to young people, but when drug abuse is glamorized and rehabilitation centers seem too easy to enter and exit, we don't receive the whole picture. Prescription drug abuse is sometimes glamorized or made a spectacle to sell a juicy story. But sometimes, celebrities can help make people aware that it is a serious problem.

Reinforce that it's important to critically analyze how all types of drugs—prescription, over-the-counter, supplements, and illegal—as shown on TV, in music, movies, magazines, and on the Internet.

Assessment

Students' talk about prescription and over-the-counter drugs will provide useful evidence about their attitudes and experience with these substances. From this, you may be able to identify students who are already using these products or who are at risk. You can check students' abilities to comprehend the reading and analyze media messages by reviewing their work on Activity Sheet 8A. You can also check their ability to use keyword phrases and targeted Internet searches by reviewing Activity Sheet 8B.

ACTIVITY SHEET 8A:

Four Big Myths of Prescription and OTC Drug Abuse

NAME: _____   DATE: _____

Daniel is under a lot of stress at school. Although he feels guilty about it, he's been sneaking away pain pills from his mom's medicine cabinet to relax. Alexis's friend Kayla gives her a pill that she says will help her do better on tests. Kayla got the pill from her little brother, who has a doctor's prescription to help manage his ADHD. Many youth can relate to Daniel's and Kayla's stories. A study from the Partnership at DrugFree.org and MetLife Foundation found that 25% of teens have misused prescription drugs at least once. This is a 33% increase since 2008! In addition, this survey found that 13% of teens have taken stimulants (like Ritalin or Adderall) that were not prescribed for them at least once.

Medications are powerful substances. They can benefit a patient when used under a doctor's care, but they can be unpredictable and harmful when abused. Teens not only abuse prescription and over-the-counter (OTC) drugs to get high, but to help them cope, deal with pressures, self-medicate, or try to get an edge on school tests and studying. There are other reasons teens give for abusing drugs—but they are myths. A teen believing that a myth is actually true may not only hurt herself or himself, but also friends and family. The four big myths of prescription and OTC drug abuse are:

MYTH #1: IT'S A SAFE WAY TO GET HIGH.

According to a national study from the Partnership at Drugfree.org and MetLife Foundation, more than a quarter of teenagers believe that prescription drugs are safer than illegal drugs. Because prescriptions are provided by doctors and OTC drugs are sold in stores, one myth is that they are a safe way to get high. But just because medicines list the dosage and side effects on the bottle does not mean they are safe. Medicines are meant to be taken in limited doses for specific ailments, and prescriptions are given by doctors based on the patient's condition, medical history, age, weight, drug allergies, and interactions with other substances or alcohol. Doctors also monitor patients while they are on medication. What is prescribed for one person is not necessarily safe for someone else to take. Teens who would never think of using illegal drugs might abuse prescription drugs because they think these drugs are safer. But a single large dose of painkillers or depressants can cause slowed heart rate and breathing difficulty, and even lead to death. Stimulant abuse can cause hostility, paranoia, and possible heart failure or seizures. According to the National Institute on Drug Abuse, 3,000 young people died from prescription drug overdoses in 2010. In fact, young people die from overdoses on prescription drugs more than any other kind of drug!

MYTH #2: IT'S OKAY TO MIX SUBSTANCES.

Some teens report mixing medications with other pills, alcohol, or illegal drugs—but this is incredibly dangerous. Mixing substances cannot only damage the body, but it can be lethal. For example, mixing painkillers and alcohol can intensify sedative effects, lead to body damage, slow the heart rate and breathing, and cause coma or death. Many painkillers need to be absorbed by the liver to function correctly, and when alcohol prevents the proper metabolism of the medicine, it can't absorb properly. Also, when a person takes medicine in a way it's not supposed to be taken, such as snorting or injecting, it can cause serious problems, including death.

MYTH #3: I CAN STOP WHENEVER I WANT.

Using prescription and OTC drugs, even for a short amount of time, can be physically and psychologically addictive. For every prescription drug death among young people, there are seventeen more admissions to rehab treatment facilities. Prescription and OTC drugs can be just as addictive as taking illegal street drugs. Many prescription drugs, especially painkillers, are regulated because they are so addictive. Doctors limit the amount prescribed and monitor patients to make sure they aren't getting addicted. Signs of addiction include the need to have a particular drug or substance, and changes in mood, weight, and interests. Withdrawal from some drugs, such as depressants, can be extremely dangerous

if not monitored. If you think you—or a friend—may be addicted to prescription or OTC drugs, talk to your doctor, school counselor, nurse, or parent. They can find the right help for you.

MYTH #4: THERE'S NOTHING WRONG WITH USING OTHER PEOPLE'S PRESCRIPTIONS.

According to a national study from the Partnership at Drugfree.org and MetLife Foundation, one-third of teens believe "it's okay to use prescription drugs that were not prescribed to them to deal with an injury, illness, or physical pain." Just because drugs can be sold by pharmacies and prescribed by doctors does not mean they are legal. Prescription drugs are controlled substances and are meant to be used by the person they are prescribed to. Every prescription bottle has the words, "Federal Law prohibits the transfer of this drug to any person other than the patient for whom it was prescribed." If you share, buy, or sell, you can be faced with criminal charges. Anyone caught with prescription medication who was not prescribed to them can be criminally charged with possessing a controlled substance—a misdemeanor or a felony, depending on the amount and your age. Those who give or sell to others can be arrested for criminal sale of a controlled substance. Just like street drugs are illegal, prescription drugs that aren't yours are not legal.

Questions:

1. How many young people died from prescription drug overdoses in 2010?

2. Which myth do you think is the most dangerous myth for teens to believe? Why?

3. How are prescription drugs and street drugs different? How are they similar? Make a list.

DIFFERENCES	SIMILARITIES

ACTIVITY SHEET 8B:

Online Scavenger Hunt

NAME: _____ DATE: _____

KEYWORD: (example: "prescription drug overdose")

Working with a partner, find three stories related to prescription drug use in three types of publications.

Look for the following types of sources:

- ☐ An article from a major newspaper (such as the *New York Times,* the *Wall Street Journal,* the *Washington Post*, etc.)
- ☐ A cited source from a Wikipedia article
- ☐ A post or article from a popular magazine website (such as *People, Rolling Stone, Time*, etc.)

Type of content: _____
_____
_____

Title: _____
_____
_____

Author: _____
_____
_____

URL: _____
_____
_____

A one-sentence summary: _____
_____
_____

Questions you have after reading: _____
_____
_____
_____
_____
_____
_____
_____

TEACHER LESSON PLAN 9:
UNDERSTANDING WARNING LABELS

Lesson Summary

Students learn about why warning labels are mandated for certain risky or harmful products, and how companies use strategies of *omission* and *minimization* to appeal to audiences.

Time Allotment

Two to three class periods

Learning Outcomes

Students will:

☐ Gain information about government agencies that apply warnings to potentially harmful or risky products and reflect on which products do and do not have warning labels.

☐ Reflect on the warnings and labels they encounter in their everyday lives and strengthen their abilities to recognize these warnings and labels.

☐ Create an advertisement with warning label requirements and use elements of design to minimize the negative impact of their warning label.

☐ Formulate and express an opinion about the uses of warning labels on products.

Teacher Preparation

Make multiple copies of Activity Sheet 9A for student distribution. Gather markers and paper for the ad creation activity. (Note: This activity can also be completed using drawing, painting, or publishing software.)

