Analyzing the Internet

Created by: Eloise S. Lee

Words of the Day: Internet, News, Advertisement, Messaging

Critical Creative Plan

Part 1: Cultural Energizer: Internet Vocabulary

Part 2: Community Collaboration: Internet Scavenger Hunt

Part 3: Conclusive Dialogue: Who creates 'the message'? What creative techniques are used to attract your attention? How might different people understand 'the message' differently than me? What values, lifestyles and points of view are represented in, or omitted from 'the message'? Why is 'the message' being sent?

Cultural Energizer	**Title: Internet Vocabulary Handout** As a class, have students go to each site (Yahoo, Google and MSN) one at a time and elicit from them what they think each section of the web site is for. Allow students to explore each section. Once the correct answer is decided on, have students write the answer on their handout.
Community Collaboration	**Title: Internet Scavenger Hunt** 1. Review vocabulary from previous day. Explain to students that we will now use all three sites to do an "Internet Scavenger Hunt". 2. Distribute handouts for each search engine and explain to students that they will now need to go to each of the sites and answer the questions. **Note: When students begin each question, their starting point should always be the homepage of that site.** ** To make this activity more interactive, it can be done in pairs. **Follow-up:** After each search engine questionnaire is finished, students can compare answers. In some cases, their answers will vary (sometimes the advertisements change when a page is refreshed, for example). The instructor can also ask specifics about the questions, such as what section did they find most interesting, or what's the weather like in their native city.
Conclusive Dialogue	**Problems/Questions of the Day** Who creates 'the message'? What creative techniques are used to attract your attention? How might different people understand 'the message' differently than me? What values, lifestyles and points of view are represented in, or omitted from 'the message'? Why is 'the message' being sent?

Cyber Safety

Created by: Eloise S. Lee

Words of the Day: Cybersafety, Cyberbullying, Netizenship, Avatar

Critical Creative Plan
Part 1: Cultural Energizer: Avatar class discussion
Part 2: Community Collaboration: Mask making
Part 3: Conclusive Dialogue: Roleplaying activity

Cultural Energizer	**Title:** Avatar class discussion Begin the class by writing the word "AVATAR" on the board. Ask students: • Does anyone know the meaning of this word? (In online environments, an avatar is a virtual digital image that represents a person — an online identity. The term comes from a Sanskrit word meaning an incarnation in human form; however, online avatars can be anything from symbols to animals.) • Do any of you use avatars when you are communicating online? What kinds of avatars do you use?
Community Collaboration	**Title:** Mask Making Tell students, "Today we are going to make masks to represent your online identity. Think about online avatars that you use, or invent one that you would like to use." Have students make their masks using Toondoo or Paint or By drawing it on Construction paper. It will need to be big enough to cover your face. Once their masks have been created, have them think of a name for their avatar. Ask them to write down the avatar's likes, dislikes and personality traits.

Conclusive Dialogue	**Problems/Questions of the Day:** (Roleplaying activity) Wearing their masks, have students mingle and introduce themselves to one another in character as their avatar. Once they have done this, instruct students to return to their seats and initiate the following discussion: • Let's talk about your avatar. Is its personality similar or different to yours? • How did you feel when you were going around the room as your avatar? Did you behave differently than you would have if you had just been going around the room as yourself? • For those of you who have used avatars on the Internet, is your avatar like you or different? • What kinds of things does your avatar do that are like you? • What kinds of things does it do that are different? Explain that avatars are lots of fun, but they can also complicate online relationships because of the "identity layers" they add. Present the following information to the class: • When we talk about identity layers, there are a number of elements at work: there are the online identities that we choose for ourselves, and then there is the way that others imagine us, based on the names or avatars we use. But the one thing we can never forget is that real people are at the heart of all these identities. • Online identities can be lots of fun: you can be anything or anyone you want to be, you can have super powers, and you can express who you really are inside in ways that you might not be able to in the real world. But sometimes, wearing an online "mask" can make kids behave in ways that they wouldn't in person. Read the following quote to students: [With] the Internet, you can really get away with a lot more because I don't think a lot of people would have enough confidence to walk up to someone and be like, "I hate you, you're ugly." But over the Internet you don't really see their face and they don't see yours and you don't have to look in their eyes and see they're hurt. • This is a quote from a 10-year-old boy. Ask students whether they agree or disagree with what he is saying. • He says that "over the Internet you don't really see their face and they don't see yours." Explain that this doesn't mean that their feelings aren't hurt — there is still a person at the other end of the screen. And sometimes the speed at which we send messages to people online means that we may not be thinking about the consequences of what we are saying.

Cyber Safety II

Created by: Eloise S. Lee

Words of the Day: Cybersafety, Cyberbullying, Identity, Identity Theft

Critical Creative Plan
Part 1: Cultural Energizer: Identity discussion: It's a Dog's life
Part 2: Community Collaboration: Skit: It's a Dog's Life
Part 3: Conclusive Dialogue: It's a Dog's Life discussion

Cultural Energizer	**Title:** It's A Dog's Life Introduction Explain to the class that playing with identity is only one aspect of communicating online and that you will now look at another important element. Ask a student volunteer to read the story It's a Dog's Life to the class.

Title: Skit: It's A Dog's Life (Split up the class to read the following story)

There once was a dog named Orkad. His master, Ray, took pretty good care of him; he walked him every day, but not for very long because Ray liked to spend his time playing Internet games. His favourite was a game where the player must look after a dog; there was an image of a dog on the screen and the player had to feed it, furnish its room and buy it toys to keep it entertained.

For hours on end, Orkad would watch Ray play this game, all the while waiting to be walked. Those were the times when he felt really lonely and dreamed about having someone to communicate with … oh, of course, there was always Katy-the neighbour's cat-but they really didn't have much in common.

