

Media Literacy for Global Citizenship

**An educational resource for Grades 6–8, supporting
Language Arts, Media Studies and Social Studies curricula**

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World Vision Canada, Global Education

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Introduction

Overview

This educational resource is designed for use in the “Oral and Visual Communications” or “Media Studies” portions of Grades 6-8 Language Arts curricula in Canada. The focus on global citizenship also fits with global portions of Social Studies curricula. The activity-based nature of the learning activities makes the resource suitable for media awareness sessions in non-formal educational settings as well.

The resource is structured into four Units as follows:

- In **Unit 1**, students increase their awareness of media in their lives and then build their skills in “deconstructing” and thinking critically about media messages and techniques.
- **Unit 2** focuses on issues of stereotyping and bias in media.
- **Unit 3** explores important global considerations with respect to media: representation of the world in Canadian press; media access around the world; and concentration of media ownership globally.
- In **Unit 4**, students examine world views—their own and others’—and explore the relationship between media and world views. The unit ends with students applying their new media skills in a practical letter-writing activity.

Rationale

Why media literacy?

Media—the means of communication used to share information and ideas with large numbers of people—are among the primary influences in the lives of children today. Media are not inherently good or bad. But media *are* powerful. This is especially true in the preteen years. A recent study in the United States indicates that “tweens”

(children aged 8–13), consume considerably more media than young people in other age groups.¹

Media literacy is the practice of developing critical thinking skills regarding the media we consume. It builds the capacity of young people to identify, analyze, and evaluate media and media messages. Media literate children are better equipped to participate effectively in society today and throughout their lives. Media literacy is not one unit of study—it is a life-long learning process.

Because media are so much a part of children’s popular culture, the study of media also provides excellent opportunities to explore young people’s personal ideas, opinions and world views. Media studies can lead to rich classroom discussions about social issues and values. The critical thinking skills developed in media literacy can be applied to many situations in children’s lives.

Why global citizenship?

As citizens of planet Earth in the 21st century, we are highly connected to other people around the world. Almost everything we do is part of complex webs of global connectedness: from the air we breathe and the food we eat to our pension fund investments and the actions of the politicians we elect. If we look closely at these “global transactions” we see that too often they are not fair—that a small minority are empowered and enriched through global connections while a large majority are disempowered and impoverished.

One very powerful way in which young people are connected to the rest of the world is through media. Media bring into children’s lives the images of wars and earthquakes, the words of international leaders, and the sounds of protest among disadvantaged peoples. Media entertain youth with the beat of world music, the thrill of international sporting

1 Kevin Durkin, “The Tweens: A Distinctive Group of Child Viewers Who Need Their Own TV Programs,” News from ICCVOS 7, no. 1 (2003).

Introduction (continued)

events and the escape of “reality” TV shows filmed in exotic lands. For young Canadians, media can have a significant impact on their ever-forming world views.

“Global citizenship” is a concept that encompasses the knowledge, values and skills required to live responsibly in our interconnected world. It is thinking and living in a way that cares for the planet and for others with whom we share the planet. Children who see themselves as global citizens are not hindered by borders or cultural differences. They are able to embrace life across political, cultural and mental borders.

Media literacy and global citizenship in education

Media literacy is increasingly seen as an important subject area for elementary education today. In response, a number of excellent media literacy resources are now available to teachers. The unique contribution of this resource, *Media Literacy for Global Citizenship*, is the teaching of media literacy against the backdrop of responsible global citizenship. Given the important role that media play in the world views of children, educators are recognizing the need for greater focus in this area.

More than ever we need the resources of good global education, fueled by the necessity of global citizenship and the insights of media culture.²

A global perspective in education is defined as an approach or framework to education, which will help our young people gain the knowledge and develop the values, attitudes and skills to be effective participants in a world rapidly becoming more interdependent and interconnected.³

As students study media literacy in the context of global citizenship, they will become more discerning of media influences in their personal world views. They will also become more aware of their own world views and how these can affect the media they consume.

Media literacy empowers students to make responsible choices about media. It also equips them to use their growing media communication skills for accomplishing good in the global context.

Notes on use

Units and learning activities

This educational resource is comprised of independent units, with learning activities organized around specific learning outcomes. Units are self-contained, allowing teachers to choose those units that best meet their particular teaching needs. Learning outcomes, preparatory tasks and required materials are listed at the beginning of each series of learning activities.

Within each unit there is often sequential learning from one activity to the next. Selecting and adapting activities to suit class needs is recommended, but teachers should read through the entire unit before making changes.

Note that the learning activities are not designed to fit a specific class period length. A teacher may decide to spend multiple classes on one series of learning activities, adapting or extending these (for example, by repeating an activity with other examples or through homework assignments) to best meet students’ learning styles and curriculum requirements.

² Carolyn Wilson and Barry Duncan, “Survival Skills for a New Millenium,” *Telemedium, The Journal of Media Literacy* 47, no. 3 (Fall 2001).

³ Excerpted from *Education for a Global Perspective*, a conference organized by the Ontario Teachers’ Federation, 1995.

Introduction (continued)

Use of video clips and media examples

A number of the learning activities require the use of media examples in class. Teachers should gather resources, but students themselves can bring in media pieces from home, either before or during their studies. The following table indicates where print, video and Internet media are used in the units. Most other teaching materials are located with the relevant learning activities in the form of reproducible black-line masters.

For learning activities requiring video clips, it is recommended that teachers choose from the following options:

- Taped TV commercials can be effective for analysis, as media producers pack a lot into

these fast-paced and expensive 30-second clips.

- Canadian Heritage Minutes or other highly-produced short stories can be good for highlighting media techniques.
- If you would like to have a global perspective in your video clips, consider using *Communities: Around the World and around the Corner*. This 17-minute World Vision educational video on multicultural understanding can easily be shown in three shorter screenings. The *Communities* video and study guide are available from World Vision by calling 1 800 268-1650. Mention motivation code 2797959 and receive \$10 off the \$45 regular price.

Print	Video	Internet (optional)
Unit I, No. 2 a variety of print media (magazines, newspapers, flyers, posters, etc.)		
Unit I, No. 3 copies of national or regional newspapers		
	Unit 1, No. 4 one or more video clips (see above)	
Unit 2, No. 2 copies of newspapers (from Unit 1, No.3)		
Unit 3, No. 1 copies of newspapers (from Unit 1, No.3)		
Unit 4, No. 2 a variety of print media examples		Unit 4, No. 2 access to Internet media examples (optional)
Unit 4, No. 3 Display print, video and Internet media examples used throughout the study as reminders of students' learning in the various units.		

Assessment strategies

Suggestions for assessment can be found at the end of some learning activities. These are primarily in the form of homework assignments that can be handed in for evaluation. Teachers should supplement these tools with assessment strategies they would traditionally use with their students.

Teachers could also have students do ‘learning logs’ or short writing assignments to help them assimilate their learning. The discussion questions included in the learning activities offer good starting points. These short assignments could also be handed in for assessment.

The final learning activities in Unit 4, No. 3 provide students with an opportunity to demonstrate what they have learned over the course of study. They feature applied learning in the form of a letter writing exercise, which can be evaluated. In preparation for this assignment, students should keep class notes, handouts and any materials produced throughout the study in a folder or binder.

Appendices

At the end of the resource, teachers will find additional resources on teaching media literacy in the classroom. These are suggested reading in preparation for teaching media studies. Teachers will also find useful contacts for the final letter-writing exercise and information about organizations promoting media literacy in Canada.

Finally, teachers will find a feedback form that is to be used for constructive critiques of this resource.

A note on the term “media”

In this resource, “media” is used as a plural noun referring to the mass communication tools by which information and ideas are shared. Media are

the transmitters of the information, not the information itself. This media literacy resource focuses on both the means of transmission (media) and what is transmitted (media communications or media messages).

A final word from the authors

Just as media literacy and global citizenship are “works in progress,” we feel this resource is also a work in progress that is now entering its most creative phase—use by educators and children! We would very much appreciate hearing how you are using the resource and the impact it is having on your students. We would like your feedback—both critiques and ideas—so that we can learn from you and continue to make improvements to the resource.

Please forward any comments or suggestions to Doug Blackburn, deved@worldvision.ca. Or use the feedback form at the end of this resource to fax or mail your ideas to us. We would love to partner with you in the continuing journey of *Media Literacy for Global Citizenship*!

Unit 1

I: Media in My Life

Learning outcomes

Students will

- become more aware of their exposure to media in daily life
- define the term “media” and group media by type
- identify how target audiences are used in media

Preparation/materials

- blackboard, flipchart or overhead to capture a class list

beyond the past weekend (e.g., into the classroom) if necessary. The idea is to develop a sense of how prevalent media is in our lives.

Discuss: Does anything surprise you when you look at your interactions with media? How do you feel about your exposure to media? Is it too much, too little, just right? Explain.

By the time the average young person completes Grade 12, he or she will have spent 3,000 to 4,000 more hours watching TV than hours spent in the classroom.¹

Defining media

Based on the list generated, have students work in pairs or small groups to define the term media. They can refine their definitions using dictionaries or by using the definition below.

“Media” refers to the means of communication used to share information and ideas with large numbers of people.