Download PowerPoint 9 from **http://medialiteracypa.org/teacher-resources.**

Context and Rationale

Take a close look at any advertisement for cigarettes or prescription drugs, and you will see a warning about some of the potential risks, harms, and side effects of using these substances. Fail to take a close look, however, and you could easily miss warnings that are written in small fonts, placed strategically at the bottom of ads, or, in the case of commercials, spoken quickly at the very end. Warnings and other information are an important part of the decisions we make in our everyday lives and can contribute to our understandings and beliefs about drugs. They are usually mandated by government agencies that know that most advertisers would not willingly put risks associated with their products in advertisements and on the products themselves. When students learn how to recognize warning labels, they become more conscious of the real risks associated with products that can be made to seem cool, fun, or helpful.

Introduce the Lesson

In this lesson, students will learn about how and why warnings are used on prescription drugs. Using PowerPoint 9 and Activity Sheet 9A, students will identify warning language and identify the techniques that are used to omit or minimize information. Using Activity Sheet 9B, students will role-play as advertisers to create an advertisement for a fictional product— "MEGADRINK"—that must include a warning label. Then they will develop and share their opinions about the effectiveness of warning labels in a short reflective response.

Introducing Warning Labels

ASK: Have you ever seen or heard a warning about the risks or dangers of a product in an advertisement or television commercial? What was the product and what was the warning?

EXPLAIN: Some products that are deemed risky or harmful by government agencies like the Food and Drug Administration (FDA) are required to carry

warning labels. You will always see warning labels on advertisements for harmful products like tobacco, cigarettes, and prescription drugs, like sleeping pills.

ASK: Why do you think the government requires some products to carry warning labels?

Analyzing Warning Labels

Using PowerPoint 9, show students a variety of advertisements with warning labels. The PowerPoint will show you warning labels on alcohol, cigarette, and prescription drug advertisements. The PowerPoint will also lead you through some questions to ask about warning labels and a few techniques that advertisers use to minimize the impact of their warning labels.

As you go through the PowerPoint, students will read Activity Worksheet 9A, which will outline several techniques that advertisers use to minimize the impact of warning labels.

EXPLAIN: Advertisers don't necessarily want to tell their audiences about the negative or risky effects of their products. They use strategies to make it more difficult to read warnings and other required language, like using small fonts, using hard-to-read colors, and placing their warnings where people will not read them.

Making an Advertisement

Pass out copies of Activity Sheet 9B. Tell students that they are now going to role-play as advertisers. When you introduce the lesson, you might say to them, "I want you to think like an advertiser for this next project."

In this activity, students are pretending to work for a company that sells a product called MEGADRINK. MEGADRINK is a controversial new drink that contains a harmful ingredient called *drowsiphan*. Drowsiphan, a fictional chemical, makes you sleepy, impairs your judgment, and has many other negative side effects.

The government has determined that all advertisements for MEGADRINK must contain a warning about its ingredients and side effects, as outlined in Activity Worksheet 9B.

Students use their knowledge of advertising tactics to create a new advertisement for MEGADRINK that includes the warning label but does not detract from their ad. They will need to think about font size and color and the placement of their warning.

ASK: What responsibility should advertisers have in making the negative effects of their product clear?
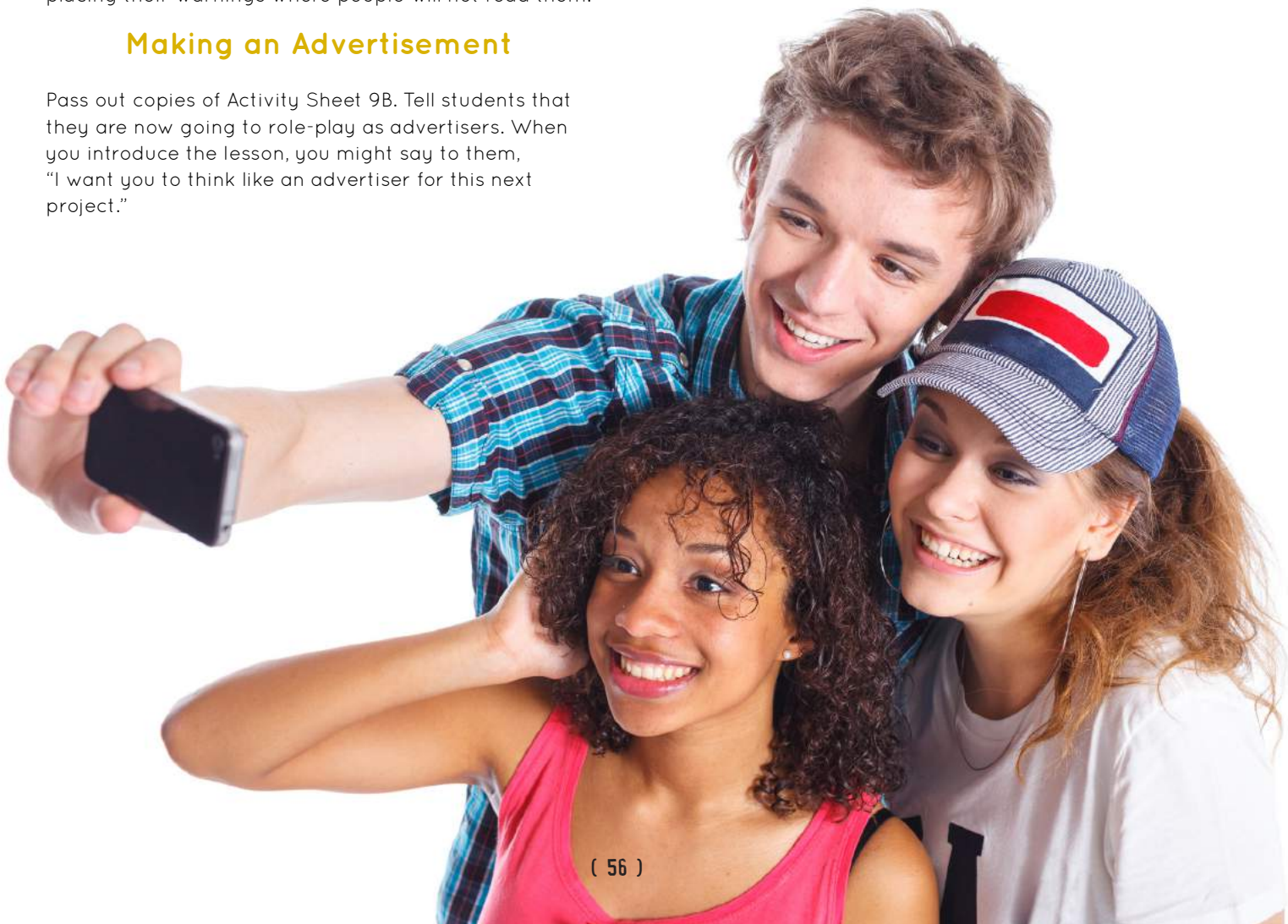
Conclusion

Explain to students that warning labels are one way to provide information about risks and harmful effects to consumers. However, sometimes warnings are intentionally minimized to avoid detracting from advertisers' needs to associate positive ideas with their products, even when those products are harmful.

Explain that when we see warning labels, we should read them carefully. We should also be wary of products that require warning labels, especially when the warning is not presented clearly. We should also think about other products that do not require warning labels but are nonetheless risky or harmful.

Reinforce that it's important to understand how and why warning labels are required—through government agencies that test products for harmfulness—and also how and why warning labels are often minimized in advertisements.

