

Lesson Plan for Grade 6 Media Literacy

Earth day Reuse & Recycle

- 🍏 Constructions
- 🍏 Beliefs and Values
- 🍏 Audience
- 🍏 Intent
- 🍏 Form

Lesson Focus:

Class #1 – Review of terms and concepts

Class #2 – Teacher demo and assignment intro....time to plan

Class #3 – rehearsal – presentation – discussion - evaluation

- 🍏 Focus will be on consolidating all aspects of Media literacy learned throughout the year with a culminating task of creating an advertisement for Earth Day with a specific product(the students will pick the product(water bottle, old magazine, old pencil out of a box) as the focus in one of the following: TV commercial, Poster, Jingle, Magazine cover, or a Brochure on alternate uses such as reusing & recycling
- 🍏 Performance of dramatic piece and/or display of poster, magazine cover etc. will confirm knowledge and application of these key Media Concepts: Target audience, Form, Constructions, Beliefs and Values, Audience, Intent, and Form
- 🍏 There will be a short review, and students will work in pairs or threes to complete the culminating media task

Rationale:

- 🍏 This lesson/assignment will take place at the end of the year around Earth Day to reflect the nature of the assignment
- 🍏 A good time to consolidate info and learning (Because of Earth day opportunity)
- 🍏 Lesson reflects real life situations students will relate to, encourages students to take a personal interest by allowing them to be creative with their own works(art, dramatics)

Assessment:

- 🍏 Checklist for group presentations
- 🍏 Self Evaluation for individual accountability
- 🍏 Peer Evaluation(for students to discuss peer presentations and works)

Prior Knowledge:

- 🍏 A review of key concepts, Construction, Form, Target Audience, Form, Beliefs and Values, before lesson acts as a consolidation before students display their knowledge
- 🍏 Because this lesson takes place at the end of the year, students should take into consideration all that they have learned regarding media literacy
- 🍏 Mind map - groups will work in tribes taking into consideration that they are already aware of tribes agreements and they will fill in the mind map on chart paper in each group, each tribe member will get one concept to fill in and discuss

Curriculum Expectations:

- 🍏 Media expectations to be addressed include:

Overall Expectation

- 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Specific Expectations

- 3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose (*e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it*)
- 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message
- 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Materials/Preparation for Teaching:

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|--|---|
| Teacher -Mind map, chart paper for review of terms and concepts -Product items for each group to work with -Markers -self evaluations and group presentation checklist | Student -Props -chart paper for brainstorming -Product chosen from box -art supplies – construction paper, markers, pencil -Self evaluation, presentation checklist -script |
|--|---|

Differentiated Instruction:

- 🍏 As many of the MI's as possible have been addressed by allowing choice in presentation

Modelled/Shared Lesson:

Before

- 🍏 Teacher will demonstrate a short commercial using one of the products from the box
- 🍏 Teacher will then discuss the elements of media literacy that were involved, and why
ex. I chose this type of language to cater to this audience
I chose to create a commercial because this strategy/convention is the best way to get my message across to as many people as possible in a short time. Many children will pass the message on to adults
- 🍏 Teacher will then model the checklist and self evaluation

During

- 🍏 Think aloud as teacher models steps to be taken
Ex. Hm, if I want to get my message across to thousands of people as fast as I can, which convention would be the best for me.
AR: On the television! A commercial!!
- 🍏 Teacher will encourage each group aloud as s/he floats throughout the classroom as groups are brainstorming
Ex. I like the way that Jim and Ashley have included children's pictures, this helps me know that they are thinking of a specific audience to target

After

- 🍏 Names will be pulled from a hat to make groups
- 🍏 Sequencing graphic organizer may be used throughout the planning process
- 🍏 Mind map may be used for print presentations
- 🍏 Finally students will present and discuss each other's presentations
ex. What did you like about the commercial? What is the target audience? Why? What could we change within the commercial in order to switch the audience? How would this work?
- 🍏 Group assessments/checklists/self-evaluations/observation and anecdotal notes

Independent

Whole Group

- 🍏 each student will analyse ONE of the other presentations discussing each strategy used within the presentation and why it was useful giving them an opportunity to display and apply their personal knowledge