Note that the term “media” is generally used two ways:

- means of communication to large numbers of people
- the people and organizations behind mass communication, particularly the “news media” (reporters, TV news stations, newspapers, etc.)

The focus of these lessons is on the first use of the term. Students will be building their capacity to think critically about media and react responsibly to the many media communications they are exposed to daily.

Learning activities

Media exposure

Initiate a discussion about the students’—and your—weekend activities. As everyone shares, make a list on the blackboard, flipchart or overhead. Begin by noting the weekend activities in the first column. Then, in the second column, note all media communications linked to that activity.

As the students catch on, get them involved in brainstorming all the media experiences they’ve had in the past weekend. Ask probing questions or go

Our Collective Crazy Weekend	
What we did	Media we experienced
went to the mall	signs and billboards mall music, video promos store announcements
talked to friends	cell phones and home phones Internet chat rooms
went to a movie	movies more billboards trailers more video promos promotional flyers

¹ “Hot Stats and Not So Cool Facts,” Media Watch Youth Web site, www.mediawatchyouth.ca.

Unit 1

I: Media in My Life (continued)

Once students have an understanding of what is meant by “media,” they should revisit their brainstormed list and adjust as appropriate.

Discuss: Would you like to add any more media to the list? Is there anything that should be deleted? When does a cell phone become an instrument of mass media? Which parts of Internet chat rooms are personal communications and which parts are mass media?

Grouping media by type

The media we encounter every day can be grouped by media types. A simple grouping is the following three media types :

- primarily **print**, including newspapers, books and signs
- primarily **screen**, including movies, computers and television
- primarily **audio**, including radio, music CDs and public sound systems

Group the media examples listed in the second column of the class list into the three categories above.

Discuss: Given your understanding of the three media types, do you wish to add any other media to the list? Which type is most prominent in your experiences of media? Which is least prominent? Which type do you most enjoy? Why?

Target audience

Still working with the list, have the class find examples of media communications targeted to a specific age group, such as

- youth the students’ age or older (snack and beverage commercials, clothing ads, music)
- younger children (cereal ads, kids’ TV shows, toy ads)
- adults (ads for cars, news, sporting events)

Discuss: Can you name media communications targeted to audiences by other means besides age? Think of communications targeted to one gender; the other gender. Can you name any media messages targeted to interest groups, such as hockey fans or people who like technical things? Can you think of media communications targeted to a specific cultural or ethnic group? Other target audiences?

Note: Many media examples cross categories of target audiences. However, some of the most effective communications are very specifically targeted.

- Radio stations in competitive marketplaces clearly define their audience and gear all their music and other programming to that group’s interests.
- Restaurants and fast food outlets know that families are good customers, so they promote special kids’ meals to bring in the whole family.
- Ads for teen clothing use attractive models who are somewhat older than their target audience because many teens want to be seen as older and attractive.

As you discuss audience targeting, do so without judgment. Media targeting is neither good nor bad; it is a highly effective media tool. Understanding targeting is an important media literacy skill.

Discuss: What other examples of targeting can you come up with, particularly in relation to media targeted at you? How do you feel about being “targeted?”

Unit 1

2: Messages and Values

Learning outcomes

Students will

- understand the four primary purposes of media
- identify main messages in media
- examine the values behind media messages

Preparation/materials

- a variety of print media (magazines, newspapers, flyers, posters) in which students will be able to find multiple examples of the four primary purposes of media: to inform, persuade, educate and entertain

Discuss: Which purpose was it most easy to find examples for? Which were most difficult? Where did examples meet two or more purposes? Did any fall outside of the four main purposes listed?

Examples of the four purposes of media:

- **information:** highway signs, news, government advisories
- **persuasion:** commercials, political speeches, billboards
- **education:** science shows, how-to manuals, textbooks
- **entertainment:** video games, comic books, sitcoms

Examples of media communications that fulfill more than one purpose:

- Sporting events are entertainment, but persuasion is found in the advertising around the sporting event.
- The Shopping Channel is entertainment and persuasion.
- News stories about celebrities are often information and entertainment.

Learning activities

Four primary purposes of media

A good way to better understand media is to examine the intended purpose of media communications. Write the following four main purposes of media on the board:

- **inform**
- **persuade**
- **educate**
- **entertain**

Have students work in small groups to find two or three examples for each of the four purposes, using the print media you have gathered. Note that an entire publication could fit one of the categories, but have students find more specific examples. These will be used in subsequent activities.

Students may use dictionaries to clarify the meaning of the four purposes. Examples are also listed below.

As a class, share and clarify group choices.

Media messages

Continuing in groups, have students quickly identify and list on one page the main messages found in their examples. The list should be simple, such as “buy product X” or “stop smoking.”

The list does not need to be strictly within the categories. If students get stuck on an example, have them move on to another or focus only on advertisements. Ads are often quite obvious in their messages and students are exposed to large numbers of advertisements each day.

Unit 1

2: Messages and Values (continued)

We are each exposed to as many as 2,000 ads each day, constituting one of the most powerful educational forces in society. ⁴

Note that entertainment examples may not have an obvious “message,” but students will recognize that there is usually a sponsor or advertiser behind the entertainment who has a message.

Personal values audit

Ask students to set aside their lists of media messages for later use. Working individually now, ask students to conduct a personal values audit. Provide a few minutes for students to individually list on a piece of paper the things they most value in life. You might ask them to complete the phrase, “The most important things in life are . . .”

Have students share some of the items from their lists with one other student. As they hear another person’s list they may wish to add to their own. Next, have the newly formed pairs join another pair and repeat the exercise. Ensure students know they only need to share what they wish to share from their lists.

Media values audit

Working again in their small groups, tell students that they will now do a media values audit. Have students retrieve their lists of media messages compiled earlier. Ask each group to discern the accompanying value or values behind the messages. For example, a shampoo ad might value “looking your best” while a magazine article on an endangered species might value “animal rights.”

Still in small groups, create an audit of the values students find in their media messages. If students

need more messages, they can examine the values behind the ads.

Have students compare the media values audit they have just created with their own personal values audits. This can be done quietly as individuals, followed by small group or class discussion.

Discuss. What do you observe about the two lists of values? In what ways are your personal values different, or the same, as the values you see in media messages. Do you think that your values are influenced by the values found in media?

Homework

Have students bring in a copy of a national or large regional newspaper for the next set of learning activities. Assign the papers to students so that the class has a representative sample of the major papers in your area. These newspapers can be used again in future units.

⁴ J. Kilbourne, “Beauty and the Beast of Advertising,” *Media and Values*, Winter 1989.

Unit 1

3: Media Components and Techniques

Learning outcomes

Students will

- identify and describe the components of a newspaper front page
- identify and describe media techniques

Preparation/materials

- copies of national newspapers (previously gathered by students for homework)
- copies of “What’s Up Front” (Guide), “What’s Up Front” (Worksheet) and “The Structure of a News Report,” one each per student (all found in this section)

Learning activities

What’s up front?

Hand out copies of “What’s Up Front”(Guide) to students. Guide them through the various parts of a newspaper front page, demonstrating each component with an example.

Distribute the “What’s Up Front” (Worksheet) to each student, plus one extra worksheet per group. Have students work together to fill out the group worksheet based on one of the papers they brought to class. Students should briefly describe what they find in each category. Now have students repeat the activity individually, using a different newspaper. Have students peer assess that the categories were properly identified.

Discuss: What have you learned about newspaper front pages? Are you surprised at what’s involved in setting up a front page?

The structure of a news report

Hand out copies of “The Structure of a News Report,” one to each student. Explain how the structure of a news story differs from that of a short story (the inverted pyramid). Have students pick a story from their newspaper’s front page and complete the exercise on the handout. These can be either reviewed by peers or handed in to the teacher for assessment.

Media techniques

Finally, introduce students to media techniques by examining how a story is told. Ask each student to choose a story from their newspaper that they find interesting and read it quietly. Have them work individually to write a short paragraph about how the story caught and kept their interest. It may be through such techniques as an attention-grabbing headline, a striking photo or caption, an interesting subject or the author’s choice of words. Do the same exercise with a large ad in the newspaper.

If you wish to use this assignment as an assessment of paragraph writing skills, be sure to tell the students that you will collect and assess one of the paragraphs.

Discuss: What media techniques did you find most effective? Did any media techniques turn you off? Why? If you were trying to get readers’ attention, what techniques would you use?

Name: _____

Date: _____

What's Up Front (Guide)

Traditional components of a newspaper's front page. Note that newspapers today often use variations of these standard components.

Common Name	Function
nameplate, masthead	the newspaper's name on the front page
banner, streamer	largest headline on the front page
ear, earlug	space at top left and right of the front page on either side of the nameplate—prime advertising space.
lead	main story in a newspaper or opening paragraph of a news story
headline	title of a news story
cutline, caption	descriptive words beneath a news photograph
byline	reporter's name printed above his or her story
dateline	place from which a story is sent—usually appears above foreign news
news agency, wire service	a central service that gathers and distributes news to various papers (Canadian Press (CP), Associated Press (AP), Reuters)
kicker	human interest story on front page
index	tells the reader where in the paper to look for certain features

Source: Ontario Alliance of Christian Schools, *In Tune*, 1992.