Assessment

Students' reflections and talk about warning labels before and after their creative activity will provide some evidence about their understanding of and opinions about warning labels. Students' responses on Activity Sheet 9A will indicate comprehension of basic ideas, and the persuasive quality of their advertisements will demonstrate whether students understand how and why advertisers make some of the decisions they make in including warnings. Students' abilities to reflect on the process of minimizing an advertisement will also be evident in the quality of reflective discussion after the creative activity.

Share student examples and comment on the strategies used to minimize the warning. Have students used font size, color, and placement?

ACTIVITY SHEET 9A:

How Advertisers Use Warning Labels

NAME: _____ DATE: _____

INTRODUCTION: All advertisers of harmful or risky products like cigarettes and prescription drugs are required to put certain information and warnings on their products. Sometimes, advertisers use techniques to minimize the impact of these warnings.

TECHNIQUES

Font size Sometimes advertisers put their warnings in small fonts that are difficult to read. If you see an advertisement with lots of small print at the bottom, try to read carefully to see if there is important information that you could easily miss if you're not paying close attention.

Do you notice how hard it is to read this part? We could be giving you important information and it would be very tough for you to figure out what we were telling you!

Font color Sometimes advertisers use font colors that are difficult to read. When we see white font against a dark color, it may be hard for us to read. If you see text that is not easy to read, be careful and try to understand what it's saying.

This font color makes it very hard to read this message. If we were trying to tell you something important, you might not be able to figure it out!

Position and placement Usually warnings are put in places that our eyes or ears are not naturally drawn to. In print advertisements, this place is usually far away from the characters, logos, or phrases that advertisers want us to focus on. In commercials, warnings are often said very quickly at the end of the advertisement, after our attention has already been grabbed. Have you read the box at the bottom of the page yet? If you haven't, then we were successful in diverting your attention.

Don't get fooled—pay careful attention to the information in advertisements for products like cigarettes, alcohol, and prescription drugs that advertisers don't really want you to notice.

ACTIVITY SHEET 9B:

Making Your Advertisement

NAME: _____ DATE: _____

INTRODUCTION: It's time to *think like an advertiser*. Advertisers need to *sell products* by attracting people's attention. They use images, words, sounds, and slogans to make people want to remember or purchase their products.

Sometimes, advertisers are required to put information in their advertisements that do not help to sell their product. This information is required by government agencies that have studied the product.

Making an Ad for MEGADRINK

You are selling a product called MEGADRINK. MEGADRINK is a sweet carbonated beverage that targets young adults over the age of twenty-one. It contains a dangerous new substance called Drowsiphan, which makes people sleepy and causes them to make bad decisions. The government has decided that you can sell MEGADRINK, but only if you include a warning on all of your advertisements.

DIRECTIONS

Using paper, markers, and your imagination, you are going to work with a partner or group to make a web or magazine advertisement for MEGADRINK that makes people want to buy it. You might use bright colors, catchy slogans, powerful words, or even characters and celebrities from real life.

You *must* include the following text provided by the Food and Drug Administration. If this text is not on your advertisement, your whole company will get shut down.

THIS PRODUCT CONTAINS THE CHEMICAL DROWSIPHAN. DROWSIPHAN IS A DANGEROUS SUBSTANCE THAT MAKES YOU SLEEPY. USING THIS PRODUCT COULD IMPAIR YOUR JUDGMENT AND ENDANGER OTHERS. IT IS NOT A GOOD IDEA TO USE THIS PRODUCT FOR ANY REASON.

Remember, you have to write every word on your advertisement. But here's the catch—there's no restriction on how big you have to write it, where you have to write it, or in what color you have to write it.

Good advertisers know how to make warning labels hard to read so that they don't take away from your message that *people should buy MEGADRINK*.

TEACHER LESSON PLAN 10:
TALKING BACK TO THE MEDIA

Lesson Summary

Students learn about strategies for responding to media organizations—as a form of audience feedback. They respond to a specific media message by composing a blog post, a blog comment, and a tweet—a short message of only 140 characters—to a media organization.

Time Allotment

One to three class periods

Learning Outcomes

Students will:

- Select and read a news story from a print or online news source.

- Organize, summarize, and present a main idea.

- Develop a thesis statement using evidence.

- Use formatting techniques to create an understandable presentation for a designated audience.

- Write a multi-paragraph blog post that includes a clearly stated position or opinion and includes convincing, elaborated, and properly cited evidence.

- Write paragraphs that have details and information specific to the topic and relevant to the focus.

- Understand the conventions of various online composition formats.

Teacher Preparation

Make copies of Activity Sheet 10.

Context and Rationale

In the digital world, it is essential for young people to learn the various codes and conventions of communication. In previous eras, readers of mass media forms like newspapers and magazines could write direct letters to the editor of their local and national publications. However, there are now a variety of ways to engage in meaningful feedback that are both publicly available and often effective in enacting change in media. Successful online campaigns through blog posts, comments to nationally recognized news websites, and even very short-form media like tweets—a message format on the Twitter social media platform that consists of only 140 characters—can be effective ways to talk back to media messages.

EXPLAIN: It's important to "talk back" to the media when you encounter something that you strongly like or dislike. This is valuable feedback that helps media producers understand their audience better. Giving feedback is an essential component of becoming a media-literate citizen.

Introduce the Lesson

ASK: Why do readers "talk back" to media stories by writing their own responses? Who should be addressed when providing feedback online?

EXPLAIN: There are several ways to "talk back" to media. You can send messages directly to authors and editors of print and online publications, either through email or through comments left on their websites. You can also publish your own response and tell the world what you think in ways that can effect real change.

Provide an Example of a "Talk Back" Success

Teachers can look at successful anti-drug campaigns originating from blog posts and activist organizations

to show how small groups and individuals "talk back" to media representations of drug abuse and drug statistics.

For instance, when pop singer Demi Lovato was bullied in gossip and tabloid magazines about her use of cocaine and subsequent rehab for drug use and bipolar disorder, she responded by displaying anti-drug messages in public. When websites began to criticize her decision to display a slogan that read, "Heroin Killed the Radio Star," she responded in her own words.

According to MTV, Lovato wrote a series of tweets to respond to media backlash:

"I've had the same sticker encouraging sobriety in a cool way for over a month now," she wrote. "No other reason than to inspire a younger generation to stay sober rather than falling into peer pressure and bad habits like so many have. #relax #soberissexy."

Understanding the Codes and Conventions of Online Formats

Blogs: Blogs use a format similar to the five-paragraph essay structure. Like editorials, they often employ the first person ("I," "me," "my"). They can range from dozens to thousands of words—the important part is that the author expresses a clear point of view and uses evidence from other sources. This evidence cites its original sources, often by linking to the original source.

Comments: Comments are usually several sentences to two paragraphs long. They express an opinion concisely and respond to specific points in the article that they are commenting on, often through use of direct quotations or paraphrases.

Tweets: Tweets are a maximum of 140 characters long. They are often attention-grabbing, like headlines. Twitter uses a tagging system to connect members of the Twitter community. These "hashtags" employ the pound or "hash" sign (#) followed by a phrase that other users might search for. If you search http://twitter.com for the tag #AboveTheInfluence, you will find tweets expressing information and opinions about anti-drug lifestyles and the Above the Influence campaign from the Office of National Drug Control Policy.

Expressing an Opinion

Activity Sheet 10 invites students to find an interesting news story and respond to it by writing a response in three formats—a blog post consisting of three paragraphs (approximately 200 words), a comment consisting of one paragraph (approximately fifty words), and a tweet consisting of only 140 characters.

EXPLAIN: There are eight steps involved in writing your first media response:

1. Select a specific news story, editorial, music, film, or television review from a print or online newspaper. This should be a specific newspaper article. Write down the headline, author, and date of publication.

