

1. Media construct representations of reality.
2. Media represent versions of reality.
3. Audiences use past experiences and skills to negotiate meanings.
4. Media have economic implications.
5. Media communicate values messages.
6. Media communicate political and social messages.
7. Media form and content combine to communicate meaning.
8. Each medium has a unique aesthetic that determines what is effective and pleasing.

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Information Literacy

Print Language

Oral Language

Visual Language

Sound Language

Critical Literacy

Media Literacy

Cinema Language

Cultural Language

Digital Literacy

Digital Citizenship

Music Language

Collaborative Inquiry Case Study

What behaviours
and attitudes are
encouraged/
discouraged?
How?

The Soundtracks of our Lives

The Soundtracks of our Lives

Prompts

Describe the product and commercial that this soundtrack accompanies.

Describe a person that is brought to mind by this music. What is the person doing?

Describe the scene in the movie that this soundtrack accompanies: time of day/season/century, weather.

Describe an object that is evoked by this music: date of creation, size, colour, texture, mass. Where is it?

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Media Literacy is Fun

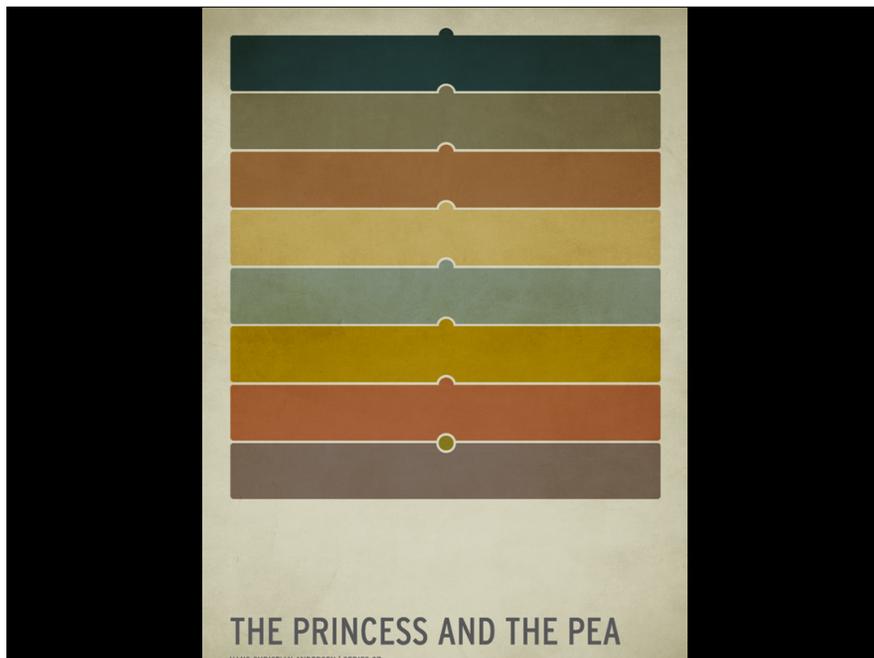
Media Literacy is Fun

141

Which children's story
does this graphic
represent?



Which children's story does this graphic represent?