There was something else that drove Orkad crazy: his kibble. He hated the kibble Ray bought for him. Obviously, he couldn't tell Ray how he felt because he was a dog and everyone knows dogs can't talk … and Orkad was no exception. But strange as it may seem, there was something he did know how to do: he could operate a computer. Watching Ray hit the keyboard day in, day out, Orkad had learned a thing or two.

One day, Ray left for school without turning off his computer. Orkad was home alone and bored out of his mind. He jumped up on the office chair and after only a moment's hesitation, typed out the word "dog" in the little window at the top of the screen. His heart beating like a drum, he clicked on the first link.

It was a discussion group where people talked about their problems with their dogs and gave each other advice. That was exactly what Orkad was looking for because he knew all about dog problems. He was just about to respond to a message when he heard Katy meowing mockingly at the window.

"What are you trying to do, Orkad? You're a dog, and the Internet is for humans!"
"You're right, Katy … but on the Internet, no one knows I'm a dog!"
From that day on, Orkad's life was transformed: he could communicate and help people resolve problems with their dogs, and everyone respected his advice. He was secretly hoping that Ray would one day join the discussion group to seek advice because then Orkad would be able to explain to him how he could improve his dog's life. But that day never came.

It was time for summer vacation and Ray left for camp, leaving Orkad with Ray's parents. Orkad was disappointed that his master hadn't joined the discussion group and, out of frustration, he decided to write a message directly to Ray. Of course, his message was anonymous … he didn't want to blow his cover!

The message read: "You're trying to poison your dog with this gross kibble. If you keep it up, I'll come after you!"
Orkad was just about to hit the "Send" button when he heard a shocked meow at the window. It was Katy again:
"Orkad!! Don't you send that message to Ray! You're making threats. He'll be absolutely terrified!"
"Come on! It's just a joke to get him to understand that I don't like my kibble," said Orkad, hitting "Send." "In fact, check it out. I'm sure Ray must have already received the message. Can you smell fear anywhere?" he asked, running his nose all over the screen and keyboard. "I know Ray's odour when he's afraid; I would recognize it anywhere, and I'm not smelling any fear here." (Sniff! Sniff!)

Problems/Questions of the Day: It's a Dog's Life discussion

Explain that when people threaten or harass others using the Internet or cell phones, they are engaging in "cyberbullying." Like schoolyard bullying, there are usually three types of people involved: a perpetrator or perpetrators who are doing the bullying; a bystander or bystanders who see the bullying; and the person who is the target. In the story, Orkad is the perpetrator, Katy is the bystander and Ray is the target.

Deconstructing the Story:
Engage in a class discussion based on the following, and record key ideas on the board.
• Imagine that you are Ray. Would you be scared if you received a message like the one sent by Orkad? Why? (Ray doesn't know the identity of the person who is sending him the threat. Because of this, he doesn't know whether this is serious or a joke.)
• Orkad does not feel that he is harming Ray. Why not? (Orkad is a dog, and dogs use their sense of smell to identify fear in humans. But on the Internet, the sense of smell doesn't work-Orkad doesn't realize this.)
• Think of what Katy could have told Orkad to convince him to stop sending this type of message over the Internet. (Katy is the bystander, a positive witness trying to prevent cyberbullying. Katy's response must not be limited to "it's wrong." She must also explain to Orkad that although he cannot smell Ray's fear, it might still exist. The Internet does not provide all the sensory information that Orkad uses in the physical world.)
• As human beings, are there signs that we cannot see when we communicate online, as opposed to speaking directly with someone in the physical world? (There is a loss of visual and auditory information on the Internet-we can't read people's expressions or hear their tone of voice.)

Discuss the following points with the class:
• In the story, Katy is a bystander watching Orkad send the message. In what other ways might people be bystanders to cyberbullying? (They may be receiving mean messages about or images of others through instant messaging, or they may be following a hurtful conversation thread in a chat area.)
• If people ignore cyberbullying, is it likely to just go away? Why or why not?
Key point: Anyone can, at any given time, become a target-you are not responsible for this. But this situation must never be tolerated: you must react to bullying in a proactive way-one that will lead to a resolution. In other words, to resolve the cyberbullying situation, you need to address it, but not get involved in further exchanges with the bully, which may escalate the situation.
• What can bystanders do to stop cyberbullying? (List suggestions in the "Katy" column in the table.)
• What can targets do to stop cyberbullying? (List suggestions under "Ray" in the table.)
• Orkad thought he was being funny, but it is clear how his joke might be interpreted by Ray as a threat, because Ray doesn't know who sent it. What rules about communicating online can you suggest here? (List suggestions under "Orkad" in the table.)
Closure: Responding to Bullying
Generally, a four-step STOP process is recommended to actively deal with and stop bullying. Review the following with students:
• STOP -immediately leave the online environment or activity where bullying is going on.
• BLOCK e-mails or instant messages received from bullies. NEVER RESPOND.
• RECORD all harassing messages and send them to your Internet provider (Yahoo, Hotmail, etc.). Most providers have policies about users harassing people on their server.
• TALK to a trusted adult about the cyberbullying; alert the police when bullying involves physical threats.
o Who are the people you could talk to about cyberbullying?
o Would the same process work for physical bullying?