2. Brainstorm to identify a main idea in response to the article. Write this idea as a single sentence.

3. Write down two or three important facts to support your idea and identify the source.

4. Write a draft of your post.

5. Get feedback from a writing partner and revise.

6. Check spelling and formatting.

7. Use the Internet to publish your response on your school website, or to send as an email to a media organization.

8. Submit a copy of your post to your teacher, along with a link to the original news article you responded to.

Summarizing Responses in a Comment and a Tweet

After students complete their initial blog post, they summarize their post twice. First, they comment directly, if possible, on the original article. It may be appropriate to create a class account with the teacher's information—not the student's information—for any website where real names and information are required. Students can also comment on each other's work on a safe space, like a class Edmodo page or school website.

Comments should generally be approximately one paragraph, use the most important information from a longer-form blog post, and respond directly to the authors of an original article.

Finally, students will condense their response into the single most important idea they wish to convey. In the tweet format, authors have exactly one sentence to make this idea clear. Tweets that are longer than 140 characters cannot be published on Twitter.

Conclusion

Explain to students that we who are users and consumers of mass media must not only be active in critically analyzing the messages that are presented—we must talk back to the media and communicate our own ideas. Responding directly to news articles is an important way to let people who work in the media know what we like and what we dislike. When we provide this kind of feedback, we help the producers of mass media to become more responsible and responsive to the needs and interests of the audience.

Assessment

The blog posts that students compose are valuable resources for assessing students' learning for this activity. Posts should be coherent, contain a meaningful main idea, and use the conventions illustrated in the model. Posts that do not meet this standard indicate that students have missed the key ideas of this lesson. The evaluation rubric found in Activity Sheet 6 can help you provide meaningful feedback for students to improve.

EVALUATION RUBRIC: EXPRESSING AN OPINION ON A NEWS ARTICLE

This response responds directly to a published news story, current event, or opinion column. (20 points)	
Each response (post, comment, and tweet) is formatted and displays appropriate grammar, spelling, and punctuation. (20 points)	
The post uses memorable facts or opinions that might surprise or interest audiences. (20 points)	
The post uses descriptive words that communicate how passionately the author feels about the issue. (20 points)	
The modified comment and tweet succinctly summarize or use one attention-grabbing part of the original longer-form blog post. (20 points)	

Comments:

Grade:

Extension

Provide extra credit or a prize if students receive online responses to their posts, comments, or tweets, and take the initiative to continue to talk back. Sometimes students can spark whole conversations about important topics in media just by making their opinion known online.

ACTIVITY SHEET 10:

Expressing an Opinion

NAME: _____ DATE: _____

COMMENT:

Respond to specific points in a news story in 2-3 sentences.

BLOG POST:

Share your interpretation and opinion about a recent news story.

TWEET:

Summarize key idea with your point of view included, plus a #hastag and URL.

WRITING A BLOG POST: STEPS IN THE PROCESS

1. Select a news story you would like to comment on.

2. In one sentence, write your main idea in response to the article.

3. Write down two or three important facts to support your idea and identify the source.

4. Write a draft of your post.

5. Get feedback from a writing partner, and revise.

6. Check spelling and formatting.

7. Use the Internet to publish your response on your school website, or send as an email to a media organization.

8. Submit a copy of your post, comment, or tweet to your teacher, along with a link to the original

news article you responded to.

TEACHER LESSON PLAN 11:
PREPARING TO MAKE A PUBLIC SERVICE ANNOUNCEMENT

Lesson Summary

Students learn about the use of public service announcements and consider the value of informing people about healthy lifestyles using persuasive techniques.

Time Allotment

One class period

Learning Outcomes

Students will:

- Read with comprehension and make reasonable interpretations of the ideas learned by relating to previous information and personal experience.

- Understand how social marketing is similar or different from product advertising.

- Recognize two strategies used in persuasion.

- Increase awareness of anti-drug messages in their environment.

Teacher Preparation

Make multiple copies of Student Activity Sheet 11A and 11B.

Download or access public service announcements at the Above the Influence project: http://www.abovetheinfluence.com/ads.

Context and Rationale

Public service announcements (PSAs) are effective ways of spreading the word about important social issues, particularly those related to healthy lifestyles and responsible choices. Teachers and students alike may be able to name famous PSAs from memory—do you remember the anti-drug PSA that displayed what your brain looked like on drugs, using eggs in a frying pan? Have students seen the 2014 PSA where a teen boy converses with his friends and the boy's mouth opens to reveal the mouths of other teens that speak for him in voices other than his own? The phrase, "speak for yourself" echoes the theme of "live above the influence." Iconic imagery and catchy slogans can help convey information and action steps to address a prominent social problem.

Introduce the Lesson

Familiarize students with the concept of "under the influence."

ASK: What does it mean to be "under the influence"? Check to see whether students understand that this phrase is used to describe the altered mental state—when you're drunk or high.

ASK: What does it mean to be "above the influence"? This is a phrase used in anti-drug campaigns to emphasize the power of not yielding to the various kinds of pressure that teens experience—pressure to act in certain ways, dress or look certain ways, or use drugs or alcohol.

EXPLAIN: The concept of "above the influence" is a slogan—a way to help people remember how important it is to resist peer pressure to do risky things.

Understanding Public Service Advertising

Pass out copies of Activity Sheet 11A and ask students to read it. You may want to have students write out answers, work with a partner to discuss, or use the questions to support large-group discussions based on ability levels.

Teacher Answers

What is the difference between social marketing and advertising? Social marketing is the use of persuasive communications media to change attitudes and behaviors that can help improve lifestyle decisions and overall health. Advertising is any promotional message about goods or services.

What are two necessary components for designing an effective public service announcement? First, the ad must have something that attracts audience attention, and then the ad must provide a strong emotional experience to help people remember the main idea.

What was the most effective PSA you can remember? Answers will vary. Invite students to provide reasoning to reflect on why the ad was memorable to them.

Compare and Contrast PSAs

Ask students to work with a partner to compare and contrast public service announcements and traditional advertisements. PSAs are available from Above the Influence, at **http://abovetheinfluence.org/ads.** If you like, you can use television commercials for alcohol, prescription drugs, and other products.

Students use Activity Sheet 11B to describe differences between PSAs and advertisements.

Conclusion

Explain to students that there are all kinds of persuasion out there—bad persuasion encourages you to do unhealthy things. Good persuasion comes when people encourage you to study hard, do well in school, and keep physically and mentally safe. Remind them that it's important to evaluate the quality of the messages you receive by thinking about the target audience, the author's purpose, and the persuasive techniques used to influence you.

Assessment

You can assess students' reading comprehension by monitoring their responses to the questions at the bottom of Activity Sheet 11A. Students whose responses seem off-target or unclear should be encouraged to practice strategic reading skills, including underlining or re-reading to find the answers in the text. Activity Sheet 11B will help you assess students' abilities to recognize the different techniques used in advertising and social marketing.

Extension

For homework, have students visit the Above the Influence website at www.abovetheinfluence.com. Ask them to describe what they liked best about the site. What other social issues use social marketing? Invite students to look for other public health campaigns that encourage positive, healthy behavior.

ACTIVITY SHEET 11A:
Understanding Public Service Announcements

NAME: _____ DATE: _____

A teenage boy stands alone in his bedroom under a spotlight. Suddenly, other teens enter the room. They undress and re-dress him while he stands, expressionless and unmoving, under the spotlight. People continue to change him into many different types of clothes. He looks like a prep, then a stoner, then a jock, then a goth. The boy looks around, and then finally puts his hands out to stop them. All the people who have entered the room stare at him. As he walks out of the room, the people disappear. A narrator concludes, "When you give up the ability to decide for yourself, you give up what makes you, you." Then comes the graphic logo: "Above the influence.com."