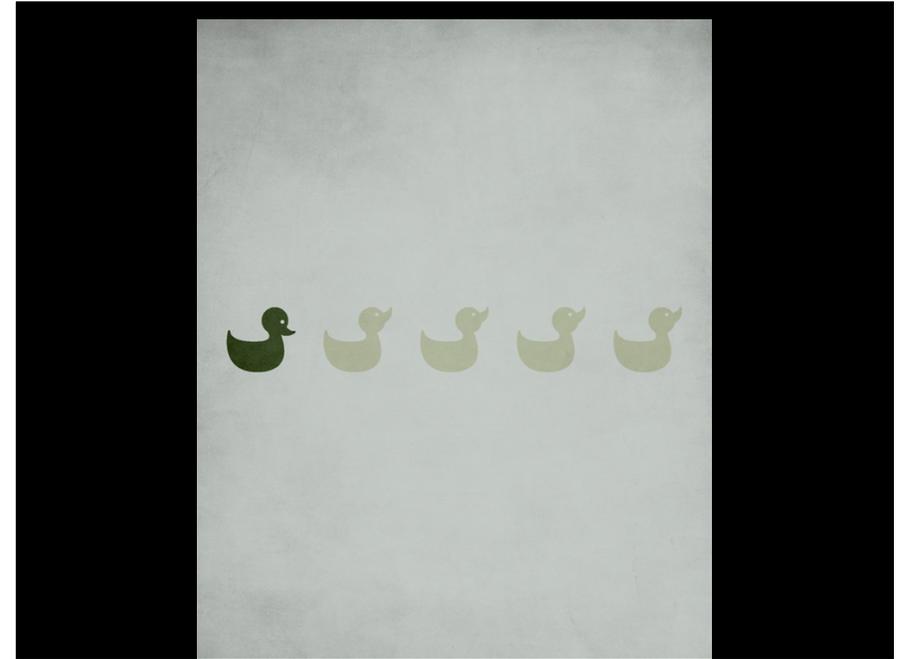


How did the graphics communicate the title?

What **connections** did you make when **inferring** the title of *The Princess and the Pea*?



What **thinking skills** must a reader use to be able to **infer** the title that the next graphic represents?



THE UGLY DUCKLING

- compare & contrast
- pattern recognition



THE UGLY DUCKLING

What **prior knowledge** does a reader require to be able to **infer** the title that the next graphic represents?



What additional graphic element(s) might help a reader infer *Little Red Riding Hood*?



Why is noticing **placement** crucial to inferring the title that this graphic represents?



What prior knowledge does a reader require to be able to infer the title that the next graphic represents?



THE WIZARD OF OZ



How does the break in graphical consistency make it harder to infer this title?
What graphical substitution would make the pattern consistent?

THE WIZARD OF OZ



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THE WIZARD OF OZ

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Media Literacy is Fun

Media Terms

Media

Communications vehicles that carry messages.

- Images
- Words
- Sounds

Institutions

Corporations and individuals that create and distribute media messages.

- CBC
- Rockstar Games
- Warner Brothers
- Facebook
- You and me

Texts

Creators' products shared with audiences.

- Games
- Architecture
- Songs
- Smart phones
- Podcasts
- Posts
- Playgrounds



Media Terms

Media (images/words/sounds)