Fact or Opinion

<div align="right">Created by: Eloise S. Lee</div>

Words of the Day: Viewpoint, Bias, Value, Fact, Opinion

Critical Creative Plan

Part 1: Cultural Energizer: Brainstorming activity (books and movies)

Part 2: Community Collaboration: Newspaper activity

Part 3: Conclusive Dialogue: Comparative Chart Coverage activity

Cultural Energizer	Title: Brainstorming activity Begin by choosing a book or a movie and writing the title on the board. Ask students to share what they know about the book or the movie and write their statements on the board, a chart or overhead transparency. Read each of the statements and ask students to determine whether the statement is a factor or an opinion. Can the statement be verified? Brainstorm with the class the difference between fact and opinion and write the definitions on the board. Offer the class clear definitions that distinguish between the two. A fact – a statement based on is something that is known to be true or to have happened. It is something that can be proven with evidence. An opinion - statements that someone believes thinks or feels to be true.

Title: Newspaper activity

Distribute newspaper articles and ask students to work in groups of threes and underline in red the key facts in the article. They should underline the opinions in blue.
Ask each group to share two examples of each

Move on to ask each group to look for the ways in which opinions are expressed. They should look for:
•	emotive words, such as *outrageous* or *fabulous* – i.e. words that express a strong feeling about the subject
•	words that express a value judgment or bias – *conservative, traditional, feminist*
•	words that convey the writer's tone in relation to the subject – approving, warning, critical, angry, curious etc.

Ask students to share examples to illustrate these points.

Give students a controversial piece from a newspaper to read and ask them to identify the writer's bias, tone and what they understand about the writer. Alternatively use a video clip from a news broadcast, a talk show or documentary to identify the point of view and bias of the broadcaster as expressed in the newscast, interview or narration.

Discuss responses and then ask students to individually rewrite the piece from a different standpoint. They should choose the view they want to express about the topic, but be sure to write the article from a different standpoint from the author or broadcaster.

Discuss the rewrites as a whole group looking at the way the same story can be told from a different viewpoint. Student should then discuss how facts and opinions can be marshaled into persuasive writing.

Invite students to draw on this understanding of persuasive writing to express their opinions about a public issue in their local community.

Ask them to write a short persuasive piece to convince their community of their view.

Community Collaboration

Conclusive Dialogue	Problems/Questions of the Day: Comparative Chart Coverage Activity

Have students focus on a topical issue and create a comparative chart that identifies the similarities and differences between the coverage of the issue in the newspaper, on television and the radio. Different student groups should track the coverage in the different media.

This activity could be further developed by inviting students to focus on the coverage of a topical issue by different TV stations i.e. PBS, Fox News or local channels or by different radio stations i.e. public radio, stations of the Pacifica Radio Foundation and commercial stations. Similarly the coverage should be compared and different student groups should take responsibility for tracking coverage by one of the stations.
Students could also be encouraged to note where the topical issue is featured in the broadcast. Placement in TV or radio broadcasts implies importance. As such there is an implicit value judgment in this process.

Invite students to share their findings in class and to discuss the similarities and differences in the coverage of the issue and the way they understand or "read" the placement decision in the broadcasts.

Share student work with the class. |

Created by: Eloise S. Lee

Words of the Day: Inform, Persuade, Entertain, Profit

Critical Creative Plan
Part 1: Cultural Energizer: What's your message?
Part 2: Community Collaboration: Inform, Persuade, Entertain
Part 3: Conclusive Dialogue: Why do people communicate?

Cultural Energizer	**Title: Skit – What's your message?** Knowing why a media message is being sent is important because it gives us a context for interpretation and clues for how to respond. Through satire and an interactive skit, participants will be asked to question a series of messages and the tactics used to distribute them.
Community Collaboration	**Title: Inform, persuade, entertain** Students begin their exploration of motive by generating ideas about why people communicate and organizing them in the three basic categories that media scholars identify: to *inform*, to *persuade* or to *entertain*. They will then choose one topic and create three media texts that communicate that topic in each of the three ways: *informing, persuading, and entertaining*. By stimulating the process of questioning motivations of media messages, this activity prepares students for understanding the deeper motivations of *power* and/or *profit*.
Conclusive Dialogue	**Problems/Questions of the Day** Why do people talk? Why do you think people write, take pictures, make movies, play music? Why do people put messages on clothing, posters, flags, bumper stickers, milk cartons? Why do people communicate?

PURPOSE OF THE CRITICAL CREATIVE PLAN

TOPIC	Communication and why we communicate
MAIN PROBLEM(s) and/or QUESTION(s) of the day:	Why do people talk? Why do you think people write, take pictures, make movies, play music? Why do people put messages on clothing, posters, flags, bumper stickers, milk cartons? Why do people communicate?

WORD(s) OF THE DAY	Inform, Persuade, Entertain, Profit
MAIN CONCEPTS	Communication Rights
GOALS	1. Identify the three common reasons for communication: information, persuasion and entertainment. 2. Create media messages for different purposes. 3. Develop understanding about how the purpose of a message shapes the message.
MATERIALS	1. Blackboard, whiteboard or overhead projector to chart student responses. 2. Paper for teams of students to make their own posters. 3. Markers or crayons.

Lesson Steps: Inform, Persuade, Entertain

Step 1	Extracting Student Knowledge
	Begin a class discussion about the different reasons people have for communicating. Generate a list of their reasons by asking the following questions:
	  Why do people talk?
	  Why do you think people write, take pictures, make movies, play music?
	  Why do people put messages on clothing, posters, fl ags, bumper stickers, milk cartons, medicine bottles, advertisements, etc.?
	  Why do people talk?? Why do people talk?
	  Why do you think people write, take pictures, make movies, play music?? Why do you think people write, take pictures, make movies, play music?
	  Why do people put messages on clothing, posters, fl ags, bumper stickers, milk cartons, ?
	  Why do people put messages on clothing, posters, fl ags, bumper stickers, milk cartons,

Step 2	Explain that some academics who study communication have identifi ed three common categories as reasons why people communicate:
	  to *inform*
	  to *persuade*
	  to *entertain*

