

Media Literacy and Cyber-safety

WebQuest Description: A comprehensive guide to help students understand the many facets of the media, including tv commercials, advertising, entertainment, product packaging, and the dangers of the internet. Includes activities on cyber-safety and critical thinking skills to evaluate the accuracy of information and credibility of sources. Encourages responsible use of the internet, including avoiding plagiarism. Adaptable for grades 6th through 8th

Grade Level: 6-8

Curriculum: Technology

Keywords: media, literacy, plagiarism, cyber-safety, internet, safety, advertising, cyberbullying

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WebQuest URL: <http://zunal.com/webquest.php?w=66259>

Introduction

In the age of the internet and pervasive electronic media, students (and the general population) need some guidance in how to evaluate the vast universe of information. This site is a good resource to introduce your students to media literacy. Media literacy includes the understanding of how the media (television, magazines, the internet, product advertising and packaging) can influence the way we think and act. It covers advertising as well as social networking, cyberbullying and privacy issues on the internet. Finally, in the cut and paste age of the internet, it's important that students understand the definition and liability of plagiarism. Students are welcome to view a three part video on plagiarism and the importance of creating original work.

Students will learn to think more critically about the information they receive and to consider the sources. Students will learn how the media, including the internet, is often used to deceive and/or manipulate them.

Tasks

This webquest will have three main tasks.

1) First, students will learn about advertising and manipulation in the media (tv, websites, magazine ads, and product packaging). They will learn tricks that advertisers use to:

- a) effect the way we think (or don't think), and
- b) influence the way we spend our time and money.

2) Second, students will learn to avoid the dangers of the internet. They will learn about cyberbullying, the importance of privacy, and how to safely communicate with friends on the internet.

3) Finally students are invited to view an informative and entertaining 3-part video-short about plagiarism.

Students will take a quiz covering the three main tasks outlined here.

Process

1) Media Literacy- Thinking about Advertising

Click on the links below to visit PBS.org and learn about the following:

TV ads

Questions to

ask

Magazine Cover Girls: Are They Real?

Shopping: What's Really in the Package?

Brand Name Clothes

Thinking About Entertainment

The Influence of Music

TV vs. Real Life

Thinking about Websites, ect. (Which of the following is false?)

Save the Pacific Northwestern Tree Octopus

The Swiss Spaghetti Harvest

The German Exploding Toads

Click Here to learn how to tell if websites are credible

2) Cyber-safety

1) Click here to look up the following terms. Discuss in class or in small groups what each term means to you.

cyberspace
 cyberbullying
 cyberstalking/harassment
 social networking site
 chatting

2) Discuss what the term "cybersafety" means to you.

3) Watch the short video clips and discuss the questions below:

 Cyberbullying: Feather in the Wind -Questions: what did the feathers represent? How are the feathers like the information we share on the internet?

Cyberbulling: Broken Friendship- Was a trick played on someone? How? How can the things we say and do on the internet be more harmful than the things we say and do in person?

You Can't Take it Back- Have you ever said or done something you wish you could take back? Why is it harder to take something back on the internet?

Angela's Experience- What would you do if this happened to you?

Social networking and safety- Watch Tracking Theresa and discuss with class- What information should you avoid posting on internet sites?

Plagiarism

View the three-part video on plagiarism by clicking on resources at the bottom of this page.

Video is available at YouTube <http://www.youtube.com/watch?v=pSQH9OTOLBs&feature=related> and was developed by Paul Robeson at Rutgers University, NJ .