News Media

Sports Media

Entertainment Media

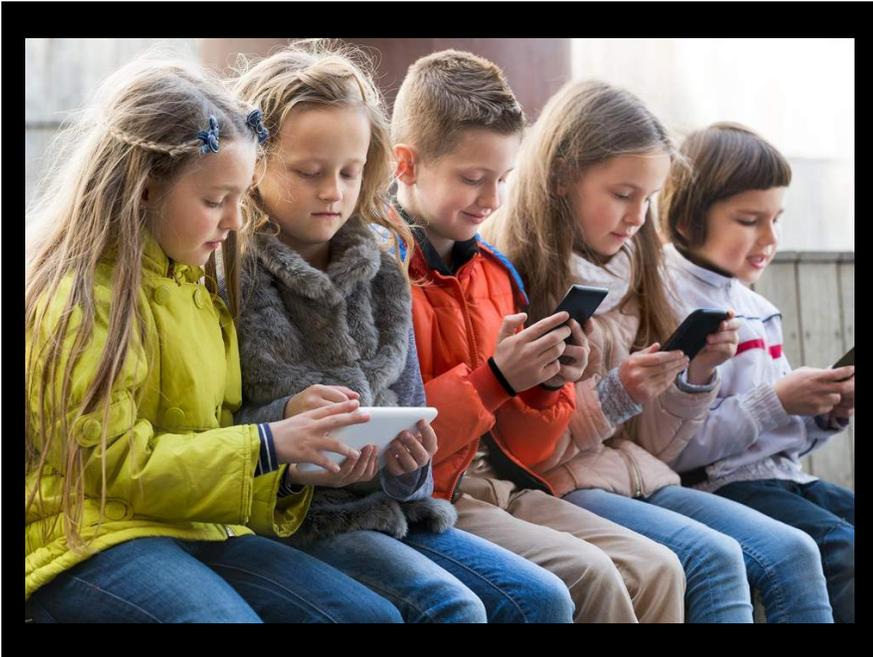
Business Media

Social Media

Normal

Norming
Normalization





BE ADVISED:
**NO SHIRT,
NO SHOES,
NO SERVICE.**

Policing

Actions that maintain norms.
(Activities, values, behaviours)

Codes & Conventions

signs that create meaning



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Agency

Exercising media literacy intentionally.
Applying media literacy skills to reflect and make decisions or to influence others' reflections and decisions.

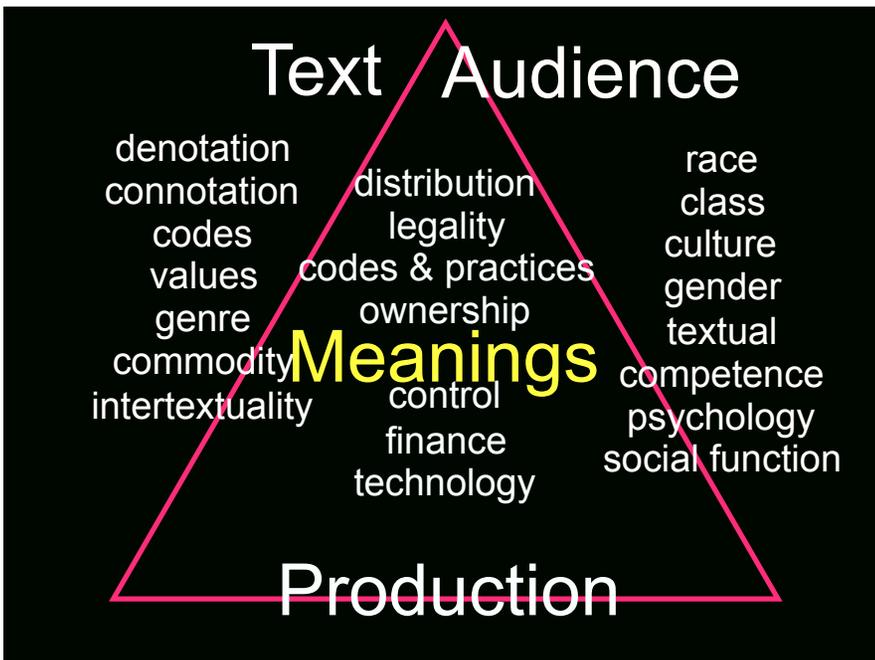
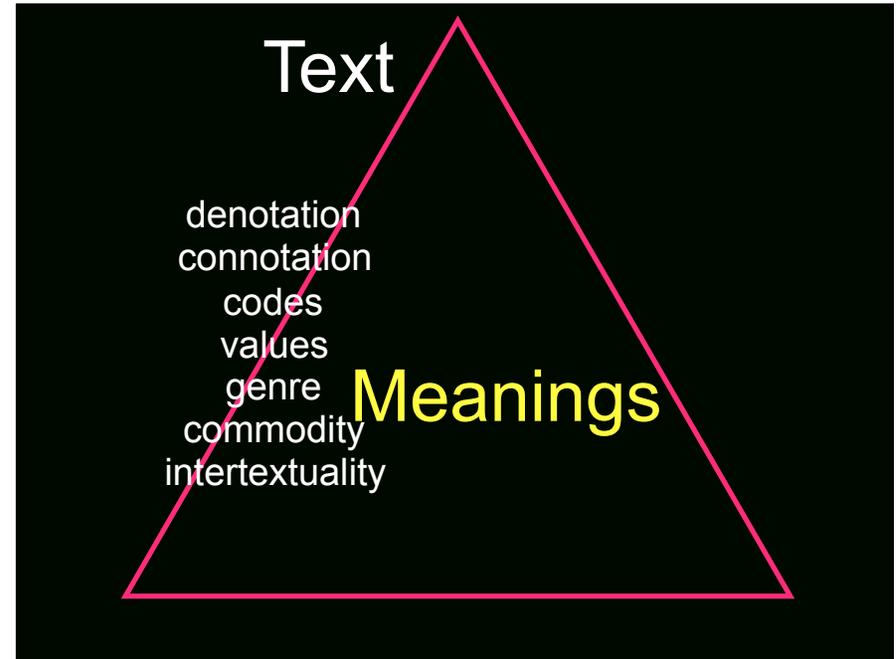
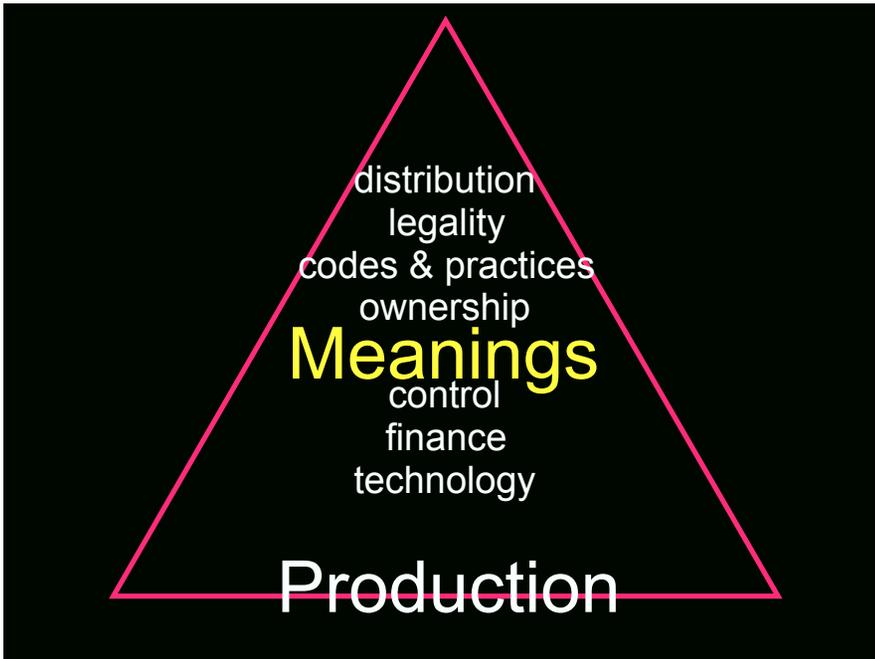
Media
Literacy
Triangle