You've probably seen a lot of anti-drug advertising in your lifetime. In fact, the average teen will hear radio ads, see print ads, or watch a TV ad sponsored by the White House Office of National Drug Control Policy at least four times a week. These messages can help people recognize the real-world dangers of drug use.

This type of advertising is called *social marketing*—it's the use of persuasive communications media to change attitudes and behaviors that can help improve Americans' lifestyle decisions and overall health. A specific ad for a positive health issue is called a *public service announcement* (PSA). PSAs are a special type of persuasive message—appearing in print media, on the radio, on TV, or on the Internet—and they use some of the same techniques as advertising for sneakers, chewing gum, makeup, and soft drinks.

Public health professionals have been using PSAs for about fifty years—and they have learned that some techniques work more effectively to change attitudes and behavior. The first challenge in designing a public service announcement is to attract people's attention within the first five seconds so they don't change the channel or turn away. Next, a strong emotional experience is important to help people remember the main idea of the message.

Social marketing professionals use the tools of advertising, but they're not selling products—they're selling ideas that can help people live healthy lives.

QUESTIONS:

1. What is the difference between social marketing and advertising?

2. What are two necessary components for designing an effective public service announcement?

3. What was the most effective PSA you can remember? What was a PSA that you didn't think was effective? Why do you think the effective PSA worked so well? What could you change or improve about the ineffective PSA to make it stronger?

ACTIVITY SHEET 11B:

PSAs Versus Advertising

NAME: _____ DATE: _____

INSTRUCTIONS: You'll be asked to analyze an advertisement and a PSA. Working with a partner, use the form below to identify the target audience, the author's purpose, and the persuasive techniques.

Name of Ad: _____

Name of PSA: _____

SIMILARITIES	DIFFERENCES

Lesson Summary

In this lesson, students will remix an anti-drug public service announcement (PSA) by replacing the audio through voiceover, dialogue, sound effects, and other audio elements. Students study the visuals in an existing PSA without sound, write a new script, and perform the script as a *screencast*—the simultaneous recording of a computer screen and voiceover.

Time Allotment

Four to six class periods

Learning Outcomes

Students will:

- Gain knowledge about the planning and production process of audio recording.

- Analyze video footage, including its *videography* and its *editing*.

- Appreciate how the same visual story can be altered by introducing new sound elements.

- Plan and design a message for a specific purpose and target audience.

- Develop teamwork and collaboration skills.

Teacher Preparation

Make multiple copies of Student Activity Sheets 12A, 12B, and 12C.

Have two Drug Free Pennsylvania PSAs ready to play on your projector or computer. One will be used as an example, and the other will be used for the production activity. Review the Screencasting 101 Appendix to match your available technology to the needs of the project.

Context and Rationale

Public service announcements are powerful ways to send an important message to different audiences. They are carefully constructed to attract attention, spark interest, deliver a clear message, and provide steps for action. Many students may be excited to produce an original audio or video piece, but they also may not have a lot of hands-on experience in video or audio production. Remixing an existing professionally produced PSA by replacing the audio gives students the ability to produce a high-quality video product without spending weeks or even months on the video-making process. It allows them to focus on identifying their target audience, using techniques to attract attention, and carefully designing their message purpose.

Introduce the Lesson

Select and play one of the anti-drug PSAs that can be found at **http://medialiteracypa.org/teacher-resources.**
ASK: What did you like and dislike about this PSA? Write their suggestions in two lists (likes, dislikes) on the blackboard.

ASK: What do you think the creators of this ad want their audiences to do? What is the *action step* that the authors want viewers to take?

EXPLAIN: Video creators have to make careful choices about the *visuals* and the *audio* that they use in their work. Sometimes when we look at video and audio separately, we can better understand how and why authors might have made those careful choices.

Play the same anti-drug PSA again—this time without any *video*. Students will only comment on the sounds, music, and dialogue they hear.

ASK: What did you notice about the *audio* in this advertisement? Did you notice anything this time that you did not notice when we watched the clip with *video*?

ASK: How could you change the audio in this advertisement to change its message? Imagine replacing the *music*, *sound effects*, or *dialogue*.

EXPLAIN: We are going to be changing the audio in a PSA so that it contains our own message. We will record our voices and use music and sound effects to get our message across.

Divide your classroom into small working groups of no more than four or five students per group. Each group will create its own remixed audio for an anti-drug PSA.

Understanding the Remix Process

In this project, students record original audio to the visuals of a PSA. When you change the audio or video of a song, commercial, video, or other media, you are *remixing* it. We are going to *remix* a PSA for a new purpose.

ASK: Has anyone ever seen or heard something that they thought was a *remix*? It might be a remixed song, a remixed music video, or a remixed scene from a movie. (These might include: song remixes, Lego and *machinima* versions of popular films, or fan videos on YouTube.)

Playing "Spot the Shot"

All students will watch a new PSA without any sound. As they watch it, you will invite them to play a game called *Spot the Shot*.

In Spot the Shot, students keep track of how many *shots* are in a video. A shot is the duration of one frame before changing to another. In movies, we often see one character's face (Shot 1), then the other's face (Shot 2), and then the first character's face again (Shot 3). *Editing* is the process of arranging shots in a video.

When students see the first image in the video, they will clap their hands and say out loud, "One!" When the shot changes, they will clap again and say, "Two!" This continues until the commercial is over.

Remember: At this stage, it is very important that students do not hear the sound for the PSA, because they will be creating their own sound based on its visuals.

Storyboarding the Shots

After students have determined how many shots are in the commercial, they can use the Storyboarding Worksheet (Activity Sheet 12A) to make a sketch/drawing or a written description of each shot in the video. *Videography* is the way that shots are composed visually, including how close or far away the camera is, whether things are in or out of focus, and how people or objects are arranged in the scene.

Have students review the silent video at least one more time. You can also pause the video every time the shot changes to give students time to sketch the shot. At the end of the process, they should have a small drawing or description of every shot.

EXPLAIN: When we make storyboards, our artwork does not need to be perfect. It is acceptable to use stick figures or even use words and symbols. Storyboards are just reminders—we use them just like we might use notes or diagrams—to help us remember the shots in our video.

Brainstorming Ideas, Techniques, and Target Audience

At this point, students have *not* yet heard the audio in the original ad. That means that they can create a script for the advertisement based only on their understanding of its shots and visuals. Using Activity Sheet 12B, students should first brainstorm what they want their message and target audience to be. You might assign target audiences to different groups, or you might let students think of their target audience independently.

Students also determine some *techniques* they might use to draw attention, including sound effects, voices (how would an "announcer voice" compare to a "kid voice"?), or music, as well as their *action step* that they want viewers to take.

Writing a Script

Students write a script that incorporates their brainstorming. When they write their scripts, they will need to time it carefully to the shots on their storyboards. Students should think about what sounds, music, voiceover, or dialogue we hear during each shot. Students can use Activity Sheet 12C to help them match their script timing to the timing of the visuals on their storyboard.

Recording a Screencast

Students will record their script in a *screencast* of the PSA video. (For information on how to use screencasting in different technology environments, see the Screencasting 101 sheet in the Appendix.)

Students will take turns recording their voiceover while the silent PSA plays. Their audio will be recorded simultaneously with the original video, creating a new video file.