Name: _____

Date: _____

What's Up Front (Worksheet)

Give a brief description of what your newspaper has on its front page.

Common Name	Function
nameplate, masthead	
banner, streamer	
ear, earlug	
lead	
headline	
cutline, caption	
byline	
dateline	
news agency, wire service	
kicker	
index	

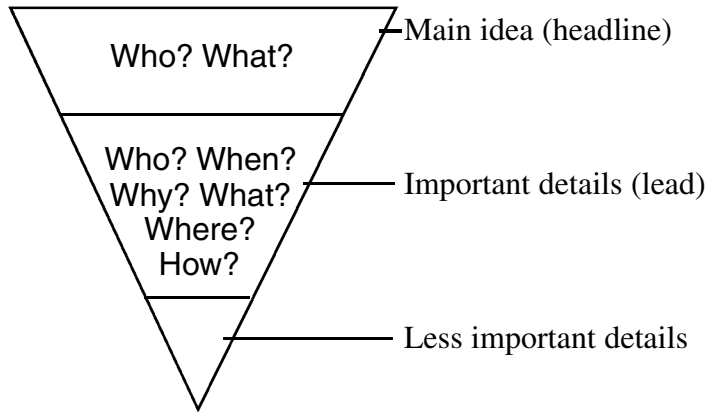
Source: Ontario Alliance of Christian Schools, In Tune, 1992

Name: _____

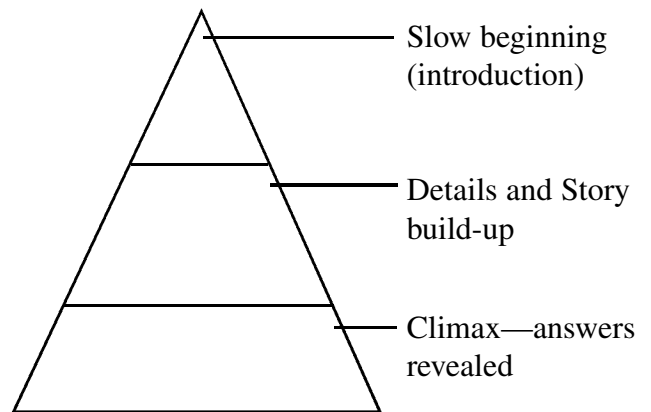
Date: _____

The Structure of a News Report

Structure of a typical news story



Structure of a creative writing story



Choose a front page news story and briefly outline the different parts.

Main idea (headline)

Who? _____

What? _____

Important details (lead)

Who? _____

Where? _____

Why? _____

What? _____

How? _____

Less important details

Unit 1

4: Deconstructing Media

Learning outcomes

Students will

- review and apply Unit 1 learnings using the Deconstructing Media tool
- evaluate the effectiveness of a media work

Preparation/materials

- one or more video clips as recommended in “Use of Video Clips and Media Examples” (page 6)
- one or more transparencies of the “Deconstructing Media” worksheet (in this section)
- one copy per student of the “Deconstructing Media” worksheet for homework
- TV, VCR and overhead projector

Learning activities

Deconstructing a media piece: Part 1

Write the titles below on the board. Let students know they will be watching a short video clip and will then be applying what they’ve learned in previous learning activities.

- **media type** (screen, print, audio)
- **target audience** (age, gender, ethnic group, etc.)
- **purpose** (information, persuasion, education, entertainment)
- **message** (the primary media messages)
- **values** (the values behind the media messages)

After showing the video clip, introduce the Deconstructing Media tool. Use a transparency to fill in **Part 1** of the tool for the video clip. Help students apply what they’ve learned throughout the unit.

Deconstructing a media piece: Part 2

Watch the clip a second time, asking students to pay particular attention to “how” the messages in the clip are delivered. Have them pay particular attention to **images**, **sounds** and **words**.

Complete **Part 2** of the Deconstructing Media overhead as a class.

The following are examples of commonly used media techniques:

- **images**: use of camera angles, close-ups, flashbacks, collages, time-lapse photography, colour, speed, motion, special effects, animation
- **sounds**: sound fade-in/fade-out, volume, music, sound effects, background sound, silence
- **words**: what is said, how and by whom things are said, voice-over, dialogue, narration, titles, use of humor, use of drama

Deconstructing a media piece: Part 3

Finally, using **Part 3** of the tool, asks students to evaluate the effectiveness of the media piece being studied. Help students to focus not on how much they liked or did not like the media example, but on its effectiveness.

Discuss: Did this media example reach its targeted audience effectively? Why or why not? Was the example effective in fulfilling its primary purpose (to inform, persuade, educate, entertain)? Was the message effective? How did the message affect you? (Point out that sometimes the purpose of an advertisement is simply to catch your attention to build brand recognition. This can lead to increased purchases). Based on “effectiveness” how would you rate this media piece on a scale of one to ten?

Unit 1

4: Deconstructing Media (continued)

As time allows, repeat the above activities with other video clips and other forms of media to help students become familiar with the Deconstructing Media tool. If using print media, the “sounds” block will be vacant, but the tool still works. Have students work individually or in pairs with the tool. Circulate about the room, assisting as needed.

Evaluating the Deconstructing Media tool (extension exercise)

Help students practice their critical thinking skills through a discussion about the Deconstructing Media tool.

Discuss: Do you find the Deconstructing Media tool useful? Why or why not? Does using the tool help you to see anything new about media? Would you like to change anything about the tool to make it more useful?

Note: In the discussion you could point out that the Deconstructing Media tool is designed to help students better see what is happening behind the media they consume. Such analytical tools should be as simple as possible, while still being comprehensive enough to help users obtain the learning they are after.

Homework/assessment

Have students apply the Deconstructing Media tool at home on a media piece of their choice. This assignment should be discussed next class to clarify any questions about the tool or its application to the students’ media pieces. The completed work can be handed in for assessment.

Name: _____

Date: _____

Deconstructing Media

Part 1: Media basics

Media type	Target audience	Purpose
Message		Values

Part 2: Media techniques

Images	Sounds	Words
--------	--------	-------

Part 3: Media effectiveness

Explain why you think the media piece is effective or not.
In terms of effectiveness, rate this media piece (scale of 1–10, 10 being highly effective): 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>

Unit 2

I: Stereotyping

Learning outcomes

Students will

- explore the dangers of stereotyping and the role media can play in stereotyping.

Preparation/materials

- flipchart or board
- for optional extension activity, copies of “What Do Children Want in the Media?” (in this section)

Learning activities

Our views of others

Write “people in developing countries” on the board. Ask students to quickly call out any words or phrases that come to mind when they think of people who live in developing countries.⁵ If students need help, mention the names of developing countries from different regions.

As students call out words or phrases, write them randomly on the board. When the brainstorming finishes, work with the class to underline positive connotations with one colour of chalk and negative connotations with a different colour. Tally the positives and negatives. Generally, Canadians come up with many more negative images than positive images when they think of people in developing countries.

Explore with students how they might have developed these impressions. Often the negative images are based on stereotypes that we have gained through our limited media experience of life in developing countries.

A stereotype is an oversimplified concept or impression held about a person, group, place or thing.

Others’ views of us

Leave aside the above list for a moment. Write the following list on the board. This is a list of impressions of North American youth as expressed by youth from other continents at a 1998 global youth gathering in the United States.

- ▶ spoiled
- ▶ rich
- ▶ lazy
- ▶ large homes
- ▶ given cars by their 16th birthdays
- ▶ all women are thin and have blonde hair and blue eyes
- ▶ men refuse to show emotions
- ▶ everyone wears brand named clothing
- ▶ children are rude and disrespectful

Discuss: How do you feel about this list? Are these stereotypes of North American youth? What role might media have played in these impressions?

The role of media in stereotyping

Note that media often use stereotypes because they are easy for audiences to understand and relate to. Consider stereotypes in popular sitcoms or television commercials (the wacky grandparents, the ditsy teenage sister, the macho male, etc.) They are used because we can easily identify them and we know how to relate to them.

⁵ A simple definition for “developing countries” can be found in the handout “Global Access to Media,” Unit 3, No.2., page 28

Unit 2

I: Stereotyping (continued)

Help students see the dangers of stereotyping based on limited experience, including limited media experience. To emphasize how stereotypes are not generally accurate, revisit the two lists the class has just worked on. Using the discussion questions below, make additions to both lists so that students have a more balanced view of the two groups.

Discuss: What would you like to add to the second list to create a more balanced view of North American youth? What would you like to add to the first list to create a more balanced view of people living in developing countries?

Children in the media: extension exercise

How children and youth are depicted in the media is an important issue these days. Introduce your students to the topic using the handout “What Do Children Want in the Media?”

Discuss: Do you agree or disagree with the points made? Give examples to back up your position. Would you like to make any additions to the list?

What Do Children Want in the Media?

