

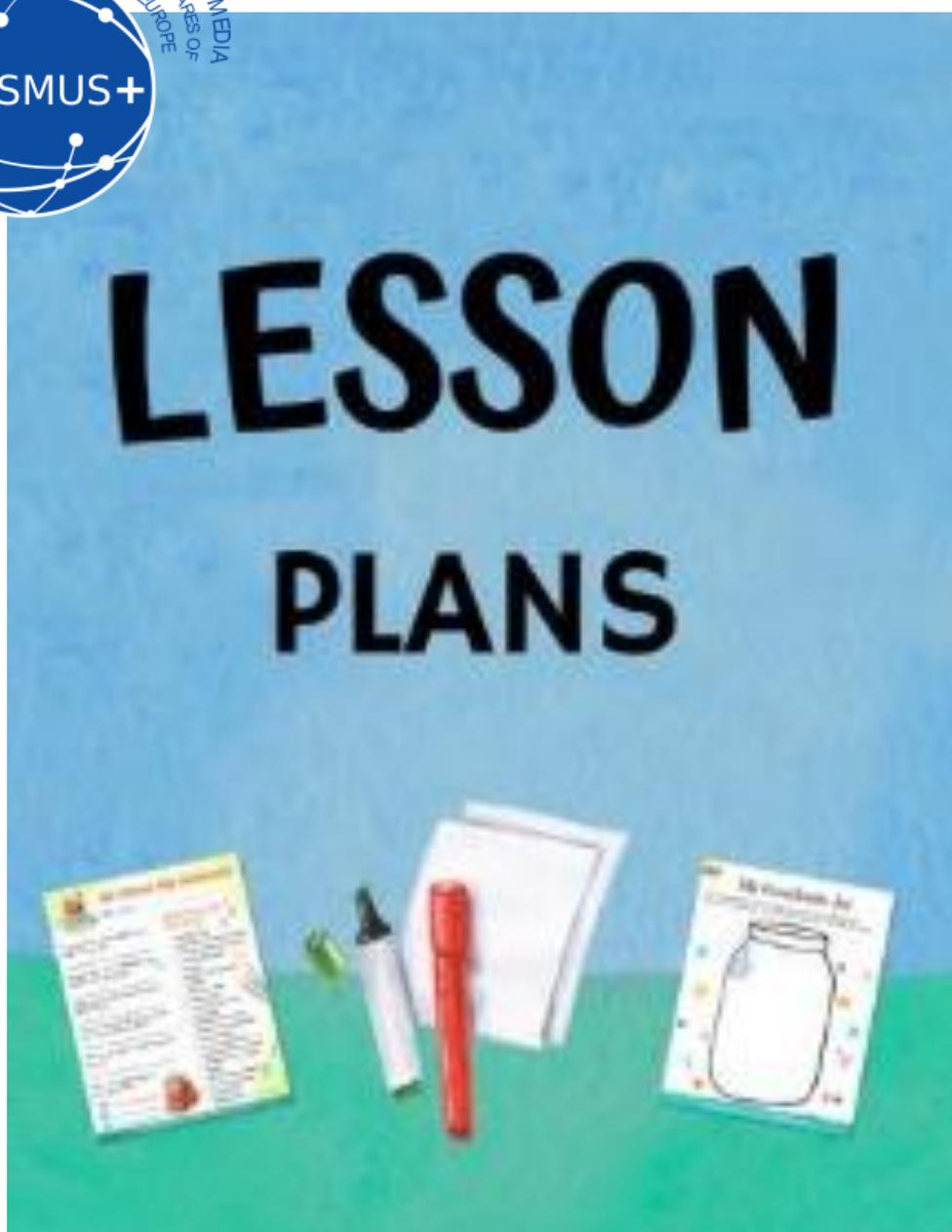


2017-2019

Romania: september 2018 – Italy: april 2019

Young Media Literates of Europe

Lesson plans e-book





LESSON PLAN

THE DIGITAL WORLD USES BINARY DIGITS TO EXPRESS THE DATA

We, like human beings see, feel, hear, write and read. To be literate in contemporary Media we should have competencies in good hearing, accurate viewing, proper measurement, true eye, self-writing and critical reading of the information that surrounds us. In fact the digital world uses binary digits to express the data. So, we need to know Binary Number System.

A Binary Number is made up of only 0s and 1s.



A "bit" is a single binary digit. Binary numbers have many uses in mathematics and beyond. Not only in digital world.

How do we Count using Binary?

It is just like counting in decimal except we reach 10 much sooner.

Well how do we count in Decimal?

- | | |
|-----|--|
| 0 | Start at 0 |
| ... | Count 1,2,3,4,5,6,7,8, and then... |
| 9 | This is the last digit in Decimal |
| 10 | So we start back at 0 again, but add 1 on the left |

The same thing is done in binary ...