Screencasts must be completed in *one take*, so students should feel comfortable rehearsing their script prior to recording. It is important for other students to be attentive and quiet audience members. You might use phrases like "Quiet on the Set!" or "Action!" to make sure that all students are paying close attention to performers.

Giving Warm and Cool Feedback and Critique

When all groups have recorded their screencasts, the class will re-watch each one and give collaborative warm and cool feedback. Warm feedback will always begin with phrases like, "I liked…" and cool feedback will always begin with phrases like, "I think you could change or improve…" Students should give careful and specific feedback about elements of the videos they critique.

Revising and Re-Recording

The benefit of the screencasting method is that it can be easily replicated and re-recorded. Groups might incorporate student warm and cool feedback into small or major revisions that can be implemented in a single class period. When students are asked if their final product is their "best work," they often think of ways they can improve on their work. Screencasting makes it simple to make these changes quickly and easily.

Reveal the Original PSA

After students have created their PSA remix, you can reveal the original ad, including its audio. Students will compare and contrast their remixes to the original audio.

ASK: What similarities and differences did you notice between your remixes and the original ad's audio?

ASK: Did anything about the audio of this PSA surprise you? Why or why not?

Simple or Elaborate? Planning Your Class Remix

Screencasting is a low-tech option for this remix project. All sound is performed in the classroom in a single take. However, teachers might choose to work with technology teachers, librarians, or other tech-savvy peers to create a more elaborate soundtrack. Using simple video-editing tools like Windows Movie Maker, iMovie, or online tools like Mozilla's Popcorn Maker and the YouTube Editor, students can combine several layers of audio, including music and sound effects, with their recorded dialogue.

Conclusion

Congratulate students on a job well done and reinforce the idea that making an original PSA with audio and video production elements is very complicated. Lots of time, money, and talented creative professionals are needed to produce the kinds of public service campaigns we see on television and hear on the radio. New technologies are making it easier to focus on analyzing the "how and why" of anti-drug messaging—how might you reach an audience with a specific message and plan of action, and why is it important—without sacrificing rich experiences with media production.

Assessment

Assess students' work in this activity by monitoring how they perform in teams and how well groups divide ideas and work between every student. Students' seriousness around brainstorming and planning will be evident in the accuracy of their storyboards (Activity Sheet 12A), the thoroughness of their brainstorming (Activity Sheet 12B), and the depth and clarity of their scripts (Activity Sheet 12C).

Use the rubric provided in Activity Sheet 12D to assess each component of the screencasting process. This rubric will help you judge how well students were able to understand, brainstorm, prepare for, and create a final product.

ACTIVITY SHEET 12A:
Create Your Storyboard

NAME: _____ DATE: _____

INSTRUCTIONS: In the boxes below, draw a small picture or write a small description of each shot that you identify in your PSA. You may need multiple copies of this worksheet to storyboard every shot.

Shot#_____

Duration_____seconds

_____

_____

_____

Shot#_____

Duration_____seconds

_____

_____

_____

Shot#_____

Duration_____seconds

_____

_____

_____

Shot#_____

Duration_____seconds

_____

_____

_____

ACTIVITY SHEET 12B:

Target Audience And Techniques

NAME: _____ DATE: _____

INSTRUCTIONS: With a partner or in a small team, brainstorm answers to the questions below to produce a public service announcement.

1.**Target Audience.** Whose knowledge, beliefs, attitudes, or feelings would you like to change?

   ⬜ **Age range:** _____

_____

   ⬜ **Gender:** _____

_____

   ⬜ **Role/job:** _____

_____

   ⬜ **Some things they like to do:** _____

_____

2. **Attracting Attention.** What words, slogans, sound effects, or music might you use to attract the attention of your target audience?

_____
_____
_____
_____
_____

3. **Action Step.** What do you want people to do after they see this PSA?

I want people to _____

_____
_____
_____
_____

I will get them to do it by _____

_____
_____
_____
_____

ACTIVITY SHEET 12C:

Writing Your Own Script

NAME: _____ DATE: _____

INSTRUCTIONS: When you write your script, make sure you keep your shots and shot durations from your storyboard in mind. For each shot you drew in your storyboard, think about dialogue, voiceover, or words that might match each shot.

SHOT	VOICEOVER or DIALOGUE	MUSIC or SOUND EFFECTS
1. _____ SEC		
2. _____ SEC		
3. _____ SEC		
4. _____ SEC		
5. _____ SEC		
6. _____ SEC		
7. _____ SEC		
8. _____ SEC		
9. _____ SEC		
10. _____ SEC		
11. _____ SEC		
12. _____ SEC		
13. _____ SEC		

USE BACK OF WORKSHEET IF YOU NEED MORE ROOM

ACTIVITY SHEET 12D:

Putting It All Together (Evaluation Rubric)

NAME: _____ DATE: _____

PRE-PRODUCTION PLANNING: 20 POINTS Visuals are storyboarded using Activity Sheet 12A Target audience, purpose, and attention techniques are identified using Activity Sheet 12B	
WRITTEN SCRIPT: 20 POINTS Written with no spelling/grammar errors Appropriate dialogue, sound effects, or other audio elements All sound is matched carefully to video for remix	
MESSAGE CREATIVITY: 20 POINTS Grabs attention Attracts interest Includes clear action step(s)	
PERFORMANCE: 20 POINTS No goofs or errors in performance All words are easy to understand Tone of voice is appropriate to message Voice quality is engaging and energetic	
TEAMWORK: 20 POINTS All team members made a contribution Team members were respectful and supportive Evidence of collaborative and problem solving	

Comments: _____ Grade: _____

_____

_____

_____

APPENDIX A: SCREENCASTING 101

WHAT IS A SCREENCAST? A screencast is the simultaneous recording of anything you can see on your computer screen with a voiceover or audio track. You may be familiar with screencasts of tutorials or lectures.

WHAT IS THE BENEFIT OF SCREENCASTING? When students use screencasting, they can create a recording of their ideas and analysis. Discussions, scripts, and critiques can be recorded and saved for assessment and sharing.

HOW DO I SCREENCAST? Screencasting is becoming more and more accessible with basic technology setups. Here are a few easy screencasting methods:

Built-in Screencasting
Apple computers that run the operating system Snow Leopard come equipped with a program called QuickTime. QuickTime has a built-in screencasting tool. Select File > New Screen Recording to create your screencast.

Free Screencast Applications
There are several free screencasting applications available online for Macs and PCs. These include the programs CamStudio, Screenpresso, and SnagIt.

Pay-Only Screencast Applications
Schools can license pay-only programs like Techsmith's Camtasia and Jing to create high-quality screencasts with some editing functions.

Online Screencasting
There are several free, online-only screencasting sites that do not require downloading an app to your computer. These include Techsmith's Screencast.com, Screencast-O-Matic, and ScreenR.

More Information
The Media Education Lab at the University of Rhode Island created a Screencasting 101 wiki located with student examples at: http://screencast101.wikispaces.com

APPENDIX B: USING COPYRIGHT AND FAIR USE

In order to teach about drug prevention using media literacy, it's important to engage with the media and popular culture that students see, hear, and interact with every day. Many teachers are concerned about using copyrighted materials, such as online videos, advertisements, music, and multimedia texts in the classroom.

Under the doctrine of fair use, Section 107 of the Copyright Law of 1976, people have the right to use copyrighted materials without payment or permission, depending on the specific use. There are additional exemptions in the law for educators.

If you are concerned about whether a particular use of copyrighted material constitutes fair use, ask the following questions:

- Does the new use transform the copyrighted material by using it for a different purpose than that of the original, or does it just repeat the work for the same intent and value as the original?