Scottish Film Council
1989

Meanings
Multiple Perspectives

Text Audience
Meanings
Production

Audience
race
class
culture
gender
textual competence
psychology
social function
Meanings



Triangled Questions

1. What kind of text is this?
(e.g., tweet, magazine, video, T-shirt, poster, website)
2. Does it follow a formula or pattern?
3. What are the codes and conventions used?
4. Are there any stereotypes?
5. What might be its (implicit and explicit) messages?
6. What values are being promoted?
7. Whose point of view do the values represent?
8. Are my values represented?
9. Why or why not?

1. Who is the target audience for this text?
2. How and why does this text appeal to its target audience?
3. How does this text (not) appeal to me?
4. How might this text include some people while excluding other people?
5. In what different ways might people use or consume this text?
6. How might I change the text to make it more effective?
7. How might I change the text to make it attractive to a different target audience?
8. How might this text be changing society?

1. Who produced this text?
2. For what purpose(s) was it produced?
3. How might knowing the producer and purpose change the meaning?
4. How might I influence the production of this kind of text?
5. How is this text distributed or sold to the public?
6. Who owns the text (copyright)?
7. Who profits from the consumption of this text?
8. What rules and laws affect the production of the text
(e.g. copyright, running time, trademarks)?
9. How might I create a similar text (or be prevented from doing so)?