Step 3	Have students work in teams to separate the class list of reasons that they generated into these three basic categories. Some messages may have several purposes and some might not fi t any of the three categories. For the messages that don't fi t the three basic reasons, create a fourth category that for the time being can be labeled, *miscellaneous*. (Other motivations could include self-expression, warning, celebration, questioning, challenging, etc.)
Step 4	Discuss the choices the teams made and check for class consensus. If issues arise in which agreement is diffi cult, use the miscellaneous category as a positive opening to demonstrate that there are more than just three reasons but these three are very common.
Step 5	Have each team choose any topic of interest and challenge them to create three media texts that transmit a message about their topic for three different purposes. For example: If they choose football, they could create an advertisement to *persuade* boys to join a football league, then a wall poster to *inform* people about the rules of football, and finally a cartoon to *entertain* others about some aspect of football.
Step 6	To conclude the activity, have teams present their three messages and how each message accomplishes the goal. With each presentation have all students consider: Are there still other possible motivations behind each poster/message?

Broadband In Yo' Face! What is YOUR Internet Story?

By: Eloise S. Lee

Workshop 1

Words of the Day: Universal Broadband, Network Neutrality, Media Justice, Communication Rights

Cultural Energizer	**Living Words/Communicating Definitions Activity** Participants will work in two small groups to define the following words non-verbally: Bay Area Rapid Transit System (BART) Freedom Human Rights Media Internet Justice Communication Once all words are non-verbally defined, in large group, we will discuss and reflect on the activity: - How did it feel? - What were the communication challenges? - How did people solve these challenges? - Any other thoughts and reflections?
Community Collaboration	**Title: Broadband in Yo' Face!** We will listen to the song *Broadband in Yo' Face!* And discuss the lyrics of the song: - What issues does the song discuss? - Are these issues important? Why or why not? - What is popular education? - Is the song an effective popular education tool? Why? Why not? - What terms or names need more explanation/clarification? - What is an Internet Story? - What is the Internet Story for the person singing the song? - What issues raised in the song resonate for you? - How do you interact with the Internet? Mobile technology? Other communications technology? - In addition to the Internet and mobile phones, how do people in your communities communicate news and information to one another? - What fears and concerns do you have involving the Internet, broadband, cable, mobile phones, and other communications technologies? - What fears do you have about communication in general (not just bound to technology)? *Get examples of Internet stories to share After discussion, participants will break into two groups. Each group will be given two worksheets: a) Words of the Day Definitions Worksheet and b) Music and Lyrics Worksheet for use in composing lyrics to a song that integrates their own Internet Stories and each of the following words of the day: Universal Broadband Network Neutrality Media Justice Communication Rights Once each group has finished composing their song, each group will perform their finished song.

	Problems/Questions of the Day
Conclusive Dialogue	- What is your Internet Story? - How do you interact with the Internet? Mobile technology? Other communications technology? - In addition to the Internet and mobile phones, how do people in your communities communicate news and information to one another? - What fears and concerns do you have involving the Internet, broadband, cable, mobile phones, and other communications technologies? - What fears do you have about communication in general (not just bound to technology)?

Lesson Plan Materials

PURPOSE OF THE CRITICAL CREATIVE PLAN

TOPIC	Media Justice
MAIN PROBLEM(s) and/or QUESTION(s) of the day:	*What is your Internet Story?*
WORD(s) OF THE DAY	**Communication Rights** There is no static definition of "communication rights". But, for purposes of the LP, we can use the following as a point of reflection and reference (*from p22 and p24 from Assessing Communication Rights: A Handbook, Communication Rights in the Information Society, September 2005, www.crisinfo.org*): Communication rights provide the conditions for the full exercise of freedom of expression in a complex and mediated society where power and control of resources are distributed very unevenly. Communication rights attempt to strip away layers of social, historical, economic, and psychological barriers to communication, to reinforce an environment of mutual respect, and to build the capacities of all in communication and interaction. **Media Justice** There is not static definition of "media justice". But, we can use the following two definitions as a point of reflection and reference: (from *The Media Alliance Digital Inclusion Toolkit, August 2007, media-alliance.org/section.php?id=50*): (1) equity in media/technology access, usage, policy-making, ownership, and representation; (2) social movement working towards these goals that centers the leadership, participation and concerns of historically-marginalized communities (*from The Center for Media Justice, www.centerformediajustice.org/home/about/our-framework/*): We live and work in a changing media landscape characterized by unprecedented consolidation of ownership and increased influence of U.S. news and entertainment media around the globe. These conditions present a "double-bind" of threat and opportunity for youth and communities of color. Communities who have been historically marginalized from democratic process must continuously defend our rights to fair media access and accurate representation, while advancing strategic stories to transform the public narrative around race, age, and power. *Media Justice* is a participatory, relevant, and strategic framework that addresses this double-bind, and centers the leadership and participation of historically disenfranchised communities in the

movement for media change.
Guided by a broad vision for social justice, this framework has five key assumptions:
   * Media change of all kinds must expose and directly confront the mechanics of structural racism and systemic oppression.
   * Leaders from historically marginalized communities must be developed as effective media activists and strategic movement communicators.
   * Media policy advocacy and strategic communications are more effective when clearly relevant to the primary justice issues of the movement for racial justice, economic and gender equity, and youth rights.
   * Compelling communications and media activism campaigns must be both rooted in critical issues and coordinated across issue, sector, and region for national impact.
   * When justice sectors strengthen communications strategies, center the use of culture as a communications tool, employ winning frames and messages, and strengthen their influence over media rules and rights, the possibilities for transformative change skyrocket.