- | | |
|-------|--|
| 0 | Start at 0 |
| • 1 | Then 1 |
| •• 10 | Now start back at 0 again, but add 1 on the left |

- | | |
|----------|--------------------|
| ••• 11 | 1 more |
| •••• ??? | But NOW what ... ? |



What happens in Decimal?

99

When we run out of digits, we ...

100 ... start back at 0 again, but add 1 on the left

And that is what we do in binary ...

- 0 Start at 0
- 1 Then 1
- 10 Start back at 0 again, but add 1 on the left
- 11
- 100 start back at 0 again, and add one to the number on the left...

... but that number is already at 1 so it also goes back to 0 ...

... and 1 is added to the next position on the left



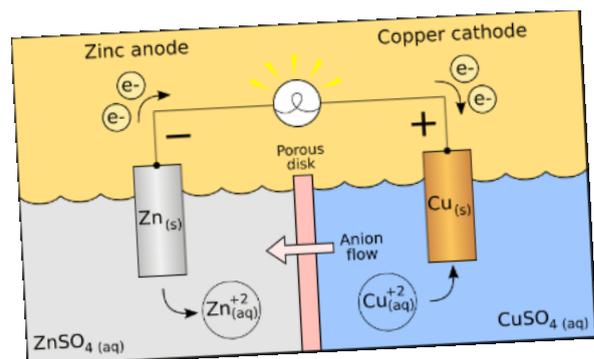
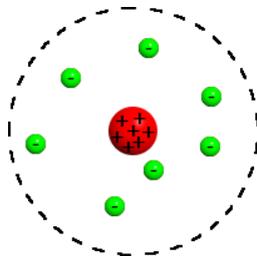
- 101
- 110
- 111
- 1000
- 1001

Start back at 0 again (for all 3 digits),

add 1 on the left

And so on!

Binary Logic also uses two symbols: 0s and 1s for YES or NO 😊





Lesson Plan

Introduction:

It is important that online safety is discussed with teenagers who might not always be aware of dangers, especially in a world in which more and more young people are spending more and more time online. This presentation will address the topic of online safety in a motivating way, allowing you to discuss issues, share your opinions and ideas.

Goals :

Some of the main goals of our presentation are :

- To develop students' speaking skills
- To develop critical thinking skills through classification
- To encourage students to think about the importance of online safety
- To encourage teenagers to be safe online



LESSON PLAN

SCHOOL/ORGANIZATION	ISTITUTO PARITARIO PLATEJA
SUBJECT /COURSE	GENERAL EDUCATION CLASS
TOPIC	MEDIA LITERACY THROUGH MOVIES: HOW TO DEVELOP CRITICAL THINKING
LESSON DURATION	45 MIN
METHODS	DISCUSSION, ROUND TABLE
LESSON OBJECTIVES	<p>This lesson is aimed at understanding MEDIA EDUCATION THROUGH MOVIES and provide tips to distinguish between active and passive consumerism . The lesson includes 2 activities.</p> <p>Lesson outcomes:</p> <ul style="list-style-type: none"> • Define the difference between active and passive consumers . • Analyzing a short extract from the movie "The Beauty and the Beast" to learn how to develop critical thinking • Pupils will learn how to be active consumers of media

Part 1: WHAT IS 'MEDIA EDUCATION'?

Media education is education about the media. This is not the same as education through the media – for example, using TV or the internet to learn about other school subjects. Media education focuses on the media we all encounter in our everyday lives outside school – the TV programmes we watch and enjoy, the magazines we read, the movies we see, the music we listen to. These media are all around us, and they play a significant part in our lives. Media help us to understand the world and our place in it. This is why it is so important for us to understand and study them. Media education involves making media as well as analysing media.

PART 2: ASKING QUESTIONS ABOUT MEDIA MESSAGES

The teacher introduces teens to the concepts of active and passive media consumerism. Teens learn to ask questions such as, "Who sent me this message?" and "Why did they send me this message?"

PART 3: QUESTIONING THE MEDIA

The aim of this lesson isn't to stop you from watching your favourite TV programmes, or to save you from what some people see as harmful influences. Nor is it about getting you to agree with a particular point of view about the media. The aim is simply to encourage you to question the media you use every day, and to try to find out more about how they work.

Production: who makes media?

- Language: how do media communicate meaning?
- Representation: how do media portray the world?
- Audience: how do people make sense of media?

Part 4: Media Literacy: Movies

Teens learn to identify social messages which go beyond the story told. Pupils will be required to analyze a short frame taken from the movie “The Beauty and the Beast” and to work out some questions about the main character in order to find out several level of interpretations. This activity will enhance pupils’ critical thinking skills concerning the consume of medias.



