|  |
| --- |
| **Media Literacy: 5-day project-based lesson plan** |

|  |  |
| --- | --- |
| **Author:** | Simoneta Dembická, Biskupské gymnázium Brno a mateřská škola, Czech Republic |
| **Age of students:** | 15-19 |
| **Duration:** | Five days (about 23 – 24 hours working) |
| **Skills:** | Critical thinking ☑ Creative thinking ☑  Informational Literacy ☑ Media Literacy ☑  Creative skills ☑ Digital Literacy ☑ |

|  |
| --- |
| **Objectives:**  This plan aims to help teachers organize a 1-week project on Media Literacy for their students. Students will learn the basics of Media Literacy (decoding media messages and identifying fake news, internet safety rules and media ethics, writing multimodal texts, editing texts for Wikipedia articles, copyrights, making and editing videos and podcasts). |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overview:**    **Lesson Procedure**  **Before the project week begins:**  ● Let the students complete a short Media Literacy questionnaire (you can adapt this one for your purposes: <https://forms.gle/dd8PRknYRbU8vpmNA> ). It will help you to assess what they have learnt at the end of the week.  ● Choose an interesting topic for the project week (e.g. Cyberbullying, Coronavirus disinformation, etc.). Students will make videos and podcasts on this topic.  **Day 1**  **Multimodal texts & Wikipedia workshop**   |  | | --- | | **What you need:** a data projector room for presentations and a computer lab or laptops and internet connection (wi-fi) for this day |   **Introduction**  Start the day with an introduction to the topic, presenting the timetable of the week and dividing students into small groups (4-5 students per group). You can use any simple warming-up exercise to encourage the working atmosphere. (30 minutes)  **Multimodal texts**  You can use the lesson plan **“Travelling with The Little Prince. A multi-trip or a hyper trip“** and **WISA LITTLE PRINCE SCENARIO\_Workshop presentation**\***.** Students will learn how to technically create hyperlinks in a text; that is to create a hypertext like the numerous they come across every day on the Internet, and understand how a hypertext may include hyperlinks to multimedia files (visual, audio), as well as to other texts.  (90 minutes)  **Wikipedia workshop**  You have to organize this workshop collaborating with your local association or community user group of Wikimedia Foundation. These groups focus on support and advertising free content and projects of Wikimedia Foundation (like Wikipedia) in each area. You can easily find contacts online – google Wikimedia + the name of your country.  The workshop should include a presentation of Wikipedia and how it works, activity on editing articles, information about copyright, working with factual information and relevant and reliable sources.  (about 180 minutes)  **Task for students:**  Ask the groups to prepare a set of questions for interviews on the (chosen) project topic.  One of the creative tasks during this project week is making videos. Students have to prepare questions to interview:  ● Public (people in the streets, classmates, schoolmates, etc., depending on the topic of the project);  ● Experts on the topic (you can address your local university, journalists or NGOs).  Each group prepares only one set of 5-10 questions.  (60 minutes)  **Day 2**  **Fake news & Fact-checking, Internet Safety**   |  | | --- | | **What you need:** a data projector room for presentations and a computer lab or laptops, tablets or mobile phones and internet connection (wi-fi) for online games**.** |   *We highly recommend teachers to read for inspiration a training material like the following ones, before preparing this day’s activities:* [*https://ec.europa.eu/programmes/erasmus-plus/project-result-content/9454558c-b6d6-4c72-be0b-16e917896fcf/1%20FAKE%20OFF!%20TM%20EN.pdf*](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/9454558c-b6d6-4c72-be0b-16e917896fcf/1%20FAKE%20OFF!%20TM%20EN.pdf)  [*https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ee766887-db5d-4976-af9c-df990987fdbc/FAKE%20OFF!%20Examples%20News\_EN.pdf*](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ee766887-db5d-4976-af9c-df990987fdbc/FAKE%20OFF!