Network Neutrality
(*from the Media Action Grassroots Network – MAGNet, www.mediagrassroots.org*):
Network Neutrality is about making sure that every idea gets a fair chance, that all legal content that travels across the Internet is treated equally, and that all people can access legal content without fear of gatekeepers.
(*from the Media Access Project – MAP, www.mediaaccess.org*):
Net Neutrality ensures that Internet users can access any website, service, or application of their choice without interference or discrimination by the Internet Service Provider ("ISP"). This means that once a consumer buys an Internet service connection, he or she can choose to access any lawful content without fear that the ISP will block or impair access to it.
(*from Free Press, www.freepress.net/policy/internet/net_neutrality*):
Network Neutrality, or Net Neutrality for short, is the fundamental principle that preserves the free and open Internet.
Net Neutrality means that Internet service providers may not discriminate between different kinds of content and applications online. It guarantees a level playing field for all Web sites and Internet technologies.
Net Neutrality has always been part of the Internet. In fact, it's because of Net Neutrality that the Internet has driven economic innovation, democratic participation and free speech online. Net Neutrality protects the consumer's right to use any equipment, content, application or service without interference from the network provider.

Universal Broadband
A term used in current campaigns to define broadband, aka High Speed Internet access at 256 kbps or above (kilobits per second), as a Universal Service, which would subsidize the development of publicly owned and municipal broadband networks, (like basic landlines for phones), making broadband more affordable and least likely to get turned over to private interests (like Comcast, Verizon, AT&T).

MAIN CONCEPTS	*Communication Rights, Media Justice, Network Neutrality, Universal Broadband*
GOALS	*Gain a deeper understanding of main concepts.* *Document the Internet Stories of participants.* *Generate a list of things/action plan for participants that advocate for Network Neutrality and Universal Broadband.*
SKILLS	*Awareness in media policy, songwriting*

Words of the Day and Definitions

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Created by: Eloise S. Lee

Words of the Day: Identity, Body Image, Power, Consumerism

Critical Creative Plan
Part 1: Cultural Energizer: Analyzing Advertisements
Part 2: Community Collaboration: Review excerpts from Merchants of Cool, Killing Us Softly 3, and Slim Hopes
Part 3: Conclusive Dialogue: Review the myriad of issues explored through the videos. Generate a list of issues mentioned in the videos.

Title: Analyzing Advertisements

Begin by handing out laminated advertisements from magazines directed at women and girls; you can group the advertisements based on the products they sell, the images they sell, the issues they raise, or the genre of magazine in which they are printed.

Put students in groups of four or five and provide each group with a different set of ads. Allow students about 10 minutes to browse through the ads and form an initial opinion of the images they see. Then ask students to choose any four ads.

Pass out Handout #1. *(Focus for media interaction)* Have students analyze these four ads for anything they feel has been manipulated or touched-up. They should also look for the messages sent by the images and the values the ads communicate to men and women, boys and girls.
Make sure students answer the last question on the handout, which asks them to articulate a definition of the word "image." Have students share their definitions with the class, and create a class definition of "image." You will return to this definition many times.

•   Place the Special K ads from Media Awareness Network (See Web site section) on the overhead. *(Focus for media interaction)* Ask the following questions:
What are the messages communicated through each ad?
Who is the target audience?
What stereotypes are the ads attempting to overturn? Are they successful?
How might your students create this message differently?
•   Present students with the overheads you have created of different women's media images. Your class discussion and points will vary based on the women and images you have selected, and based on your personal opinions as a teacher.
•   Start with photos from magazine covers (notably Rolling Stone) of Britney Spears. Britney Spears's image is given some attention in the video students will see later, so she is a good choice to begin this activity.
•   Ask students to analyze each photo for the message, the image, the values, the contradictions, and the overall self-presentation. Next, juxtapose Britney Spears photos with images of athletic women like Venus and Serena Williams.
•   Have students compare the overall message
What do the photos say about how each woman views herself? What can you tell about each woman's values? What do these images tell us about the aspects in each woman's life that provide her with confidence?
How do these questions relate to how your female students view and present themselves, and what the boys in your class interpret?

Cultural Energizer

Title: Reviewing Excerpts (interactive discussion)

After Video #1:
Generate student discussion around the examples of image manipulation presented in the video.

Ask students how a specific section of a woman's body is objectified through this ad. Does the body have a head? A mind? Eyes? An identity? A voice? Or is the body purely an object? At this point, students should be forming a clear understanding of the power of images in advertising. Allow students the option of choosing between two art assignments to show their understanding of the issues presented so far:

Create a visual advertisement selling an image that is "too perfect."
Depict an advertisement that uses part of a woman's body to sell a product or incorporates part of the body as the shape of the product itself.
Share student work with the class.

After Video #2:
Ask students to be prepared to describe an image or slogan they find particularly disturbing in this segment.
Ask students to be prepared to explain how "girl power" is defined in the advertisements Jean Kilbourne uses as examples.
Ask students to be able to articulate ways in which this commercial counteracts many typical messages in food advertising.
How might students create this ad differently if their goal is to undermine traditional messages around body image?

Before Video #3:
Ask students to listen for the advertising language that turns dieting, binging, thinness, and fatness into moral issues of right and wrong.

After Video #3:
Analyze the contradictions in the photos and words on the magazine cover. Why does the magazine send these contradictory messages? Who benefits from this?

Ask students what kinds of contradictory messages they receive from the foods marketed to them and the perfect body images presented to them at the same time. Is it possible to have a body like a Calvin Klein model if you ingest constant meals of fast food, junk, candy, chips, and soda?

Ask students to analyze the link between tobacco advertising and body image that is presented in the video.