In a recent survey, children from different countries around the world were asked what they thought about how they were depicted in the media. This is what they said:

Children don't like to see

- children's serious comments used as light relief or a joke (funny to adults, not so funny to children)
- a very "cute" child used to add appeal
- photos and descriptions of children in miserable situations used as tear-jerkers—they do nothing for children's self-respect, or for the audiences' respect for them.
- children being patronized and spoken down to
- adults speaking for children, when the children know more about the subject in question
- adults showing off children's ignorance
- adults putting words in children's mouths, or interrupting them
- children being made to look passive when they're not
- young people lumped together as a problem group called "youths"

Children want you to

- let them speak for themselves without adult interference
- treat them as equals, human beings like everyone else
- ask them what they think of issues covered in the media
- give them the chance to speak freely to adults as well as to other children
- see them as individuals, with their own thoughts, enthusiasms and concerns
- value their experience—they may be young, but they've already learned a lot about life
- let them be themselves, not what other people want them to be
- take their opinions seriously

Source: C. von Feilitzen and C. Bucht, "Outlooks on Children and Media," 2001.

Unit 2

2: Bias

Learning outcomes

Students will

- develop an understanding of bias and will identify bias in the media.

Preparation/materials

- copies of “Types of Bias in the News” (included in this section), one per student
- newspapers, one for each small group

Learning activities

Understanding bias

Read the following statement aloud to the class.

All information is biased. Bias in media takes one of two forms:

Some bias is obvious and intentional. For example, “Coach’s Corner” on Hockey Night in Canada, the Letters to the Editor section in a newspaper, and Web sites that strongly support a particular issue. The people presenting information have a position and they make it clear.

Other bias is more subtle and is often unintentional. Every day, news editors have to decide to include or exclude stories based on what they think about the stories’ importance. Every media decision reflects how the decision-maker thinks.

All information is biased.

Discuss: Do you agree that all information is biased? Why or why not?

Help students to see that bias may be unavoidable because of our human nature. No one’s mind is a blank slate. We process information through the “screen” of our own experiences and beliefs, and this naturally influences (biases) the product of our thinking.

Use the definition below to show that bias can be against something or for something. Bias is not necessarily bad. We could be biased against violence or biased in favour of peace. Bias is something we should be aware of so we can best judge what is behind what we hear and see in media. It is also important to understand bias so we can be as unbiased as possible in our own presentations.

Bias is a predisposition (favourable or unfavourable) towards a person, group, place or thing.

Bias detectives

Tell students that today they will be “bias detectives.” They will learn how to find the places where bias “hides” in the media.

Divide the class in half and have each half form into small groups. Provide students with the handout “Types of Bias in the News.” One half of the class will be responsible for Points 1–4 and the other half for Points 5–8. Each small group will present its findings to the rest of the class.

Distribute newspapers to the small groups. Instruct each group to find possible locations (see note

Unit 2

2: Bias (continued)

below) for each of the four types of bias they have been assigned. For example, a group exploring “Bias through placement” (Point 2) would find that certain stories have very favourable placement while others have unfavourable locations. This is an example of where bias could hide.

Have the small groups teach the rest of the class about their types of bias using the examples they’ve found. Ensure that each small group has a chance to participate.

Note: The emphasis in this activity is on finding examples of where bias can reside rather than attempting to judge whether something is biased or not. After all, the position was put forward at the beginning of the class that all information is biased.

Types of Bias in the News

1. Bias through selection and omission

An editor can express a bias by choosing to use—or not to use—a specific news item. For every story that gets into a news report, countless others do not make the cut.

Within a given story, some details can be ignored, and others included, to give readers or viewers a different opinion about the events reported. If, during a speech, a few people “boo,” the story could include the statement “remarks were greeted by jeers” or the reaction could be ignored.

Bias through omission is difficult to detect. Only by comparing news reports from a wide variety of outlets can this form of bias be observed.

2. Bias through placement

Readers of papers judge first-page stories to be more significant than those buried in the back. Television and radio newscasts run the most important stories first and leave what they consider to be less significant for later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance.

3. Bias by headline

Many people read only the headlines of news items. Most people scan nearly all the headlines in a newspaper. Headlines are the most-read part of a paper. They can summarize as well as present carefully hidden bias and prejudices. They can convey excitement where little exists. They can express approval or condemnation.

4. Bias through statistics and crowd counts

To make a disaster seem more spectacular (and therefore worthy of reading about), numbers can be inflated. “A hundred injured in air crash” can be the same as “only minor injuries in air crash.” It all reflects the opinion of the person telling the story.

5. Bias through use of names and titles

News media often use labels and titles to describe people, places, and events. A person can be called an “ex-con” or be referred to as someone who “served time twenty years ago for a minor offence.” Whether a person is described as a “terrorist” or a “freedom fighter” is a clear indication of editorial bias.

6. Bias by photos, captions and camera angles

Some pictures flatter a person; others make the person look unpleasant or silly. A paper can choose photos to influence opinion about, for example, a candidate for election. On television, the choice of which visual images to display is extremely important. The captions that newspapers and magazines run below photos are also potential sources of bias.

7. Bias by source control

To detect bias, always consider where the news item “comes from.” Is the information supplied by a reporter, an eyewitness, police or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story.

Companies and public relations directors supply news outlets with news releases, photos or videos reflecting their position on an issue. Often news outlets depend on pseudo-events (demonstrations, sit-ins, ribbon cuttings, speeches and ceremonies) that take place mainly to gain news coverage.

8. Word choice and tone

Showing the same kind of bias that appears in headlines, the use of positive or negative words or words with a particular connotation can strongly influence the reader or viewer.

Source: Adapted from “How to Detect Bias in the News,” Media Awareness Web site, www.media-awareness.ca.

Unit 3

I: Mainstream Media: A Window on the World?

Learning outcomes

Students will

- determine relative newspaper coverage given to different parts of the world
- discover alternative media sources for information from other countries

Preparation/materials

- multiple copies of a national or regional newspaper from your area, one copy per small group
- different coloured markers, four per group
- a world map

Learning activities

Media coverage of the world

Invite students to form small groups. Distribute copies of the selected newspaper and four markers to each group. Depending upon the paper used, determine if the activity will work best with the entire paper (for smaller papers) or for certain sections (perhaps the first section of a larger paper). Ask students to scan the paper and use markers in different colours to circle the content (not including ads) based on which country or countries are predominantly featured:

- Canada
- United States
- other industrialized countries ⁶
- countries not in the categories above

If students are unsure about what country or country grouping is predominantly featured, they should ask the teacher. If still in doubt, leave the story unmarked rather than potentially skew one category. Use a world map to locate any countries students are unfamiliar with.

When all stories are marked, have groups look at their paper and “guesstimate” the percentage of coverage (by space) given to each category. Alternatively, the estimation could be done more “scientifically” by cutting out the stories and measuring the amount of space they occupy. This would require double the number of newspapers so that both sides of a page could be cut and measured.

Now have students compare the newspaper coverage in the four different country categories to the percentages of the world’s population that live in those countries. This could be done in a table, as follows. First fill in the estimates from the newspaper research and then add the actual population percentages as listed.

Region	Estimated Coverage in Newspapers	Approximate Percentage of World Population
Canada		0.5 per cent
The United States		4.5 per cent
Industrialized Countries		10.0 per cent
Rest of the World		85.0 per cent *

**79 per cent live in the poorer countries considered developing countries. The other six per cent live in the former East Bloc countries of the old Soviet Union.*

Note that it is entirely understandable and correct that Canadian media focus on stories from Canada first, and give significant attention to our closest and largest neighbour, the United States. The purpose of this exercise is simply to demonstrate that much of the world is not well covered by mainstream media, relative to population distribution.

⁶ Industrialized countries: Andorra, Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Holy See, Iceland, Ireland, Israel, Italy, Japan, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, New Zealand, Norway, Portugal, San Marino, Slovenia, Spain, Sweden, Switzerland, United Kingdom, United States.

Unit 3

I: Mainstream Media: A Window on the World? (continued)

As an extension, you could explore with students the kind of world coverage that most often makes it into mainstream media—generally stories of disaster, war and scandal.

Discuss: Based on what we have learned in this lesson, how informed will we be about life in other countries if we rely solely upon mainstream media for our global information?

Alternative media

It is important that we look beyond mainstream media if we wish to be well informed about other countries. Explore with students what some of these alternatives might be. The following list will help you to start:

Screen

- Adbusters Web site
- The Discovery Channel
- documentaries
- foreign videos and movies
- National Film Board of Canada videos
- public broadcasting stations like CBC
- the Canadian International Development Agency's Web site
- development organizations' videos and Web sites

Audio

- CBC radio news and foreign affairs programming
- university and college radio stations
- world music CDs

Print

- foreign newspapers
- National Geographic Magazine
- New Internationalist Magazine
- novels and biographies set in foreign countries
- selected textbooks

Unit 3

2. Media Access around the World

Learning outcomes

Students will

- graphically portray statistical data about media access
- analyze the data and present their findings to others

Preparation/materials

- copies of “Global Access to Media,” one for each student (in this section)
- graph paper, rulers, pencils, pencil crayons
- world map

Learning activities

Media access: the numbers

Divide the class into small groups. Instruct students to create graphs or charts using the data in the “Global Access to Media” handout so that they can make comparisons and draw conclusions. Advise them that they will later present their work to another group. Help students locate on a world map any of the countries in the last chart that they are not familiar with.