Evaluation

Category and Score	Beginning	Developing	Very Good	Exceptional	Score
Participates in class/group discussions	Never	Sometimes, but only recites answers	Often, and includes thoughtful explanations	Almost always, includes thoughtful explanations, cites examples and sources, asks thoughtful questions	1--5
completes all tasks	Completes some tasks from each of 3 parts	Completes almost all tasks from all 3 parts	Completes all tasks and applies them to the quiz and class discussions	Completes all tasks, applies them to the quiz, and asks relevant questions	1--5
Quiz results	Scores less than 25 out of 50 points on the quiz	Scores between 30 and 40 points out of 50 on the quiz	Scores 45 out of 50 points on the quiz	scores 50 out of 50 points on the quiz	1--5
Applies new information to extended activities	Almost never	Sometimes	Often demonstrates evidence through thoughtful discussion in follow-up activities	Always demonstrates evidence through work produced in extension activities, including proper citations and paraphrasing	1--5
				Total Score	

Conclusion

Congratualations! It seems you've learned a lot about media literacy! Some media literacy resources are listed below. Take responsibility for your new media literacy skills and apply them to your life!

<http://www.medialiteracy.com/>

<http://pbskids.org/dontbuyit/>

<http://www.edutopia.org/media-literacy-skills-video>

<http://cybersmartcurriculum.org/>

<http://netsmartz.org>

Teacher Page

Here you will find lesson objectives, standards, and credits & references

Objectives:

1) Students will use technology to share ideas and discuss issues surrounding media literacy. They will consider sources of information, identify the target audience of each advertisement, and apply this information to class discussion and analysis.

2) Students will learn and practice critical thinking skills, analyzing commercial and advertising techniques, and considering the

motives of each source.

3) Students will discuss and analyze tv entertainment, and compare to real life.

4) Students will compare magazine cover models to real life.

5) Students will learn new terms, developing more academic language to apply to media literacy.

6) Students will analyze product packages and consider their accuracy.

7) Students will learn several new terms and utilize vocabulary related to cybersafety and cyberbullying.

8) Students will discuss videos and issues related to cyberbullying.

9) Students will learn about resources and strategies and prevention of cyberbullying and general cybersafety.

10) Students view and discuss videos on plagiarism, and demonstrate a knowledge of plagiarism and how to avoid it.

11) Students will apply the information contained here to extension activities and demonstrate knowledge by taking the quiz at the end of this webquest.

NETS covered (paraphrased):

1. Creativity and Innovation

a) Applying existing knowledge to create new ideas, products, or processes

b) learning to create original works (rather than plagiarising)

c) using models and simulations to explore complex issues

d) identifying trends (in advertising) and forecasting possibilities (in context of media literacy)

2. Communication and Collaboration

c) communicate information and ideas effectively to multiple audiences using a variety of media and formats. (media literacy)

3. Research and Information Fluency

a) using digital tools to gather, evaluate and apply new information

b) ethically use information from a variety of sources and media.

d) evaluating and selecting information sources based on the appropriateness to specific tasks.

e) Planning strategies for best inquiry practices

 4. Critical Thinking, Problem Solving, and Decision Making-

"Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources." --ISTE 2007

 5. Digital Citizenship

a) identify and define authentic problems and significant questions for investigation.

[http://www.iste.org/Content/NavigationMenu/NETS/](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)

[ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)

References and Credits

Did You Know? Shift Happens (video on conclusion page) is licensed by Karl Fisch, Scott McLeod, and XPLANE under a Creative Commons Attribution Non-Commercial Share-Alike license.

All activities in part 1) Media Literacy: Thinking about Advertising were created and shared by PBS.orgkids/dontbuyit and are available in the public domain.

Save the Pacific Northwest Tree Octopus from Extinction (and internet hoax) was created by Lyle Zapato. User rights can be found at http://en.wikipedia.org/wiki/Wikipedia:Text_of_Creative_Commons_Attribution-ShareAlike_3.0_Unported_License

The Swiss Spaghetti Harvest (video) was a hoax created by BBC News, first aired in April 1, 1957. It is narrated by Journalist, Richard Dimbleby, referred to when first aired as "Richard Dimblerot". This can be openly viewed at

Mystery of the German Exploding Toads published by BBC, Wednesday, 27 April 2005,

eHow referenced as a link to understand how to assess credibility of websites. Fair Use rules apply.

http://www.ehow.com/how_2112227_determine-website-credibility.html

<http://www.netsmartz.org/safety/definitions.htm>-- fair use rules apply.