Community Collaboration

	Problems/Questions of the Day: Revisiting the videos (discussion and analysis activity)

Review the myriad of issues explored through the videos. Generate a list of issues mentioned in Merchants of Cool and the Jean Kilbourne videos.
Your list should include topics such as image manipulation, objectification of body parts, thinness, the connection between smoking and diet control, the definition of women's power shown through advertising, morality issues around food advertising, and the use of sex to sell almost any product.

Revisit the laminated advertisements and photos you presented in the Introductory Activity. Have students choose an advertisement they find particularly unrealistic or offensive in its message. Ask students to consider how they might keep the ad's image or slogan similar but alter one or the other in such a way as to expose what the ad is really doing.
By slightly altering the image or slogan, how can they send a different message? Remind students of the Special K ads you showed in the Introductory Activity and in the video at the end of the viewing.

In essence, you are asking students to create an AdBuster by inverting the intended message and creating one of their own to expose flawed reasoning, phony images, or unrealistic expectations.

Assign students the task of creating a visual AdBuster.
Provide posterboard, markers, glue, and other art supplies so students can recreate the ad while creating their own message in the process.
Before students begin putting their vision to paper, have them clearly answer the following production questions:
What is my message? To whom is my message directed?
What images or words will best communicate my message?
How does my message contradict the advertisement's values or expose what lies beneath its surface?

Students may need redirection until they are clear about their reasons for creating their AdBuster a certain way. It is crucial for students to be able to explain their message and its relationship to the visual and verbal images they plan to depict. Once you are satisfied that students understand their answers to the production questions, give them permission to begin creating their AdBusters.

Share student work with the class. |

Net Neutrality and Migrant Communities

4 KEY Ways an Open Internet Impacts Migrant Communities
1. Online/Mobile Activism
2. Maintaining connections to home and family
3. Small business development
4. News that is relevant to their lives

Online Activism
- E-Civic Engagement,
- Social Networking (Twitter, Facebook)
- Mobile devices (Text, SMS)

Example:
In 2006, Voto Latino launched the Text2Represent campaign--using SMS cell phone texting technology that facilitated voter registration by cell phone text reminders. While Voto Latino has a membership of about 25,000, they reached millions via the Internet and mobile platforms. The Internet was key for Voto Latino, it's how they inspired engagement, action and mobilization among a community whose voice has traditionally been underrepresented in civic dialogue.

Need for Open Internet:
The neutral platform of the Internet let Latino youth have their voices heard. This is a powerful tool for a historically disenfranchised community, and particularly important for younger generation who expects constant connectivity as well as the *freedom to express themselves and their culture.*

Online Activism Messages:
- An Open Internet simply ensures that organizations like Voto Latino are not placed at a disadvantage when it comes to reaching their target audience of Latino youth.
- An Open Internet guarantees their supporters continue to have a platform for speech and direct engagement in national civic dialogue.

Mobile Activism Messages:
- Although broadband adoption among Latinos is low, mobile usage is growing. As a result, many outreach and communication strategies are targeted towards wireless users.
- While we want to increase home BB adoption rates for Latinos, we understand the current realities. No matter where the connection takes place, we believe that it is critical that Latinos enjoy the same access that others take for granted.
- It's important that we can trust the network operators to be neutral, and not influenced by political or other agendas. It's crucial that the information disseminated and gathered remains confidential.

Connections to home and family

- More than 38 million adults in the United States were born in another country
- Number of children in 2005-–06 (most recent data) with at least one immigrant parent: 16 million
  (Source: These statistics are drawn from "Children of Immigrants: National and State Characteristics," by Karina Fortuny, Randy Capps, Margaret Simms, and Ajay Chaudry)

Example:
Migrant communities depend on cheap phone cards to make long distance and international calls. Many of the calls made with these cards are routed over the Internet, using VOIP, or voice over Internet protocol. If network neutrality goes away, AT&T and other backbone providers will be able to block or levy extra charges on calls not sent exclusively through their own services. AT&T alone will be able to gouge tens of millions more per week in long distance charges from migrants calling home, and from the poor, while thousands of small businesses that sell VOIP and other services over the Internet will vanish.

Message:
- There are serious social justice implications for migrant communities when they cannot connect easily and affordably maintain relationships with their families and homelands.

Skype:
What will it mean if Skype is no longer available at a low cost? Skype is an internet-based voice service that is extremely popular among many migrants who wish to keep in touch with family around the world. Skype competes with the voice services of cable companies like Optimum and Time Warner.

Message:
- Without net neutrality, those companies could have kept Skype from launching by blocking it or charging the companies' exorbitant fees that would be passed on to users.

Small business development

Facts:
- Immigrant women are 57% more likely to start a business than native born women

- Immigrant men start businesses at a rate 71% higher than native-born men. (US State Department)
- Immigrant business owners constitute 12 percent of the total U.S. workforce and 12.5 percent of the total population of U.S. business owners, according to data culled from the 2000 Census.
- Immigrants are also about 30 percent more likely to start a business than non-immigrants and make up nearly 17 percent of all new business owners in the United States.
- The data show that immigrant business owners generate $67 billion of the $577 billion in U.S. business income.

Messages:
- An Open Internet is crucial for migrant small business owners, startups and entrepreneurs, who rely on the Internet to launch their businesses, create a market, advertise their products and services, and distribute products to customers.
- And open Internet will help to foster job growth, competition and innovation. Spur economic growth, and make the Internet faster and more affordable for everyone

News that matters

Facts:
- Over 51 million ethnic adults connect to each other, to home countries and to America through 3000+ ethnic media,
- Ethnic Media is the fastest growing sector of American journalism. (Source: New American Media)

Example:
Ethnic, cultural and linguistic links established between communities of origin and destination, help to maintain and strengthen a community's identity. Small Media (weekly newspapers, magazines, radio and television programming) help to meet the information and entertainment needs of these communities in their new homelands. Now, the emergence of digital technologies is enabling the expansion of these types of communications to a global scale—primarily through the Internet. Today, online websites, radio and social media provide accurate news, information and cultural content to millions of migrant community members in their native languages on a daily, hourly and minute-by-minute basis.