Some suggestions for working with the numbers:

- **Table 1. Media Available** lends itself to two different bar graphs: one that compares developed and developing countries and another that emphasizes the change over time in access to media.
- **Table 2. Population vs. Internet Users** is based on percentages of a whole, so could be presented nicely in pie charts. Using the same colours in both pie charts would make for a very clear comparison of Internet access around the world relative to world population.

- **Table 3. Comparing Countries** could work well as a chart (as it is in the handout). Sometimes it is easiest to examine data in chart form to make comparisons and gain insights.

What the numbers tell us

Help students to draw conclusions from the data. The following questions could be used if needed to stimulate thinking.

Discuss:

- *What can you conclude about access to media in developing countries as compared to access in developed countries?*
- *Can you draw any conclusions about the relative importance of the different media listed in the tables?*
- *Where is access to media growing most quickly?*
- *Why do you think the writers choose to include literacy and poverty numbers in tables dealing with access to media?*
- *What does the number of telephone mainlines tell you about the capacity of a country to invest in media communications?*
- *Were there any surprises in the information?*
- *Did the graphing help you to see things more clearly than just looking at the numbers in a table? Explain.*
- *What are your impressions regarding global access to the media?*

Have each group share its work and its conclusions with one other group.

If time allows, have students discuss the saying, “**information is power**” in light of what they have just been learning.

Name: _____

Date: _____

Global Access to Media

Table 1. Media Available (Per 1000 People)		
	1970	1996–97
Newspaper Circulation		
Developing Countries*	29	60
Developed Countries**	292	226
Radios		
Developing Countries	90	245
Developed Countries	643	1061
Televisions		
Developing Countries	10	157
Developed Countries	263	548

Table 2. Worldwide Population vs. Internet Users		
Regions of the World	Population (% of world total)	Internet Users (% of world total)
Africa	13 %	0.8 %
Asia/Pacific and Middle East	61 %	26.4 %
Europe	12 %	27.8 %
Latin America	9 %	4.0 %
North America	5 %	41.0 %

Table 3. Comparing Countries				
Countries' United Nations development ranking: 1-173	Adult literacy rate***	Population earning less than US\$2 per day	Telephone mainlines (per 1000 people)	Cell phone subscribers (per 1000 people)
1. Norway	99 %	<1 %	532	751
3. Canada	99 %	<1 %	677	285
6. United States	99 %	<1 %	700	398
113. Mongolia	98.9 %	50 %	56	45
120. Guatemala	68.6 %	33.8 %	57	61
134. Kenya	82.4 %	62.3 %	10	4
145. Bangladesh	41.3 %	77.8 %	4	1
153. Zambia	78.1 %	87.4 %	8	9
173. Sierra Leone	36 %	74.5 %	4	2

Table 1 Source: United Nations Development Programme, Human Development Report, 2002.

* Countries in which most people live at low standards of living. In Table 3, Mongolia, Guatemala, Kenya, Bangladesh, Zambia and Sierra Leone are developing countries.

** Countries in which most people live at higher standards of living. In Table 3, Norway, Canada and the United States are developed countries.

Table 2 Source: Outlooks on Children and Media, 2001 (data for the year 2000).

Table 3 Source: UNDP, Human Development Report, 2002.

*** The percentage of people aged 15 and above who can, with understanding, both read and write a short, simple statement about their everyday life.

Unit 3

3: Concentration of Media Ownership

Learning outcomes

Students will

- learn how concentration of ownership in mass media affects them personally
- explore issues arising from concentration of media ownership

Preparation/materials

- copies of the handouts “Media Giants and Me” (included in this section), one of each company profile per group of four students
- An optional graphic portrayal of media ownership can be downloaded at www.mediachannel.org/ownership/chart.shtml.

Learning activities

Media giants and me

Invite students to form groups of four. Hand out a copy of the “Media Giants and Me” company profiles, one to each group member, ensuring that all four companies are covered in each group. Have students individually follow the instructions in their handout. Upon completion, have them share their results with group members and make any additional connections that arise in their discussions.

Allow students to share their findings among groups. The idea is for students to have some fun with their knowledge of pop culture, pointing out missing links in others’ drawings. By the end, students should have a strong visual sense of the large number of connections they have with just four companies.

What do you think?

Have a class discussion on pop culture, the concentration of ownership in media, and the influence these have on our lives. Choose from the discussion starters listed below or use your own. Students will likely have lots to say on the topic. The final two discussion questions lend themselves particularly well to writing assignments that could be handed in for assessment.

Discuss:

- *Are you surprised by the degree to which a few companies are involved in the media you consume? How do you feel about this?*
What is missing in this list. What other “media players” play an important role in your media consumption? Do you know who owns them?
- *Does it matter to you who owns media? Why or why not?*
- *Look at your company list for examples of “vertical integration” (when one company owns or controls multiple and sequential stages of the media production chain. An example would be a company that produces movies and also owns movie theatres and magazines that advertise movies.) What might be the implications of such integration?*
- *Think about the extensive reach of these companies. All four are headquartered in the U.S., Europe or Australia. Yet they have deep reach— not only in these countries, but also around the world. If “information is power,” what are the implications of media information being controlled by a few companies in rich countries? Who speaks for the rest of the world?*
- *Do you think media concentration reduces the freedom of media to comment on issues? Imagine you are a reporter working for a newspaper that is part of a major media company. You are working on a story about exploited child labourers. You discover that the exploited children are actually producing toys sold by your parent company. What would you do?*

Name: _____

Date: _____

Media Giants and Me: AOL Time Warner

AOL Time Warner is one of a few companies that own a large portion of mass media worldwide. Quickly scan the list below to get an idea of AOL Time Warner's reach. To see what this has to do with you, do the following. First, draw yourself in the middle of the picture. Then draw lines from 'you' to all of the company names you recognize.

REVENUES: \$31.8 billion

BOOKS

Time Life Books; Book of the Month Club; Warner Books; Little, Brown and Company; Little, Brown and Company (U.K.); and 19 other book brands such as History Book Club

CABLE/DBS

HBO USA; HBO Home Video; HBO Pictures/Showcase; HBO Independent Productions; HBO Animation; HBO Sports; Cinemax; Time Warner Sports; HBO International

OTHER OPERATIONS

HBO Direct; Comedy Central; CNN Time Warner Cable; Road Runner (high-speed cable modem to the Internet); New York City Cable Group

MOVIES AND TV

(Production and Distribution)

Warner Bros.; Warner Bros Studios; The WB Television Network; Hanna-Barbera Cartoons; Warner Home Video; and nine other national and international operations

MAGAZINES

Time; Fortune; Life; Sports Illustrated; People; Entertainment Weekly; DC Comics and Mad Magazine; and 24 other magazines

ON-LINE SERVICES

America Online; AOL International (subscribers in 14 countries, services in seven languages); AOL.com portal; CompuServe Interactive Services; AOL Instant Messenger; AOL Europe; AOL MovieFone; Netscape Communications; Road Runner; and @Home

MUSIC

Warner Music Group: recording labels include Atlantic Group; Atlantic Jazz; Elektra; Warner Bros. Records; Reprise; Warner/Chappell Music; Warner Music International, and 46 other labels

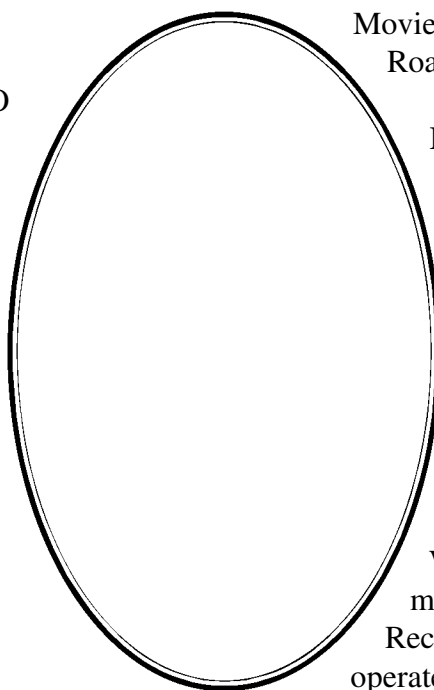
RETAIL/THEME

PARKS/MERCHANDISE

Warner Bros. Studio Stores (stores in more than 30 countries); Warner Bros. Recreational Enterprises (owns and operates theme parks); Warner Bros. Consumer Products.

TURNER ENTERTAINMENT

Entertainment Stations: TBS Superstation; Cartoon Network; Turner Classic Movies; Cartoon Network in Europe; Cartoon Network in Latin America; TNT; Cartoon Network in Asia/Pacific; New Line Cinema; Fine Line Features; Turner Original Productions; Turner Learning; CNN Newsroom (daily news program for classrooms)



Source: Information compiled from www.mediachannel.org, 2002.

Name: _____

Date: _____

Media Giants and Me: The Walt Disney Company

The Walt Disney Company is one of a few companies that own a large portion of mass media worldwide. Quickly scan the list below to get an idea of The Walt Disney Company's reach. To see what this has to do with you, do the following. First, draw yourself in the middle of the picture. Then draw lines from 'you' to all of the company names you recognize.

REVENUES: \$23,402 billion

BOOKS

Walt Disney Company Book Publishing; Hyperion Books; Miramax Books.