- Is the material used appropriate in kind and amount, considering the nature of the copyrighted work and the use?

Each case requires reasoning and interpretation. For additional guidance, educators can refer to The Code of Best Practices in Fair Use for Media Literacy Education, developed by practitioners in the field. It states that:

Educators can:

- make copies of copyrighted materials and keep them to use for educational purposes
- create curriculum materials that contain embedded copyrighted materials
- share, sell, and distribute curriculum materials with embedded copyrighted materials

Learners can:

- use copyrighted materials in creating new works
- distribute their works digitally if it meets the transformativeness standard

For more information on copyright and media literacy, including lesson plans, case studies, and multimedia curriculum materials, visit **http://mediaeducationlab.com/**

APPENDIX C: PENNSYLVANIA STATE STANDARDS

Pennsylvania State Standards define what each student should know and be able to do in a core set of subjects at a specific grade level. Understanding the content standards represent the ability of a student to explain and exhibit comprehension and recognition of the significance of a concept and its connectedness to the whole by applying knowledge in a multitude of practical ways to new and different situations. Academic standards provide consistent targets for students, teachers, and parents to meet. The Academic Standards are found in the Pennsylvania Department of Education website: **http://www.pdesas.org.**

The lesson plans and activities in this curriculum are designed to meet the Pennsylvania Academic Standards listed. The connections to academic standards highlighted in this document enable educators and student support personnel to deliver a curriculum within the common context of improved academic learning.

READING, WRITING, SPEAKING, AND LISTENING

The Reading, Writing, Speaking, and Listening Standards describe what students should know and be able to do with the English language at four grade levels (third, fifth, eighth, and eleventh). The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the Standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The language arts—Reading, Writing, Speaking, and Listening—are unique because they are processes that students use to learn and make sense of their world. Students do not read "reading"; they read about history, science, mathematics, and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write "writing"; they use written words to express their knowledge and ideas and to inform or entertain others.

Because of the unique nature of the language arts, all teachers in a school will use the Reading, Writing, Speaking, and Listening Standards. The Standards define the skills and strategies employed by effective readers and writers; therefore, all teachers will assist their students in learning them through multiple classroom situations in all the subject areas.

The Reading, Writing, Speaking, and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the Standards, parents, students, educators, and community members become partners in learning success.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

The Academic Standards for Health, Safety, and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth, and twelfth grades. The Standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these Standards to develop local school curriculum and assessments that will meet the needs of the students.

The Academic Standards for Health, Safety, and Physical Education provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. The attainment of these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving to their highest academic potential.

The Academic Standards for Health, Safety, and Physical Education provide parents with specific information about the knowledge and skills students should be developing as they progress through their educational programs. With the standards serving as clearly defined targets, parents, students, teachers, and community members will be able to become partners in helping children achieve educational success.

ARTS AND HUMANITIES

The Academic Standards for the Arts and Humanities describe what students should know and be able to do at the end of grades three, five, eight, and twelve in the visual and performing arts and the understanding about humanities context within the arts. The arts include dance, music, theatre, and visual arts. The arts and the humanities are interconnected through the inclusion of history, criticism, and aesthetics. In addition, the humanities include literature and language, philosophy, social studies, and world languages. The areas encompassed in the humanities, such as jurisprudence, comparative religions, and ethics, are included among other standards documents.

The interconnected arts and humanities areas are divided into these standards categories:

- 9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

Knowledge of the Academic Standards for the Arts and Humanities incorporates carefully developed and integrated components:

- Application of problem-solving skills
- Extensive practice in the comprehension of basic symbol systems and abstract concepts
- Application of technical skills in practical production and performance
- Comprehensive and application of the creative process
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills

The arts represent society's capacity to integrate human experience with individual creativity. Comprehensive study of the arts provides an opportunity for all students to observe, reflect, and participate both in the arts of their culture and the cultures of others. Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture. An arts education contributes to the development of productive citizens who have gained creative and technological knowledge necessary for employment now and in the future.

CIVICS AND GOVERNMENT

The Civics and Government Academic Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). Throughout the Standards statements, concepts found in lower grades must be developed more fully throughout higher grade levels.

The Standards for Civics and Government consist of four standard categories (designated as 5.1., 5.2., 5.3., and 5.4). Each category has a number of standards statements designated by a capital letter. Some standard statements have bulleted items known as *standard descriptors*. The standard descriptors are items within the document to illustrate and enhance the standard statement. The categories, statements, and descriptors are regulations. The descriptors may be followed by an "e.g." The "e.g.'s" are examples to clarify what type of information could be taught. These are suggestions, and the choice of specific content is a local decision as is the method of instruction.

MATHEMATICS

The Mathematics Standards describe what students should know and be able to do at four grade levels (third, fifth, eighth, and eleventh). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school.

Students who achieve these mathematical Standards will be able to communicate mathematically. Although it is an interesting and enjoyable study for its own sake, mathematics is most appropriately used as a tool to help organize and understand information from other academic disciplines. Because our capacity to deal with all things mathematical is changing rapidly, students must be able to bring the most modern and effective technology to bear on their learning of mathematical concepts and skills.

SCIENCE AND TECHNOLOGY AND ENVIRONMENT AND ECOLOGY

The Science and Technology Standards describe what students should know through observing and experimenting using scientific methods. Learning about science and technology is increasingly important in a rapidly changing world. The Pennsylvania State Standards address biological sciences, physical sciences, earth and space sciences, and technology and engineering education.

Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
1.1.5.G	Learning to read Independenly	✳	✳	✳	✳	✳	✳		✳	✳	✳	✳	✳
1.2.5.A	Reading Critically in All Content Areas				✳	✳	✳	✳	✳	✳	✳	✳	
1.2.5.B	Reading Critically in All Content Areas	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳
1.6.5.A	Speaking and Listening	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳
1.6.5.F	Speaking and Listening	✳	✳	✳	✳	✳	✳	✳	✳			✳	✳
1.1.8.E	Learning to Read Independently	✳	✳	✳	✳	✳	✳	✳	✳			✳	✳
1.1.8.G	Learning to Read Independently	✳	✳	✳	✳	✳	✳	✳	✳			✳	✳
1.2.8.A	Reading Critically in All Content Areas		✳	✳	✳	✳	✳	✳	✳	✳	✳	✳	✳
1.6.8.A	Speaking and Listening	✳	✳		✳	✳	✳	✳	✳	✳		✳	✳
1.6.8.F	Speaking and Listening	✳	✳	✳	✳	✳	✳	✳	✳	✳		✳	✳
1.8.8.A	Research									✳		✳	✳
1.8.8.B	Research	✳	✳					✳	✳		✳	✳	✳
1.8.8.C	Research	✳	✳	✳							✳	✳	✳
10.1.6.D	Concepts of Health		✳	✳	✳	✳	✳		✳	✳		✳	✳
10.2.6.C	Healthful Living		✳	✳	✳	✳	✳		✳	✳		✳	✳
10.2.6.D	Healthful Living		✳	✳	✳	✳	✳		✳	✳		✳	✳
10.1.9.A	Concepts of Health		✳	✳	✳	✳	✳		✳	✳		✳	✳
10.1.9.E	Concepts of Health		✳	✳	✳	✳	✳		✳	✳		✳	✳
10.2.9.A	Healthful Living		✳	✳				✳	✳				
10.2.9.B	Healthful Living		✳	✳	✳	✳	✳	✳	✳	✳			
10.2.9.C	Healthful Living											✳	✳
10.2.9.D	Healthful Living		✳	✳	✳	✳	✳	✳	✳	✳		✳	✳
9.1.5.A	Production Performance & Exhibition					✳				✳		✳	✳
9.1.5.B	Production Performance & Exhibition					✳				✳		✳	✳
9.1.5.C	Production Performance & Exhibition				✳	✳				✳		✳	✳
9.1.5.J	Production Performance & Exhibition					✳				✳			✳
9.1.5.K	Production Performance & Exhibition		✳										✳
9.3.5.A	Critical Response			✳						✳		✳	✳
9.3.5.D	Critical Response					✳				✳			✳
9.3.5.E	Critical Response	✳	✳			✳				✳		✳	✳
9.4.5.A	Aesthetic Response				✳	✳				✳		✳	✳
9.4.5.C	Aesthetic Response				✳	✳				✳			✳
9.4.5.D	Aesthetic Response				✳	✳				✳			✳
9.1.8.A	Production Performance & Exhibition											✳	✳
9.1.8.B	Production Performance & Exhibition											✳	✳
9.1.8.C	Production Performance & Exhibition											✳	✳
9.1.8.J	Production Performance & Exhibition												✳
9.1.8K	Production Performance & Exhibition					✳			✳				✳
9.2.8E	Historical and Cultural Contexts				✳								✳
9.3.8A	Critical Response					✳				✳			✳
9.3.8D	Critical Response												✳
9.3.8E	Critical Response		✳		✳	✳	✳		✳				✳
9.3.8F	Critical Response												✳