Messages:
- What does it mean if news from a home country can only be accessed through the Internet and is no longer available because it is no longer affordable to go online?

- Ethnic media is overwhelmingly web-based. Migrants rely on an Open Internet to find, receive and share information that is meaningful and relevant to their lives.
- Ethnic papers rely on online viewing, they need an internet that is open and non-discriminatory to share information and resources with migrants in all parts of the world

Wireless vs. Wireline

<u>Example:</u>
While laptop users can use whatever chat or voice service they want — thanks, so far, to net neutrality — mobile phone users can only access the parts of the Internet that their service providers approve. This is particularly harmful to low-income people, immigrants, people of color and seniors who are all more likely to have a mobile phone than a broadband-enabled personal computer or laptop.

<u>Messages:</u>
- We need to extend net neutrality protections to wireless networks.

Closing Meta Messages:
- Net Neutrality is the beginning of a larger conversation on the future of the Internet. The goal is affordable and open Internet access for everyone, everywhere.
- Net Neutrality recognizes that the Internet is an essential infrastructure for economic, social and political activity and not just a private commodity to be controlled by corporations.
- Net Neutrality is the benchmark for the free flow of information and must be protected

The 3 Ps: Power, Persuasion & Propaganda

Created by: Eloise S. Lee

Words of the Day: Values, Ethics, Media Landscape, Democracy

Critical Creative Plan
Part 1: Cultural Energizer: Review and reflect on motives
Part 2: Community Collaboration: Inform, Persuade, Entertain
Part 3: Conclusive Dialogue: What are your media making ethics and values?

Cultural Energizer	**Title: Group Discussion – Review and reflect on motives** Mention that now with the Internet there are many media messages that have motives other than just selling a product to make money. Begin a class chart that lists all the different motives beyond just making money that organizations could have for creating media. List as many motives as possible. Start with questions like: Why do you think PBS broadcasts *Sesame Street*? Why do the Democratic Party and the Republican Party both make TV commercials? Who creates the commercials that tell you smoking is dangerous? What kinds of information would you find on a website ".org" ".com," "edu". Others? How can you tell if an Internet site has accurate information?
Community Collaboration	**Title: Creating Media with Multiple Motives** While commercial media is created to generate profit, non-commercial media has many motivations – from influencing people how to vote or sharing ways to protect the environment to convincing us the world is flat or promoting racist beliefs. With so much information available today through media, students need to be able to recognize media messages that are motivated by power and persuasion in order to become independent and critical thinkers. First, students will search for and discuss media messages that have purposes other than just making money. Then group production projects will help students discover the power of propaganda for both positive and negative ends thus yielding greater understanding of the multiple (and at times ulterior) motivations in today's media landscape.
Conclusive Dialogue	**Problems/Questions of the Day** What are your media making ethics and values?

PURPOSE OF THE CRITICAL CREATIVE PLAN

TOPIC	Media Democracy, ethics, values, and motives

MAIN PROBLEM(s) and/or QUESTION(s) of the day:	What are your media making ethics and values?
WORD(s) OF THE DAY	Values, Ethics, Media Landscape, Democracy
MAIN CONCEPTS	Media ethics and values
GOALS	1. Recognize different motives even in non-commercial media. 2. Analyze the role of media in a democratic society. 3. Wrestle with ethical issues concerning media and the public good.
MATERIALS	1. Access to the Internet 2. Chart paper or black board

Lesson Steps: Creating Media with Multiple Motives

Step 1	Divide the class into teams and assign each team the job of creating a media message with one or more motives that are not specifi cally commercial. The messages can be in any format that works best: poster, written or tape-recorded radio ad, TV commercial performed live, illustrated print advertisement, etc. The students may choose their own scenario or use one from the list below. You work for a cigarette marketer which lost a lawsuit that now requires you to create anti-smoking posters targeting women. Since selling tobacco is your business you also want these posters to make your company look good. You work for the dairy industry and must create fun toys that encourage children to drink milk. You work for the American Nazi party and you want to create a web site that convinces people that Martin Luther King, Jr. was bad person. You work for a school district that has low test scores. Create a flyer to convince parents that this is still a great district. You work for an oil company that has been receiving lots of bad publicity recently because of accidents that have caused millions of barrels of oil damage on the environment. You must create a commercial that promotes an environmentally friendly image for your company. You work for the US Army and you need to recruit more soldiers. Research shows that more people will join if you portray the Army as an excellent career opportunity for high-tech training. Create a radio ad that will attract as many recruits as possible. You work for a local TV channel that is sponsoring a reading contest for children so they can increase their ratings with young families. Create bookmarks that connect watching TV with reading books. You work for the teacher's union and must create a full-page newspaper ad to create a positive image of teachers and the union. You work for a breakfast cereal company and your owner is very patriotic. Design the cover of a box of sugary cereal to appeal to kids but, most importantly, also be very patriotic.
Step 2	Once all the teams have created their media message, they should present them to the class.
Step 3	Encourage the class to uncover the various motives in each one, and ask them to relate this experience to real media messages they encounter daily.

So You Think You Can Dance Together?!

Developed by Allyson Tintiangco-Cubales

Purpose: The purpose of this teambuilding activity is for the participants to learn how to work together. It also allows "team members" to gain an understanding of the various concepts that are key in ROV collaboration. The entire activity is about interpretation.