CABLE

The Disney Channel; Toon Disney; ESPN Inc.; Classic Sports Network; A&E Television; The History Channel; Lifetime Television; E! Entertainment

TELEVISION

ABC TV and radio networks; The Disney Channel U.K. and seven other countries; numerous sports stations in Europe, Scandinavia, Australia, Latin America, and Asia

TELEVISION PRODUCTION AND DISTRIBUTION

Buena Vista Television; Touchstone Television; Walt Disney Television; Walt Disney Television Animation

FILM PRODUCTION AND DISTRIBUTION

Walt Disney Pictures; Touchstone Pictures; Hollywood Pictures; Caravan Pictures; Miramax Films; Buena Vista Home Video

MAGAZINES/NEWSPAPERS

Five magazine publishing groups: titles include Automotive Industries and Disney Magazine; four daily newspapers

ON-LINE SERVICES

Buena Vista Internet Group; ABC Internet Group; ABC.com; ABCNEWS.com; Oscar.com; Mr. Showbiz; Disney's Daily Blast; Disney.com; Family.com; ESPN Internet Group; ESPN.sportszone.com; Soccernet.com; NFL.com; NBA.com; NASCAR.com; Go Network; Infoseek; Toysmart.com; Disney Interactive (computer software, video/DVD games, CDs)

MUSIC

Buena Vista Music Group; Hollywood Records; Lyric Street Records; Mammoth Records; Walt Disney Records

THEATRE

Walt Disney Theatrical Productions (including "The Lion King" and "Beauty and the Beast")

THEME PARKS AND RETAIL

Disneyland: Anaheim Disney; MGM Studios; Disneyland Paris; Walt Disney World; Disney's Animal Kingdom (Orlando, Florida); Walt Disney's World Sports Complex; The Disney Institute; The Disney Store

Source: Information compiled from www.mediachannel.org, 2002.

Name: _____

Date: _____

Media Giants and Me: News Corporation

News Corporation is one of a few companies that own a large portion of mass media worldwide. Quickly scan the list below to get an idea of News Corporation's reach. To see what this has to do with you, do the following. First, draw yourself in the middle of the picture. Then draw lines from 'you' to all of the company names you recognize.

REVENUES: \$13.5 billion

BOOKS

HarperCollins Publishing; HarperCollins Children's Book Group; and Zondervan Publishing House (world's largest commercial Bible publisher)

CABLE/DBS

Fox Sports Networks (21 networks covering major U.S. cities) and Fox Sports Net (cable network); Madison Square Garden Network; Speedvision; Outdoor Life; the Health Network; Fox Family Worldwide; FOX News Channel; National Geographic Channel; The History Channel; Paramount Channel; numerous cable networks and premium channels networks in Europe, Australia and China; STAR TV, a satellite service reaching 300 million people in India, China and Taiwan; Phoenix Satellite Television Company Ltd.; other interests in Japan, Indonesia, New Zealand, Latin America

MOVIES AND TV

U.S.: Fox Television Stations: 22 stations (largest TV group in U.S.); Fox Entertainment; Fox Kids' Network; Fox Sports. Fox Filmed Entertainment: TV and film production from Twentieth Century Fox; Fox Animation Studios; Fox 2000; and Fox Searchlight; Twentieth Century Fox Home Entertainment; Twentieth Century Fox Television; Twentieth Century Fox Licensing and Merchandising. Fox Studios Australia. Fox Studios Baja (Mexico)

MAGAZINES

TV Guide Inc.; TV Guide; other consumer promotion and news magazines in the US, Canada and England

NEWSPAPERS

U.S.: The New York Post. U.K.: The Times; The Sunday Times; The Sun; The News of the World. Numerous large and small newspapers covering all regions of Australia. Also papers in Fiji and Papua

Source: Information compiled from www.mediachannel.org, 2002.

Media Giants and Me: Viacom

Viacom is one of a few companies that own a large portion of mass media worldwide. Quickly scan the list below to get an idea of Viacom's reach. To see what this has to do with you, do the following. First, draw yourself in the middle of the picture. Then draw lines from 'you' to all of the company names you recognize.

REVENUES: \$12.86 billion

BOOKS

Division publishes over 2,000 titles annually under 38 trade, mass market, children's and new media imprints. These include Simon and Schuster; Scribner; The Free Press; and Nickelodeon.

BROADCAST AND CABLE

CBS Television Network, with 200 affiliated stations; MTV Networks; Nickelodeon; VH1; TNN; MTVN; Paramount Television; CBS Enterprises (distributes U.S. television programming); United Paramount Network (200 affiliated stations); Showtime; The Movie Channel; FLIX

The CBS Television Stations Division consists of 35 television stations, 16 owned-and-operated CBS stations and 19 UPN-affiliated stations; Comedy Central, an all-comedy network; and Viacom Plus, the company's integrated sales and marketing arm

RADIO AND OUTDOOR

Infinity Radio (one of the largest radio broadcasters in the U.S.). Infinity Outdoor and TDI Worldwide specialize in outdoor and billboard advertising. Together they comprise the largest advertising company in the world

FILM PRODUCTION AND DISTRIBUTION

Paramount Pictures; Paramount Home Entertainment (films on video and DVD); Famous Players (107 cinemas with 856 screens in Canada); United International Pictures (UIP); United Cinemas International (cinemas in Europe, Japan and South America); Viacom Consumer Products, merchandising from film and TV programming; Famous Music Publishing

ON-LINE SERVICES

MTVi Group provides on-line music through MTV.com; VH1.com; Sonicnet.com. CBS Internet Group comprises CBSNews.com and 20 other Web sites, including CBS.SportsLine.com. Nickelodeon Online has a range of sites for children and parents

VIDEO

Blockbuster is the world's largest renter of videos, DVDs and video games—stores in the United States and 26 other countries

PARKS

Paramount Parks has five North American theme parks, including Raging Waters (San Jose, California) and Star Trek: The Experience (Las Vegas, Nevada)

Source: Information compiled from www.mediachannel.org, 2002.

Unit 4

I. World View

Learning outcomes

Students will

- learn basic survey techniques
- understand the concept of world view

Preparation/materials

- copies of “How I See the World: Survey” and “Survey Scorecard” (included in this section), one of each per student.

Learning activities

“How I See the World” survey

Have students form pairs. Tell them they will be conducting a survey of world views (see definitions in box). Hand out copies of “How I See the World: Survey” and the “Survey Scorecard” to each student.

Survey: a method of gathering and analyzing people’s opinions in a fair and unbiased way

World view: a particular view of life; how a person or group perceives the world around them

After discussing the basic survey techniques listed below, have students complete **Step 1: Gathering the Survey Data** by taking turns surveying each other. One person asks the questions while the other fills out a scorecard. Each student will complete one scorecard, leaving three to be completed later. Be sure students separate scorecards with scissors so respondents do not see the answers of others.

Survey basics

- Ask the questions clearly, repeating if necessary, and giving time for the person to respond.
- Be unbiased. Do not influence the person in any way.
- Don’t criticize. Every answer is the right answer because it is the person’s own opinion.

After students have surveyed each other, ask them if they noticed any patterns in how the survey was set up. Help them to discover that the 12 statements really survey people’s opinions on just three issues:

- 1) Do they think people are friendly?
- 2) Do they feel safe?
- 3) Do they think poverty will be reduced?

Each issue is probed four times, through both positively and negatively worded statements. This offers a more accurate assessment of a respondent’s opinion than probing each issue only once.

Tabulating the results

Have students score the completed cards as outlined in **Step 2: Scoring the Survey**. Note the different scoring for the even numbered statements (which were phrased in the negative). Use the table in Step 2 to record the scores in the three areas.

Discuss with students that this ranking gives an indication of the respondent’s world view regarding the three issues. At one end is a possible score of 28, and at the other end is a possible score of four points.

Unit 4

I. World View (continued)

Note: No ranking is better or worse. The rankings simply give a comparison of opinions. For example, in the first category, a person with a ranking of eight points sees people as being less friendly than does a person with a ranking of 22. Similarly, a person who scores 18 points in the last category is somewhat more hopeful that poverty will be reduced than a person who scores 14. Neither is right or wrong.

Look for opportunities to validate students' world views. Make it clear that diversity of world views is normal. Every individual has his or her own perception of the world based on a number of factors. This will be explored more in the next section.

students or adults). Determine with the students how they should use the three remaining Survey Scorecards to survey people in the groups selected (for example, use one for a student in another class their same grade and use two for adults). The results will be compiled in the next lesson period.

Is there a class world view?

See if you can get a sense of your class world view by calculating average rankings for the three issues.

Discuss: Does the class seem to have a particular sense of friendliness, safety or hope for a reduction in poverty?

Explain that this is a very simple tool for beginning to understand world views. For a more accurate understanding of a person or group's world view, a survey would have to be tested among many more people of different backgrounds and opinions to see if it really does give a true indication of world view.

Homework

Have students gather data from groups that might have a similar or different world view than their class. As a class, choose groups that students can easily survey (such as another class, high school

Name: _____

Date: _____

How I See the World: Survey

Step 1: Gathering the Survey Data

Instruct respondents to put an X in the box that best represents how they feel. Be sure to clearly state the number and letter for each statement.

