Media Literacy:

Evaluate health-related information and recommend fact-based solutions/approaches

**Performance Objective:** *By the end of the lesson, students will be able to identify and answer the 10 Key Questions to help them acquire the media literacy skills of evaluating health-related information and recommending fact-based solutions/approaches. Students will create their own Media communication artifact.*

**Ideas for Scaffolding –** *Limit the number of Vocabulary Words; limit the number of “Key Questions to ask When Analyzing Media Messages”; use the Closed Caption feature when presenting Media Minute videos; use the Myths vs. Facts flyer –in the Application Section, with upper skill level students.*

**Materials:**

LAUSD Media Flyers (or other appropriate media content)

* *What to Know about Student Vaccinations at Los Angeles Unified*
* *Myths vs. Facts*
* *COVID-19 TESTING by APPOINTMENT*

Handout:

* *Developing Habits of Inquiry: Key Questions to Ask When Analyzing Media Messages*

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| **Segment** | **What and How? Describe Activities** |
| **1. Warm up and/or review** *Review previously learned content to begin a new lesson. Create an environment for learning* | Where do people get information about current events (i.e. Facebook, WhatsApp, TV, etc.)?Where do *you* get information about current events? |
| **2. Introduction***Create motivation for the new topic. What’s in it for them? Don’t start teaching your lesson yet, just create interest in it.* | How do I know if the information I find is a *fact or a myth/opinion*?* Go Over the Media Literacy **Vocabulary**
* **Video**: Media Minute: Introduction: What is media anyway?
* Let’s look at the Handout: “**Developing Habits of Inquiry: Key Questions to Ask When Analyzing Media Messages”**:

Optional: * Students may want to watch the rest of the short Media Minute videos found in Schoology
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| **3. Presentation***Teach the new information or skill using a variety of strategies; check for student comprehension.* | Use the Handout: “**Developing Habits of Inquiry: Key Questions to Ask When Analyzing Media Messages”**:1. ***WHO*** made this? (author)
2. ***WHAT*** are the messages? (content)
3. ***WHO*** might benefit from this message? (effects)
4. ***WHAT*** do they want me to do? (purpose)
5. ***WHAT*** is my interpretation of this? (interpretation)
6. ***\*WHEN & WHERE*** was this created? (context)
7. ***WHAT*** is it? ***Fact*** or ***opinion***?
8. ***\*\*WHAT*** is the technique?
9. ***WHO*** paid for this? (Economics)
10. ***WHAT*** is my response?

LAUSD’s information flyer on COVID-19: “**What to Know about Student Vaccinations at Los Angeles Unified**” |
| **4. Practice***Let the students practice the new skill Model the activity. Make it safe for them to make mistakes.**Remember that the best lessons have more practice than presentation* | * Place students in small groups to answer the 10 Key Questions
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| **5. Evaluation***Evaluate the students to see if they can perform the skill just practiced. Use a checklist, quiz, a report-back session or other means of**assessment.* | * Have students discuss their answers verbally or in the discussion feature of Schoology.
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| **6. Application***Create an activity in the classroom where students apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible.* | * Distribute the LAUSD’s Media Flyer: “**Myths vs. Facts**”.
* Have students use the 10 Key Question Checklist to analyze the information on the flyer.
* Have students discuss their answers verbally or in the discussion feature of Schoology.
* Repeat Activity with the LAUSD’s Media Flyer: “**COVID-19 Testing by APPOINTMENT**”.
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| **7. Homework (Reflection Activity)***Create an activity that asks students to reflect on what they have learned and how and when they will use it,**whether they enjoyed learning about it and found it easy or difficult* | Use the 10 Key Questions to create a media artifact (i.e. flyer, poster, or paper flyer.) Students may use any of the following ideas:* Promotion of COVID-19 vaccinations
* Promotion of their ESL Class or Adult School
* Any other *mutually agreed* topic between the student and the teacher
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**NOTE:**

**Display/Publication Options:**

* Class presentations or Museum Walls activity to review student submissions
* Student media flyers/posters with highest rubric scores are encouraged to be displayed on their school websites with Principal’s permission.
* Students are encouraged to post their submissions on their social media pages or distribute hard copies to friends, extended family, neighbors, churches, etc.