%20Examples%20News_EN.pdf)  **Fake news, disinformation, fact-checking**  **You might choose to cooperate with a local fact-checking organization to prepare a workshop on this topic for your students. It can be a university, an NGO, or a students’ group. Some inquiry might be necessary. These links might help:** <https://eufactcheck.eu/about-us/><https://en.wikipedia.org/wiki/List_of_fact-checking_websites>  <https://faq.whatsapp.com/general/ifcn-fact-checking-organizations-on-whatsapp/?lang=en>  **For Czech speakers** <https://www.facebook.com/Demagog.CZ/>  <https://zvolsi.info/><https://demagog.cz/>  **For Slovak speakers:** <https://demagog.sk/>  In case you can‘t find a provider for the workshop, you can prepare the workshop using the presentation **WISA Digital Literacy in the Age of Big Data**\* created by Ovidiu Mihalcea from Romanian NGO Rubrika.ro or some of the open-source educational plans, e.g.:  <https://www.commonsense.org/education/>  <https://www.commonsense.org/education/news-media-literacy-resource-center>  <https://www.commonsense.org/education/lesson-plans/fact-checking-fake-news-and-understanding-bias>  <https://www.commonsense.org/education/lesson-plans/dont-get-tricked-by-fake-news>  <https://www.iste.org/explore/10-resources-boost-student-media-literacy>  <https://mediasmarts.ca/teacher-resources>  <https://unesdoc.unesco.org/ark:/48223/pf0000192971?posInSet=2&queryId=8ca0deb5-0b83-41ce-b2f8-3cb77d3c1eb6>  For Czech speakers: <http://svetmedii.info/>  <https://www.jsns.cz/projekty/medialni-vzdelavani>  <https://www.fakescape.cz/>  This workshop should include at least these topics:  ● what is fact-checking and fact-checking sites around the world  ● how to discern true, false, (true but) misleading and uncheckable information  ● how to check media messages  ● disinformation and misinformation  ● what are fake news and how they work  (90 minutes)  **Online games session**  We also recommend to let students play these **online games**:  Factitious <http://factitious.augamestudio.com/#/>  iReporter <https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096>  Fake off <https://www.fake-off.eu/> <https://play.google.com/store/apps/details?id=org.fakeoff&hl=en_US&gl=US>  Bad News <https://www.getbadnews.com/#intro>  You can use **WISA Activity design GET BAD NEWS GAME**\*.  (30-45 minutes)  **Internet safety**  You can use our **WISA Internet Safety Guide**\* presentation or any of our videos on cyberbullying\* or any other video on the topic from Erasmus+ Project Result Platform like <https://youtu.be/eXYlMmR1dfg> , and/or our **WISA Lesson plan CYBERBULLYING**\*, followed by an open discussion.  Students will learn about Social Media and their algorithms, Discrimination, Stereotypes, Cyberbullying and Media Ethics. Before the discussion, you might opt to stream one of our short movies on cyberbullying\*.  You can also choose to include open-source lessons on Hate Speech and countering Hate Speech, e.g.:  <https://www.commonsense.org/education/digital-citizenship/lesson/countering-hate-speech-online>  <https://www.commonsense.org/education/digital-citizenship/lesson/the-consequences-of-online-hate-speech>  (90 minutes or more)  **Day 3**  **Video-making Lab**   |  | | --- | | **What you need:** a data projector room for presentations and a computer lab or laptops, tablets or mobile phones and internet connection (wi-fi) |   **Workshop on video-making: script, storyboard, shots and camera moves**  You can choose to use any good tutorial from You-Tube or use a **WISA Movie-making lab manual**\* by Ms Vasiliki Maltasoglou from The Balkans Beyond Borders NGO in Greece or the presentation **WISA Technical details videomaking@school\_WISA\***. You might choose to cooperate with a local film school and ask their students to prepare the presentation/workshop for you.  (90 minutes)  **Using video editor**  You should teach your students how to use an open-source video editor. We recommend **OpenShot Video Editor** (<https://www.openshot.org/user-guide/>) but you can choose any of open source video editors such as **movavi** (<https://www.movavi.com/videoeditor/>), **blender** (<https://www.blender.org/> ), etc. You can even ask one of your students to teach the lesson as some of them are very probably highly experienced video editors. It is a good opportunity to use peer to peer learning.  (60 minutes)  **Shooting videos**  In the afternoon, it’s time for students to shoot their videos. They will use their sets of questions and interview either general public or experts and record their interviews. You can also assign shooting a short film video, but then you need to give them some more time for creating a script and storyboard for their film and let the shooting for the following day in the afternoon. You can also assign different tasks to different groups – some of them might go out and record interviews, others create scripts and storyboards for shooting on the following day.  (120 minutes)  **Day 4**  **Podcasts**   |  | | --- | | **What you need:** a data projector room for presentations and a computer lab or laptops, tablets or mobile phones and internet connection (wi-fi) |   **Introduction to podcasts**  Students should learn the basics: what is a podcast, different types of podcasts (scripted and interview podcasts), sounds in podcasts and open-source sound banks such as <https://freesound.org/browse/> <https://archive.org/details/opensource_audio> <http://dig.ccmixter.org/>, the optimal length of podcasts, target audience, etc.  You can use one of open-source lessons on podcasts like these:  <https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators?t=1610113372345#overview>  <https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>  Or you can prepare your interactive lesson plan that should include warming-up, brainstorming, listening to example podcasts and class talk. You might like to use some of WISA podcasts\* as introduction.  (60 minutes)  **Audio Editor**  It's time to teach your students how to use some podcast-editing software. We recommend Audacity, a free and open-source audio editor. You can use our lesson plan **WISA STEPS TO MAKE YOUR PODCAST**\*.  (90 minutes)  **Recording podcasts**  In the afternoon, it’s time for students to record their podcasts. They will use their sets of questions and interview either general public or experts and record their interviews.  Those groups that have prepared a script for a short movie can also shoot their videos during this afternoon.  (120 – 180 minutes)  **Day 5**  **Editing podcasts and videos**  **Presentations**  **Evaluation of the project week**   |  | | --- | | **What you need:** a data projector room for presentations and a computer lab or laptops, tablets or mobile phones and internet connection (wi-fi) |   **Editing**  Give your students enough time to edit their products.  (180 minutes)  **Presentations**  Students will present their videos and podcasts. You might like to let the audience give feedback to creators in the form of an evaluation questionnaire (a handout or online).  (90 minutes)  **Evaluation of the project week**  Here you can choose from different ways of assessment.  ● You can use formative self-evaluation: ask students to write for one minute the most meaningful things they have learned during the week.  ● You can check what they have learned via a playful activity like a Kahoot game (e.g. <https://create.kahoot.it/share/media-literacy/c7e7b977-bc02-45e7-b02d-dafbb02617e4> )  ● You can use our **WISA MEDIA LITERACY JEOPRADY GAME**\* but it will take more time.  ● You can let the students talk about what they have learned first in small groups and then in open class.  ● Don’t forget to assign as the final task the same Media Literacy questionnaire as before the beginning of the project. It will give you data for assessing what the students have learned during the project week.  (30 minutes) |

\* *You can find these materials at the Erasmus+ project results platform under project WISA name (see bellow) or on the website where you have found this lesson plan or here:* [*https://www.bigy.cz/wisa-wise-and-inventive-screenagers/clanek/3918*](https://www.bigy.cz/wisa-wise-and-inventive-screenagers/clanek/3918) *. Videos and podcasts are on our YouTube channel WISARDS:* [*https://www.youtube.com/channel/UCHSOQhrXtGqYnbIGiGoAOQw*](https://www.youtube.com/channel/UCHSOQhrXtGqYnbIGiGoAOQw)

***Disclaimer:*** **The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.**

This work was created for the Erasmus+ project WISE AND INVENTIVE SCREENAGERS – WISA, project. number: 2018-1-CZ01-KA229-048019

[Creative Commons License](http://creativecommons.org/licenses/by/4.0/)  
This work is licensed under a [Creative Commons Attribution 4.0 International License](http://creativecommons.org/licenses/by/4.0/).