1.
 - A. Most people are friendly and caring.
 - B. I feel safe where I live.
 - C. Ten years from now, our planet will be a better place for the world's poor.
2.
 - A. Given a choice, people always help themselves before helping others.
 - B. The way things are, it is dangerous to travel today.
 - C. Poor people will always be poor.
3.
 - A. If I were in a difficult situation, I know someone would help me.
 - B. Violence is decreasing in our country.
 - C. One day soon, poverty will be a thing of the past.
4.
 - A. People are not welcoming to strangers.
 - B. I would give up some freedom to have more safety.
 - C. Things will only get worse for the poor of this world.

Step 2: Scoring the Survey

Note that the even numbered responses are scored in reverse order

1. & 3. Strongly Agree 7 Agree 5 Disagree 3 Strongly Disagree 1

2. & 4. Strongly Agree 1 Agree 3 Disagree 5 Strongly Disagree 7

Name of respondent	People are friendly (total of 'A' scores)	The world is safe (total of 'B' scores)	Poverty will be reduced (total of 'C' scores)

Name: _____

Date: _____

How I See the World: Survey Scorecard

Mark with an X the box that best represents how you feel about the statement.

1. Respondent: First Name _____

Strongly Agree Agree Disagree Strongly Disagree

1. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

2. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

3. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

4. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

2. Respondent: First Name _____

Strongly Agree Agree Disagree Strongly Disagree

1. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

2. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

3. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

4. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

3. Respondent: First Name _____

Strongly Agree Agree Disagree Strongly Disagree

1. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

2. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

3. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

4. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

4. Respondent: First Name _____

Strongly Agree Agree Disagree Strongly Disagree

1. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

2. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

3. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

4. A ☐ ☐ ☐ ☐
 B ☐ ☐ ☐ ☐
 C ☐ ☐ ☐ ☐

Unit 4

2. Media and World Views

Learning outcomes

Students will

- analyze and interpret survey data
- examine how media influence world views and how world views can influence our media consumption

Preparation/materials

- “How I See the World” survey results from homework
- media samples (newspapers, magazines, Internet)

Learning activities

Analyzing the data

Gather and record the survey data collected by the students and calculate averages for the different groups.

Discuss: What similarities and differences do you notice between your world view and that of other groups? What might explain the similarities and differences?

Brainstorm with students a list of factors that could affect world views (family, friends, birth place, religion, life experiences, media, etc.). Each person has a world view built on individual and shared experiences.

Media influences on world view

In small groups, have students examine the media examples you have gathered. Ask each group to find at least three examples in the media of items that might contribute to a particular world view.

Allow students to find examples of world views beyond the three highlighted in the survey. For

example, they may find media items that support world views around violence, consumerism or what is considered attractive. Have each group share its examples with the class.

World view influences on media

Ask students if they think that our world views can influence what we receive from media. Consider the following two ways that this might happen:

Selection

- Youth who see violence as an unacceptable way to resolve things will be more likely to avoid violent programs in the media.
- Youth for whom material goods are important will likely pay greater attention to merchandise advertisements.

Interpretation

- Two youth watch the same TV show. One thinks it is great and the other thinks it is terrible. The TV show is the same. What differs is the lens, or world view, through which the two people view the show.
- Youth who tend to believe in other people will be more likely to accept as true what they learn from media sources. Youth who are skeptical about others will be more skeptical about what they hear and see in media.

Homework/assessment (or class discussion)

Think of times when your world view affects what you get from media. Think about the media you consume (selection) and how you react to the media (interpretation). Use your own examples or apply the examples given in this activity to yourself.

Unit 4

3. Media, the World and Me: Taking Charge

Learning outcomes

Students will

- review what they've learned throughout the units, and use their media knowledge in an activity that encourages personal, corporate and public responsibility for media.

Preparation/materials

- three “stations” as described below
- students’ notes accumulated throughout the course of study
- board space or flipcharts for recording student responses
- copies of “Media, the World and Me” (included in this section), quantity dependent upon method

serve as reminders of the learning activities.

Include brainstormed lists, presentations, handouts, newspapers and so on. Provide adequate board space or flipchart paper for students to record their thoughts at each station.

At each station, post the handout “Media, the World and Me.” Have students circulate among the three stations, recording their responses to the handout questions in point form notes on the board or flipchart provided. Alternatively, you could give the handout to students and they could work individually and then share with others using a Think-Pair-Share strategy.

Summarizing the learning

After students have completed circulating through the stations, go to each station and read and affirm what students have written. Clarify any confusing comments and add key learnings that students may have missed. Be sure to congratulate them on all they have accomplished during this study.

Applying the learning/final assessment

Knowledge is most useful when it leads to action, and each of the three areas explored in the stations is an invitation to act. Tell students that as a final activity, they will be undertaking an action in at least one of the three areas—personal responsibility for media, corporate responsibility for media, or public responsibility for media (through the Canadian Radio-Television and Telecommunications Commission {CRTC}).

Allow students to choose whichever area they are most interested in for a letter-writing exercise. (Alternatively, have students write two letters—an informal “note to self” around personal responsibility, and a more formal letter to either a media owner/producer or the CRTC.)

Learning activities

Hear students’ learning

Let students know that this is the final activity in their *Media Literacy for Global Citizenship* study. In this lesson they will use their notes and their collective memories to highlight what they’ve learned. Then they will apply their learning in a real and meaningful way.

Set up three stations in various parts of the room, as follows:

1. My Responsibility: Media in My Life
2. Media Responsibility: Owners and Producers of Media
3. Our Global Responsibility: Making Media Work for All

Assign each station a bold heading (on board or flipchart) and stock the stations with relevant class work and tools used throughout the study. These

Unit 4

3. Media, the World and Me: Taking Charge (continued)

Have students go back to the station that interests them. Invite them to use the notes and materials at the station to build the framework of a letter they will write. The letters will encourage the recipients (listed below) to take greater responsibility around media.

- For Station 1, the recipient will be the letter-writer herself.
- For Station 2, the recipient will be an owner or producer of media or one of their regulatory bodies (see Appendices). If students choose a media company they will need to research the address and contact person for the company.
- For Station 3, a letter can be sent to the CRTC, a media regulatory body reporting to the federal government (see Appendices).

After students have gathered ideas, have them return to their desks to begin composing their letters. Teachers should follow their usual English Language Arts procedures for producing and submitting a formal letter.

Make sure the assignment serves a dual role. Keep a copy of the letters for assessment purposes. But send the originals—including the self-addressed letters—to their appropriate recipients.

Besides having their voices heard, students should gain the satisfaction of receiving responses back later in the year. Consider holding on to the self-addressed letters and mailing them at a later date to remind students of their learning and to reinforce the use of their new media literacy skills!

Name: _____

Date: _____

Media, the World and Me

1. My Responsibility: Media in My Life

List anything new you learned about ‘media in your life’.

What would you like to change about the media in your life?

2. Media’s Responsibility: Owners and Producers of Media

List what you learned about media messages and the values behind those messages.

Make a list of responsibilities that should come with media ownership and production.

3. Our Global Responsibility: Making Media Work for All

In a world where media is fair and helpful for everyone . . . (complete the sentence)

Appendices

- **Effective Teaching Strategies for Media Literacy**
- **Eight Key Concepts of Media Literacy**
- **Canadian Media Regulators**
- **Organizations Promoting Media Literacy in Canada**
- **Feedback: Media Literacy for Global Citizenship**

Effective Teaching Strategies for Media Literacy

Activate students' prior knowledge and experience, and encourage them to critically examine their opinions. Each new media work emerges within the context of previous works, previous audiences, and previous critical receptions. Probe these to define the context into which the current media work has emerged, then consider how that context interacts with the new media work.

Ask, don't tell. Allow students, as the audience of the work, to articulate and examine how they respond to it. Looking at audience response is a crucial part of media studies. Ask non-judgmental extending questions that will encourage students to fully articulate their responses, assessments, etc. A useful process is to move from observation to investigation, then to understanding.

Reserve your opinion (if you give it at all) for the end of the discussion, and present it as just one of a range of valid responses to the media product. Teachers are the nominative authorities, and if they approve or disapprove of a media work, their assessment will be the definitive word for many students, preventing them from considering or expressing their own opinions. Autonomy can only develop if students feel free to think for themselves.

Request clarification and substantiation to enrich discussions. Defending an opinion encourages reflection and higher-order thinking. Students often have opinions without knowing the reasons why. Encouraging them to trace their own thinking and reactions will help them understand the media, media industries and their relationships to them.

Agree to disagree. Teachers and students should respect every response. It may not be possible to reach consensus on many issues. Emphasize that the point of the study is to examine many points of view and interpretations rather than to agree on

one. In fact, not reaching consensus may reinforce the notion that different audiences interpret and value differently.

Model think-aloud investigations of the works and their messages. While students may often have studied literary works, they might not have as much prior experience with media studies. Hearing a teacher's tentative beginning, probing questions, and considerations of possible interpretations and assessments will assure and encourage them to think creatively on their own analysis.

Identify and investigate the form. Re-direct students from observing the content to the form of the text, activating prior knowledge of the text forms and genres, and investigating where they have seen them before and how those previous experiences help them appreciate the text.