All cybersafety and cyberbullying links are to netsmartz.org. Fair use rules apply.

Plagiarism links available at YouTube

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Google images at [http://www.google.com/imgres?imgurl=http://eu.d-a-s-h.org/files/idash/images/newPOSTCARDweb.preview.jpg&imgrefurl=http://eu.d-a-s-h.org/node/26783&usg=__cyxg79HSZW3CaQCL7YMO1IIMmNs=&h=459&w=640&sz=63&hl=en&start=0&zoom=1&tbnid=LI-](http://www.google.com/imgres?imgurl=http://eu.d-a-s-h.org/files/idash/images/newPOSTCARDweb.preview.jpg&imgrefurl=http://eu.d-a-s-h.org/node/26783&usg=__cyxg79HSZW3CaQCL7YMO1IIMmNs=&h=459&w=640&sz=63&hl=en&start=0&zoom=1&tbnid=LI-ckwkKslclK)

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[tbnid=124&tbnw=142&prev=/images%3Fq%3Dmedia%2Bliteracy%26hl%3Den%26biw%3D1138%26bih%3D585%26gbv%3D2%26tbs%3Disch:1&itbs=1&iact=hc&vpx=110&vpy=108&dur=562&hovh=190&am](http://www.google.com/imgres?imgurl=http://eu.d-a-s-h.org/files/idash/images/newPOSTCARDweb.preview.jpg&imgrefurl=http://eu.d-a-s-h.org/node/26783&usg=__cyxg79HSZW3CaQCL7YMO1IIMmNs=&h=459&w=640&sz=63&hl=en&start=0&zoom=1&tbnid=LI-ckwkKslclK)

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Task Page- originally displayed by Action Coalition for Media Education (July 27, 2007) at

Process Page- Originally displayed at:

<http://www.glogster.com/media/2/4/41/10/4411002.jpg>

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[tbnid=01KvxjRMVaEceM:&tbnh=147&tbnw=223&prev=/images%3Fq%3Dmedia%2Bliteracy%2Bimages%26um%3D1%26hl%3Den%26sa%3DX%26rls%3Dcom.microsoft:en-us:IE-](http://www.glogster.com/media/2/4/41/10/4411002.jpg&imgrefurl=http://msventura.glogster.com/Media-Literacy-WHS/&usg=__rzLo1PkVqLhuTse7YCpg1NI_fxc=&h=262&w=360&sz=48&hl=en&start=0&zoom=1)

[SearchBox%26rlz%3D117TSHB_en%26biw%3D1121%26bih%3D585%26tbs%3Disch:1&um=1&itbs=1&iact=hc&vpx=146&vpy=235&dur=109&hovh=191&hovw=263&tx=134&ty=115&ei=ZxiHTL-mC5HUtQPI-7T_CQ&oei=ZxiHTL-mC5HUtQPI-7T_CQ&esq=1&page=1&ndsp=15&ved=1t:429,r:5,s:0](http://www.glogster.com/media/2/4/41/10/4411002.jpg&imgrefurl=http://msventura.glogster.com/Media-Literacy-WHS/&usg=__rzLo1PkVqLhuTse7YCpg1NI_fxc=&h=262&w=360&sz=48&hl=en&start=0&zoom=1)

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[7T_CQ&oei=ZxiHTL-mC5HUtQPI-7T_CQ&esq=1&page=1&ndsp=15&ved=1t:429,r:5,s:0](http://www.glogster.com/media/2/4/41/10/4411002.jpg&imgrefurl=http://msventura.glogster.com/Media-Literacy-WHS/&usg=__rzLo1PkVqLhuTse7YCpg1NI_fxc=&h=262&w=360&sz=48&hl=en&start=0&zoom=1)