Workshop Materials:
- Media Player (Examples: Boombox, radio, ipod, and/or speakers)
- Stacks of paper with the concepts and the forms. (Prepare this before implementing the workshop.)
- Music for the dances. (Have this chosen before the implementing the workshop.)

Step 1	Have all participants line up according to their birthday without verbally communicating with each other. This is a warm up to get their bodies moving.
Step 2	Once they are all lined up. Divide the line into six groups. Do not have them count off…just have them stick to they people they are standing next to. This way they are roughly grouped according to their Zodiac signs. There should be at least three people per group.
Step 3	Once the groups have been established it is time to give them their assignment. (You should prep this prior to starting this workshop.) Each group will pick from two stacks of paper. They should pick from the first stack, which will include words, that are focused on the PEP concept. Then they should pick a slip of paper from the second stack which will be focused on form. *In the **concept stack** you can have words like:* Vision/Mission Pedagogy Cultural Resistance/Struggle History/Herstory Core Values Self-Determination *In the **form stack** you can have various types of dance styles/genres:* Ballet Jazz Dancehall Hip hop Filipina/o Filipina/o American Salsa *You can do this activity with different concepts and forms.*
Step 4	The groups should get five minutes to discuss and prepare a choreographed dance (four to five eight-counts) in the form they chose to represent the concept that they chose.
Step 5	Now it is time to perform. Make sure to have music for every type of dance ready. Have each group go one at a time.
Step 6	After each group, make sure to have the audience figure out what the performing group is trying to relay. Then, allow a little time for the group who just danced to verbally share how they came up with their dance. You can also add a panel of judges that give feedback on the groups ability to merge the concepts and the forms.

Step 7	Debrief and ask them how the activity allowed the groups to work together. Also discuss how the groups interpreted the main concepts in their dance forms.

6.6.1 List of Concepts and Dance Forms

CONCEPTS	FORMS
Vision/Mission	Ballet
Pedagogy	Jazz
Cultural	Dancehall
Resistance/Struggle	Hip-hop
History/Herstory	Filipina/o
Core Values	Filipina/o American
Self-Determination	Salsa

Who's Writing the Text? and What's Missing From this Story?

Created by: Eloise S. Lee

Words of the Day: Perspective, Empathy, Text, Media Messaging

Critical Creative Plan

Part 1: Cultural Energizer: Review A Story

Part 2: Community Collaboration: Rewriting the Text

Part 3: Conclusive Dialogue: Why is it important to know what is missing from a story?

Cultural Energizer	**Title: Group Discussion – Review A Story**
	Select and discuss a current news story. Discuss the basic parts of the story. Ask and chart:
	  Who are all the characters?
	  What is the plot?
	  Where is the setting?
	Explain that sometimes who or what is missing from a media text can be more important than who and what is there. Have students refl ect on the plot and setting of the story and think of people who could have been at that setting and in this plot but are not mentioned in the story as we have it. Chart their responses to create a list of the missing people. Ask: Who are some characters that could have been in this story?

Community Collaboration	**Title: Rewriting the Text** Sometimes what is missing from a media message can be more important than what is included. Using stories and events found in classroom texts, students select one story and generate a list of all the people who are missing from the story but who could have been affected by the events. Then they choose one of the missing persons and retell the story from his/her perspective. Being able to recognize and name missing perspectives is a critical skill in today's media culture.
Conclusive Dialogue	**Problems/Questions of the Day** What is missing from this story? Why is it important to know what is missing from a story?

PURPOSE OF THE CRITICAL CREATIVE PLAN

TOPIC	Recognizing and naming missing perspectives

MAIN PROBLEM(s) and/or QUESTION(s) of the day:	What is missing from this story?
WORD(s) OF THE DAY	Perspective, Empathy, Text, Media Messaging
MAIN CONCEPTS	Media messaging
GOALS	1. Identify missing characters from a text, particularly a school text. 2. Increase critical thinking by supplying missing perspectives in a text. 3. Build empathy through understanding different points of view.
MATERIALS	From any classroom book or textbook select a story students are familiar with.

Lesson Steps: Rewriting the Text

Step 1	Briefly discuss a couple of the new characters that the students mentioned. Have the students comment on how the story might change if these new characters were present. Also encourage them to imagine what these new characters would think about the original characters and plot.
Step 2	Assign students to work in pairs to choose a missing character and rewrite the story from that person's perspective. Give plenty of time and encourage students to adapt the plot to fit the needs of their character.
Step 3	Have each team read their stories to the whole class. Then discuss the way the plot may have changed because of these new perspectives. Ask students to explain their responses to the following questions: Does this new character add important issues or concerns that were missing? How does this new character add to the quality of the story? Why do you think the author did not include this character in the original story?
Step 4	Using a story from a news magazine or newspaper, students do the same activity with real life events to understand the importance of asking "what is missing" from news reports we receive daily in our lives. For younger students, select an appropriate story from the news about a child. Tell or read the story to them. Chart on the board or chart paper the people mentioned in the story and who they are. Then have students discuss who else in the child's life could have been affected by the story. What perspective could these missing people contribute?
Step 5	It could also be helpful for students to read books, magazines or newspapers that offer different perspectives than the typical mainstream media versions. *Encounter* by Jane Yolen is an outstanding children's picture book where an indigenous *Encounter* by Jane Yolen is an outstanding children's picture book where an indigenous *Encounter* boy tells the way he saw Christopher Columbus' arrival in the Americas. Compare alternate versions of the *Cinderella* story, the *Three Little Pigs* or other classic children's books. *A People's History of the United States* by Howard Zinn and *Lies My Teacher Told Me* by James W. Loewen are two readily available books that provide perspectives missing from many US history textbooks.