Identify and investigate the purpose. The purpose of many media works is clear, but in some cases the purpose may be more difficult to discern. Asking the following questions may help to clarify the purpose: Who created the text? Where or in what situation does it appear? Who is the target audience?

Invite and examine interpretations from many audiences, including some that may not be present. People often understandably see things from only one point of view. Encourage students to role-play or assume others' points of view to more fully understand the social significance of media works. For example, assuming the position of a recent immigrant, indigenous person, parent, or senior citizen may be very informative.

Allow for private responses. In adolescent peer groups, minority opinions may be hard to express publicly. It is important that students have a chance to articulate these opinions. Using learning logs

Effective Teaching Strategies for Media Literacy (continued)

allows students to record their impressions authentically, without fear of peer pressure or judgment. Group discussions and interpretations can be followed by opportunities for personal reflection and reactions.

Provide opportunities for speaking and listening.

It is through sharing and examining each other's ideas that students will come to understand themselves and media messages better. Not only are speaking and listening activities often under-represented in English classrooms, but they will help both teachers and students process the complexities that arise when investigating media works. Listening will help teachers monitor the learning and direction of inquiry; it will help students see how to approach the analysis and understand each other's interpretations.

Encourage group work. Use think-pair-share, small-group, and whole-class discussions. Students can provide scaffolding for and learn from one another. More insights can come from shared experiences and analysis.

Initiate group discussions and further research to test ideas presented in media works. Many media texts are superficial and invite additional research. A documentary that fails to address important ideas or answer important questions can be a gift to a class that needs inquiry opportunities. Many media works reference, or allude to, other works. Researching the allusions can add to understanding and appreciation.

Know when to move on. Avoid over-analyzing a media work. There is always more to say, and there are always other works to examine. Be sensitive to students' waning interest, broadening the study to fresh works and ideas.

In conclusion, do not expect to be a media teacher who springs fully-formed from Zeus' forehead. Rather, be a reflective practitioner, recording in your own diary which media works, teaching strategies and student activities were most successful. Forgive yourself when things don't quite work, and learn from it. Sample popular culture, watching the occasional teen-oriented TV show or music video, listening to a popular radio station, and seeing the summer blockbuster movie. Browse teen magazines at the newsstand, and listen to your students' conversations as they arrive to class. Each of these may provide you with an opportunity to build a bridge between your students' interests and your district's educational goals.

Look for and celebrate those media works and rapport-building opportunities that will help you and your students enjoy and appreciate the excitement of learning and communicating. Teaching can be a great job; teaching media can be great teaching.

Source: M. Rowe (ed.), Telemedium, The Journal of Media Literacy 47, No. 2 (Summer 2001).

Eight Key Concepts of Media Literacy

A short theoretical paper providing some background material for teachers educating about media literacy.

1. All media are constructions.

The media do not present simple reflections of external reality, nor are they a clear window to the world. Rather, they present carefully crafted constructions that have been selected. Media literacy works towards deconstructing these constructions and taking them apart to show how they are made.

2. The media construct reality.

The media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations, and conclusions already built in. Thus, the media, to a great extent, give us our sense of reality.

3. Audiences negotiate meaning in media.

If the media provide us with much of the material upon which we build our picture of reality, each of us finds or "negotiates" meaning according to individual factors: faith perspectives; personal needs and anxieties; the pleasures or troubles of the day; racial and sexual attitudes; family and cultural background; gender; and so forth. At the same time, this negotiation is limiting because it happens on both the sub-conscious and conscious level.

4. Media have commercial implications.

Media literacy aims to encourage an awareness of how the media are influenced by commercial considerations, and how they impinge on content, technique and distribution. Most of media

production is a business, and so much of media operate to make a profit for some. Questions of ownership and control are central: a relatively small number of individuals control what a relatively large number of people watch, read and hear in the media.

5. Media contain ideological and value messages.

There is no such thing as objective reporting. Everything has a bias because it is written or stated by a person's (or group of persons') perspectives. Much of mainstream media is advertising, and much of media proclaims values and ways of life. The mainstream media convey, explicitly or implicitly, ideological messages about issues such as the virtue of consumerism, the role of women, the acceptance of authority and unquestioning patriotism.

6. Media have social and political implications.

The media have a great influence in politics and informing social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in concerns such as civil rights issues, famines in Africa, and the HIV/AIDS epidemic. They give us an intimate sense of national issues and global concerns so that we have become what media expert Marshall McLuhan calls the "global village." However, the mainstream media often fail to involve us in the majority of world events such that significant occurrences take place with little notice from the media.

Source: Used with permission and adapted from Barry Duncan et al., "Eight Key Concepts of Media Literacy," Media Literacy Resource Guide (Toronto: Ontario Ministry of Education, 1989).

Eight Key Concepts of Media Literacy (continued)

7. Form and content are closely related in the media.

As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages, depending on who is reporting.

8. Each medium has a unique aesthetic form.

Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so we ought to be able to enjoy the pleasing forms and effects of the different media. People of different backgrounds and ages may be more attracted to one form of media over another.

Canadian Media Regulators

If your class discovers over the course of study that they would like to communicate their views about the media, they can contact the sources below:

Advertising Standards Canada

- a self-regulating organization of Canadian advertisers
- for feedback and complaints about advertising

350 Bloor Street East, Suite 402
Toronto, ON
M4V 1H5

Tel: (416) 961-6311
Fax: (416) 961-7904
E-mail: info@adstandards.com
Web site: www.adstandards.com

Canadian Broadcast Standards Council

- a self-regulating organization of Canadian private broadcasters
- for feedback and complaints regarding Canadian private broadcasters' television and radio programming.

P.O. Box 3265, Station D
Ottawa, ON
K1P 6H8

Tel: (613) 233-4607
Fax: (613) 238-1734
E-mail: complaints@cbcs.ca
Web site: www.cbcs.ca/english/home.htm

Canadian Radio-Television and Telecommunications Commission

- an independent agency reporting to the Government of Canada through the Minister of Canadian Heritage
- for feedback and complaints regarding Canada's broadcasting and telecommunications systems (television, radio and telephone)

c/o Broadcast Coordination
Ottawa, ON
K1A 0N2

Tel: (819) 997-0313
Fax: (819) 994-0218
E-mail: info@crtc.gc.ca
Web site: www.crtc.gc.ca

Organizations Promoting Media Literacy in Canada

Adbusters

1243 West 7th Avenue
Vancouver, BC
V6H 1B7

Tel.: (604) 736-9401
Toll-Free: 1-800-663-1243
Fax: (604) 737-6021
E-mail: info@adbusters.org
Web site: www.adbusters.org

Association for Media Literacy (Ontario)

42B Shank Street
Toronto, ON
M6J 3T9

Tel.: (416) 696-7144
E-mail: aml@interlog.com
Web site: www.aml.ca

Canadian Association of Educational Media Organizations

c/o John Pungente, Jesuit Communication Project
1804-77 St. Clair Avenue East
Toronto, ON
M4T 1M5

Tel.: (416) 920-3286
Fax: (416) 920-8254
E-mail: pungente@epas.utoronto.ca
Web site:
<http://interact.uoregon.edu/MediaLit/CAMEO/>

Concerned Children's Advertisers

2300 Yonge Street, #804
P.O. Box 2432
Toronto, ON
M4P 1E4

Tel.: (416) 484-0871
Fax: (416) 484-6564
E-mail: concernedchildrens@on.aibn.com
Web site: www.cca-canada.com

Media Awareness

1500 chemin Merivale Road
Ottawa, ON
K2E 6Z5

Tel.: (613) 224-7721
Fax: (613) 224-1958
E-mail: info@media-awareness.ca
Web site: www.media-awareness.ca

Mediacs

Tel.: (416) 462-3259
E-mail: info@mediacs.ca
Web site: www.mediacs.ca

MediaWatch

517 Wellington Street West, Suite 204
Toronto, ON
M5V 1G1

Tel.: (416) 408-2065
Fax: (416) 408-2069
E-mail: info@mediawatch.ca
Web site: www.mediawatchyouth.ca

Feedback: Media Literacy for Global Citizenship

Photocopy and Send

We want to hear from you! Your feedback on these lessons is important as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and fax or mail it to us. We would also like to hear your comments and lesson suggestions for future editions of Media Literacy for Global Citizenship. Please send these to deved@worldvision.ca.

1. How did you learn about this resource? _____

2. With whom did you use the resource? _____

3. What were your objectives? _____

4. Please rate the effectiveness of this resource in helping you to meet your objectives.

Not effective	1	2	3	4	Very effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments _____

5. Please evaluate the resource according to the following criteria.

	Poor	1	2	3	4	Excellent
Overall quality of the resource		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of facilitator instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Breadth and depth of subject matter covered		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectiveness of format/layout		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments _____

6. What did you find most useful? _____

7. What did you find least useful? _____

8. Please comment on the impact(s) you perceived from using this resource? (E.g. changed attitudes, actions taken by your group or by yourself) _____

Please send this form, along with any comments to Global Education, World Vision Canada, 1 World Drive, Mississauga, ON, L5T 2Y4 or fax to (905) 696-2166. Thank you!