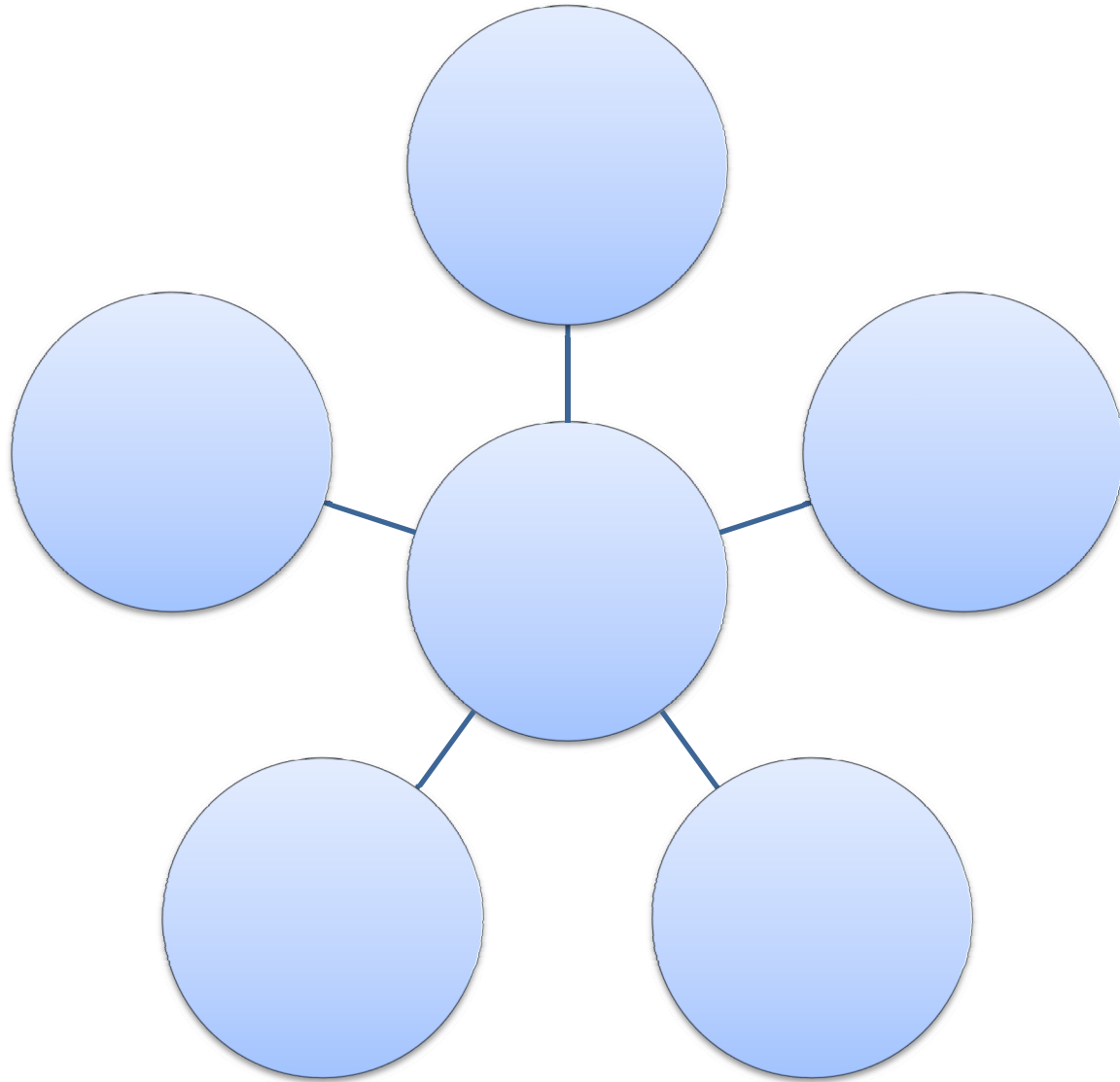
Conferencing

- 🍏 Each group will have an opportunity to discuss their plan after they have worked out what they would like to do in their groups with the teacher to ensure they are on the right track and including everything they need to include

Sharing/Reflection

- 🍏 Teacher will assess and reflect at the end of the lesson with regard to student success, effectiveness of lessons, hooks, modeling etc.
- 🍏 Students will assess and evaluate the effectiveness of one other presentation

Mind Map



Reuse and Recycle Peer Evaluation

Your Name: _____

Date: _____

Group Names: _____

For each question below please circle or highlight only one answer and then provide an explanation why you chose that using full sentences.

1. Did the presentation represent reality or real world situations?

| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|
| Explain... | | | |

2. Was there evidence of opinions, values and/or cultures?

| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|
| Explain... | | | |

3. Was the presentation understood by the audience?

| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|
| Explain... | | | |

4. Did the presentation contain a main focus or agenda?

| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|
| Explain... | | | |

5. Were various techniques used to present the material?

| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|
| Explain... | | | |

Reuse and Recycle Self-Assessment

Name: _____

Date: _____

For each question below please circle or highlight only one answer.

1. I participated with my group...

| | | | |
|------------|-------------|-------------|-------|
| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|

2. I understand the concept of reusing and recycling...

| | | | |
|------------|-------------|-------------|-------|
| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|

3. Was the rest of the class interested in the presentation?

| | | | |
|------------|-------------|-------------|-------|
| Not at All | Very Little | Just Enough | Fully |
|------------|-------------|-------------|-------|

For the following questions please answer in full sentences.

Briefly describe what you liked most about this project...

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If you feel you didn't like the project, what would you change about it?

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Describe how you could teach others this information...

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