



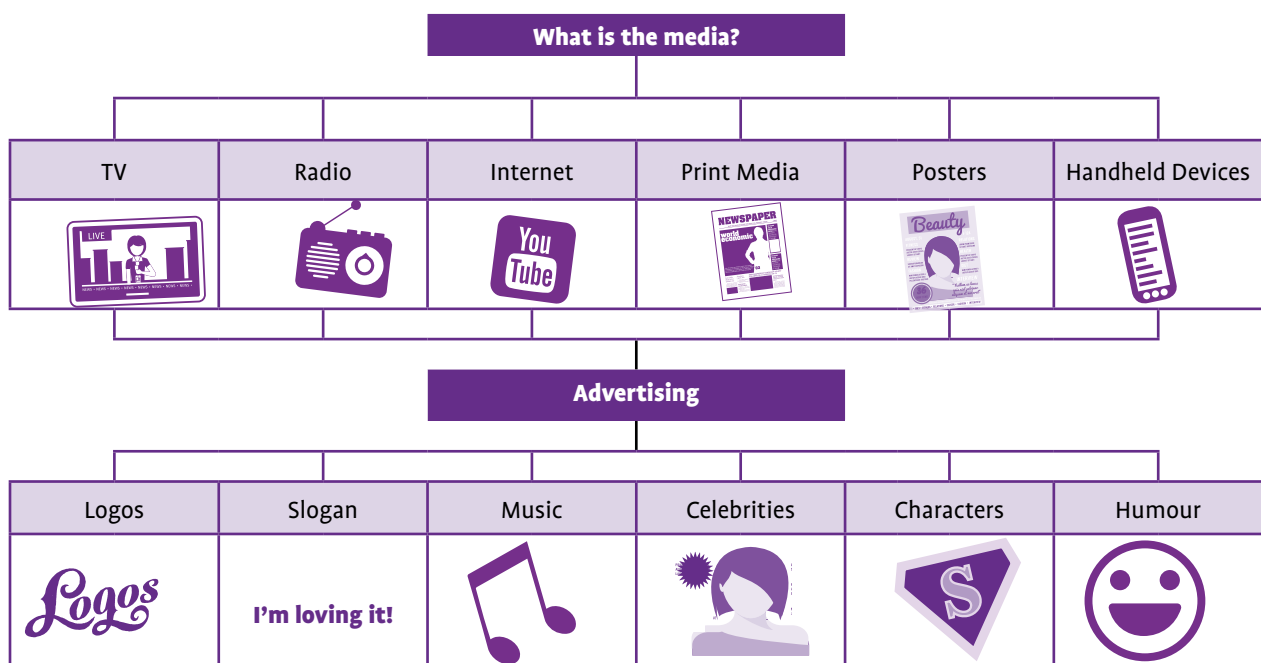
## Welcome to MediaWise for Third and Fourth Class

MediaWise is a Media Literacy Resource for Primary Schools, which aims to develop children's awareness of both media and advertising. In a media saturated society, children are exposed to a massive number of advertisements on a daily basis from phones, tablets, magazines, television, radio, websites, posters, newspapers and more. MediaWise aims to enable children to make informed decisions about their needs and wants, based on the information they are gathering from media and advertising. MediaWise has eight lessons for each class grade, developing in a spiral curricular manner over the course of a child's development. MediaWise lessons can be used throughout the school week, as it utilises a variety of teaching methodologies to link teaching and learning across the primary school curriculum, including the New Language Curriculum. Comprehensive curricular links enable teachers to see how MediaWise links with their teaching to support and develop learning in their classrooms.

Curricular Links					
English	SPHE	SESE	Drama	Visual Arts	Mathematics

### MediaWise for Third and Fourth Class should enable the children

- To name some different types of media and recognise the different media they encounter on a regular basis
- To describe what advertising is and recognise that advertising is everywhere
- To understand that advertising tries to do one of four things:
  - Tell us something we need to know
  - Persuade us to buy a product
  - Persuade us to change our behaviour
  - Put forward a point of view
- To understand that everyone has a point of view
- To recognise some of the different elements that are used in the media.
- To explain how these elements affect our emotions.
- To understand that advertisements are meant to make us feel a particular way.
- To explain what a need and what a want is, and the difference between them.
- To recognise that different media target different groups of people (audiences)
- To find hidden messages and advertising in the media.
- To understand the concept of stereotypes and stereotyping.
- To link an emotional reaction to an advertisement with an action
- To understand how media can be a source of information and makes the world a smaller place



# MediaWise

## Third and Fourth Class



## Overview

<b>Topic 1</b> What is the Media? What is your media diet?	<b>Lesson 1</b> Recognise that media and advertising are everywhere and understand that advertisers pay to communicate their message as they are trying to 'sell' something.	<b>Lesson 2</b> Understand that everyone has a point of view.
<b>Topic 2</b> The message and emotion behind the media	<b>Lesson 3</b> Recognise some of the different elements that are used in the media and explain how these affect our emotions in order to make us feel in a particular way.	<b>Lesson 4</b> Explain what a need and what a want is, and the difference between them.
<b>Topic 3</b> Who's the Target?	<b>Lesson 5</b> Recognise different media target different groups of people (audiences) and find hidden messages and advertising in the media.	<b>Lesson 6</b> Introduce the concept of stereotypes and stereotyping.
<b>Topic 4</b> Media's influence on us	<b>Lesson 7</b> Link an emotional reaction to an advertisement with an action.	<b>Lesson 8</b> Design an information media campaign to show how media can be a source of information and makes the world a smaller place

## Curriculum links

### English

#### Oral language

##### Developing receptiveness to oral language

- Experience the teacher's use of challenging vocabulary and sentence structure – eg slogan in branding and advertising
- Listen to, retell and tape a narrative or a description, taking turns giving the account
- Give and follow instructions on how to perform a particular task or process

##### Competence and confidence in using language

- Discuss what he/she knows of a particular topic or process as a basis for encountering new concepts

### Reading

#### Developing interests, attitudes, information retrieval skills and the ability to think

- Explore new interests and perspectives through reading

### Writing

#### Clarifying thought through writing ability to think

- Write about ideas encountered in other areas of the curriculum – samples of media

### SPHE

#### Myself

##### Making decisions

- Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision - *peer and media influences*



## Curriculum links (continued)

### SPHE (continued)

#### Myself and the wider world

##### Media education

- Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes.
- Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media.
- Become aware of advertising and its purpose and nature.
- Begin to explore some of the techniques that are used in marketing and advertising.
- Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations.

### Drama

#### Drama to explore feelings, knowledge and ideas, leading to understanding:

##### Exploring and making drama

- Help to plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored.

##### Reflecting on drama

- Learn, through drama, the relationship between story, theme and life experience.

##### Co-operating and communicating in making drama

- Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

### Geography

#### Geographical investigation skills

##### Investigating and experimenting

- Carry out simple investigations and collect information from a variety of sources.

##### Analysing

- Sort, group and/or classify data on people, events and natural phenomena using a range of appropriate criteria.
- Look for and recognise patterns and relationships in the environment.

##### Recording and communicating

- Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using information and communication technologies.

##### Human environments: People and communities

- Learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland.

##### Human environments: Transport and communications

- Learn about the available methods of communication - *postal and telecommunications, electronic media (e.g. satellites, internet).*

### Visual Arts

#### Drawing

##### Making drawings

- Make drawings from recalled experiences, emphasising pattern, detail, context and location.
- Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail.
- Draw from observation.