




English for Media Literacy for Educators Media Literacy Extension Activity Template

Name: Galiya Kalen Country: Kazakstan Age Range: 14-15 years Class Size: 9 Institution: Al-Farabi School- Lyceum, Petropavlovsk	
Existing Lesson	
Title of existing lesson	Charities and conflict
Brief description of lesson	This lesson is about social problems around the world.
This lesson is about ...	It introduces students to the vocabulary and expressions they need to talk about problems around world. Students will be asked to discuss the print advertisement they brought into class with their peers, their answers for why they find the advertisement powerful, and how they think it influences people.
Target language of lesson	Vocabulary: famine, war, poverty, homelessness, unemployment, disease, illiteracy, racial discrimination.
Objectives	By the end of the lesson, students will be able to... <ul style="list-style-type: none"> ● Analyze and deconstruct visual advertisements in print form to become media literate. ● Support and present their findings through class discussion. ● Compare visual and print forms of an advertising campaign to comprehend variations in how a message is conveyed to an audience through differences in media.
Media Literacy Extension Activity	
Title of media literacy extension activity	Analyzing social advertisements that will make you think
Brief description of media literacy	I will explain that the print advertisements that we discussed are considered a medium. I will ask students to name more

<p>extension activity</p>	<p>media they can think of. I hand out a sheet with nine other media literacy concepts. Afterwards, I will explain them that they know these basic media literacy concepts they can begin to analyze and deconstruct media messages. I will use the printed pictures of social problems. The students will point out the source of these advertisements. I will then give students the video to compare the influence and examine. Students will be asked to answer deconstructive questions on a worksheet. The whole class will then review their answers together. Since groups might have different answers, students will have to justify the answers they provided. As a teacher will ask students to compare it to the written advertisements. Through whole class discussion they will answer the question: Is the video advertisement's message stronger than the print advertisement, and why or why not?</p>
<p>Target language for CLIL activity</p>	<p>Language of learning: Language to talk about social problems through pictures and video advertisements. <i>'We've just watched the video about... Now let's find the meaning of the pictures that are shown on the screen.'</i></p> <p>Language for learning: Language needed for group work: expressions for sharing ideas: <i>Now answer to the deconstructive questions according to your preference.</i></p> <p>Language through learning: Language related to real problems in the world and by listening to students' thoughts we can find out their attitude to these problems.</p>
<p>Sample of expected product</p>	<p>Here is a sample of pictures and link to a video for this media literacy extension activity. I can provide this as a model for my students. https://www.youtube.com/watch?v=J1Br1fpfc48</p> 



And deconstructive questions for students:

1. Whose message is this? Who created it? Why?
2. Who is the “target audience”? What is their age, ethnicity, class, profession, interests, etc.? What words, images or sounds suggest this?
3. What is the “text” of the message? (What we actually see and/or hear: written or spoken words, photos, drawings, logos, design, music, sounds, etc.)
4. What is the “subtext” of the message? (What do you think is the hidden or unstated meaning?)
5. What positive messages are presented? What negative messages are presented?

How activity develops media literacy and promotes authentic communication in English

This extension activity develops media literacy by answering to the questions including information what are Media Literacy and their types, why the video advertisement is stronger or weaker than the print advertisement and gives evidence. I will also distribute the link through email to students. Students will discuss these findings in their next class. The visually stronger pictures will be hung on the classroom.

This activity also promotes communication in English by having students collaborate in peers. Students will be assessed through verbal responses and on their deconstruction worksheets.