Code	Standard						
9.4.8.C	Aesthetic Response	✳		✳	✳		✳
9.4.8.D	Aesthetic Response			✳	✳		✳
2.1..8	Numbers Number Systems & Relationships	✳	✳				
2.2.3	Computation & Estimation	✳	✳				
2.2.5	Computation & Estimation	✳	✳				
2.5.8	Mathematical Problem Solving & Communication	✳	✳				
2.6.5.A	Statistics and Data Analysis	✳					
3.6.7	Technology Education			✳		✳	

APPENDIX D: COMMON CORE STATE STANDARDS

Many of the lessons in this curriculum align with the new Common Core State Standards Initiative (CCSSI). At this time, there are no specific health standards in the Common Core, but the English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects encompass a wide range of topics that incorporate comprehension, analysis, and creative composition practices.

Below are the relevant standards from CCSSI English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects for fifth through eighth grades.

READING INFORMATION

ANCHOR: Read closely yo determine what the text says explicity and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.1			*	*	*	*	*	*	*	*	*	
RI.6.1			*	*	*	*	*	*	*	*	*	
RI.7.1			*	*	*	*	*	*	*	*	*	
RI.8.1			*	*	*	*	*	*	*	*	*	

ANCHOR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.2				*	*	*	*	*			*	
RI.6.2				*	*	*	*	*			*	
RI.7.2				*	*	*	*	*			*	
RI.8.2				*	*	*	*	*			*	

ANCHOR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.3		*	*	*	*	*					*	
RI.6.3		*	*	*	*	*					*	
RI.7.3		*	*	*	*	*					*	
RI.8.3		*	*	*	*	*					*	

ANCHOR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.4		✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	
RI.6.4		✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	
RI.7.4		✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	
RI.8.4		✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	

ANCHOR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.5				✦	✦	✦	✦	✦		✦	✦	
RI.6.5				✦	✦	✦	✦	✦		✦	✦	
RI.7.5				✦	✦	✦	✦	✦		✦	✦	
RI.8.5				✦	✦	✦	✦	✦		✦	✦	

ANCHOR: Assess how point of view or purpose shapes the content and style of a text.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.6	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
RI.6.6	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
RI.7.6	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
RI.8.6	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦

ANCHOR: Intergrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.7	✦	✦	✦									
RI.6.7	✦	✦	✦									
RI.7.7	✦	✦	✦									
RI.8.7	✦	✦	✦									

ANCHOR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.8				✦								
RI.6.8				✦								
RI.7.8				✦								
RI.8.8				✦								

ANCHOR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
RI.5.9		✦										
RI.6.9		✦										
RI.7.9		✦										
RI.8.9		✦										

WRITING

ANCHOR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.1	✦	✦			✦	✦	✦		✦	✦		
W.6.1	✦	✦			✦	✦	✦		✦	✦		
W.7.1	✦	✦			✦	✦	✦		✦	✦		
W.8.1	✦	✦			✦	✦	✦		✦	✦		

ANCHOR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.2					✦		✦		✦	✦		
W.6.2					✦		✦		✦	✦		
W.7.2					✦		✦		✦	✦		
W.8.2					✦		✦		✦	✦		

ANCHOR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3				✦	✦		✦		✦	✦		
W.6.3				✦	✦		✦		✦	✦		
W.7.3				✦	✦		✦		✦	✦		
W.8.3				✦	✦		✦		✦	✦		

ANCHOR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3				✳	✳							
W.6.3				✳	✳							
W.7.3				✳	✳							
W.8.3				✳	✳							

ANCHOR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.2					✳							
W.6.2					✳							
W.7.2					✳							
W.8.2					✳							

ANCHOR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3				✳	✳							
W.6.3				✳	✳							
W.7.3				✳	✳							
W.8.3				✳	✳							

ANCHOR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3					✳			✳		✳		✳
W.6.3					✳			✳		✳		✳
W.7.3					✳			✳		✳		✳
W.8.3					✳			✳		✳		✳

ANCHOR: Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.2					✦			✦		✦		✦
W.6.2					✦			✦		✦		✦
W.7.2					✦			✦		✦		✦
W.8.2					✦			✦		✦		✦

ANCHOR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3			✦		✦			✦		✦	✦	✦
W.6.3			✦		✦			✦		✦	✦	✦
W.7.3			✦		✦			✦		✦	✦	✦
W.8.3			✦		✦			✦		✦	✦	✦

ANCHOR: Draw evidence from literary or informational texts to support analysis, reflection, and research.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3	✦		✦	✦	✦			✦		✦	✦	✦
W.6.3	✦		✦	✦	✦			✦		✦	✦	✦
W.7.3	✦		✦	✦	✦			✦		✦	✦	✦
W.8.3	✦		✦	✦	✦			✦		✦	✦	✦

SPEAKING AND LISTENING

ANCHOR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
W.6.3	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
W.7.3	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
W.8.3	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦

ANCHOR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.2	✦		✦	✦	✦			✦		✦	✦	✦
W.6.2	✦		✦	✦	✦			✦		✦	✦	✦
W.7.2	✦		✦	✦	✦			✦		✦	✦	✦
W.8.2	✦		✦	✦	✦			✦		✦	✦	✦

ANCHOR: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3				✦	✦	✦			✦	✦	✦	✦
W.6.3				✦	✦	✦			✦	✦	✦	✦
W.7.3				✦	✦	✦			✦	✦	✦	✦
W.8.3				✦	✦	✦			✦	✦	✦	✦

ANCHOR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.3	✦	✦		✦	✦	✦		✦		✦		✦
W.6.3	✦	✦		✦	✦	✦		✦		✦		✦
W.7.3	✦	✦		✦	✦	✦		✦		✦		✦
W.8.3	✦	✦		✦	✦	✦		✦		✦		✦

ANCHOR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
W.5.2	✦				✦			✦	✦	✦		✦
W.6.2	✦				✦			✦	✦	✦		✦
W.7.2	✦				✦			✦	✦	✦		✦
W.8.2	✦				✦			✦	✦	✦		✦