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Lesson plan

News make history

Purpose of the activity

- To get acquainted to the media available to societies
- Students get to know about the way media effect on societies
- Develop the conscience of the industry of news is related to the development of societies
- Relate the Politics and news – two powers that *make the world go round*: examples of this relationship

Material

Video projector

Paper and pencils black board

Markers

Each group will have a quiz about the video done on the NEWS MUSEUM

In a separate sheet of paper – they record the correct answer

The responsible collets the questions and handles them to different groups

Each group answer the questions

The quiz is collected by the responsible

And the answers are compared in a big board

Each correct answer is worth one point

The group that has the highest score gets the price



Erasmus+



Media Literacy Lesson Plan: Common Advertising Strategies

Grade Levels: 6-8, 9-12

In this lesson plan which is adaptable for grades 6-12, students use BrainPOP resources (including the Make-A-Map concept mapping tool) to explore common advertising strategies and increase media literacy.

Lesson Plan Common Core State Standards Alignments

Students will:

1. Define and explain 8 common advertising strategies used in print and online media.
2. Identify real-life examples of common advertising strategies.
3. Create a concept map using the Make-a-Map tool to share their understanding of advertising strategies.

Materials:

- Computers with internet access for BrainPOP
- Class set of copies for the [Activity](#) and [Primary Source Activity](#)

Lesson Procedure:

1. Have students read the [FYI](#) feature with a partner or discuss it whole class. Encourage students to share their own examples of ways they've heard products in advertisements are altered to look more appealing, or experiences they've had with photographs that have been retouched.
2. Play the Media Literacy movie with closed-captioning on to aid students in comprehension. Have students talk with a partner about real-life examples they've seen of the advertisement strategies in action. Pass out the [Activity](#) (which lists the strategies at the top of the page) to help facilitate discussion.
3. Tell students you are going to play the Media Literacy movie through a second time, and this time, you want them to take notes using the activity form. Each student should choose 3 advertising strategies from the movie to write about, ensuring that they choose a different set of strategies than their partner. You may want to pause the movie to allow additional writing time, and provide several minutes after the movie is over for students to complete each section and talk about it.

4. Challenge students to work with their partner to use the Make-A-Map tool. They will create a graphic organizer which explains each of the common advertising strategies they wrote about on their activity sheets. The Make-a-Map created by each pair of students should feature the 6 strategies they took notes on, and may include the additional 2 strategies from the movie for extra credit.
5. Have students complete the [Primary Source Activity](#) for homework or in a follow-up lesson.

Extension Activities:

Continue to build student awareness of media literacy and advertisement strategies throughout the school year. Encourage students to find real-life examples of print, online, and video advertisements that use the 8 common strategies, and share them with the class. You may want to create a class Pinterest board to collect and organize these examples, or use a tool like Evernote.



Young Media Literates Of Europe project

LESSON PLAN

School/organisation:	Şehit Polis Nedip Cengiz Eker MTAL
Subject /Course:	General education class
Topic:	Cyberbullying
Lesson duration:	40 min.
Methods:	discussion, work in pairs, interactive game
Lesson objectives:	<p>This lesson is aimed at establishing an understanding of cyberbullying and provide strategies/tips to assist young people to deal with cyberbullying .</p> <p>The lesson includes 2 activities.</p> <p>Lesson outcomes:</p> <ul style="list-style-type: none"> • Define cyberbullying . Students will be able to recognize cyberbullying . • Assess the impacts of negative online behaviour • Identify strategies for dealing with cyberbullying and prevent cyberbullying behaviour • Create a plan to act safe when online

Summary of tasks/ actions:

Stage 1.

Procedures- Engage

- The teacher writes the word “bully“ and provokes students to tell stories they associate with bullying.
- The teacher tells students that their lesson will be about cyberbullying.
- Students will brainstorm answers to this question:

Do you know synonyms of the term CYBERBULLYING?

ex. online harassment, electronic bullying, e-bullying, text bullying, digital bullying, Internet bullying etc.

- Teacher writes all their suggestions on the whiteboard.
- Teacher gives out the worksheets.
- Students do worksheet one and answer the questions about the text.

- Students do worksheet two. The way the tips are ordered is not strict.

Materials:

- Pencil
- Worksheets
- Marker
- Whiteboard

WORKSHEET 1

Questions for Reflection

1 What Exactly Is Cyberbullying?

2 Where Are Teens Online Today?

3. Emotional Consequences

What does cyberbullying look like?

- Cyberbullying can involve varying forms of technology:
- Mobile phone calls
- Text messages
- Picture/video clips
- E-mail
- Instant messaging
- Chat rooms
- Websites
- Gaming
- In a recent study, cyberbullying most commonly involved phone calls, texts and instant messages
- The nature of electronic bullying or cyberbullying often includes:
- Sending mean, vulgar, or threatening messages or images online or via text
- Posting sensitive, private information or pictures about another person
- Intentionally excluding someone from an online group
- Pretending to be someone else in order to make that person look bad
- Spreading lies and rumors about victims
- Tricking someone into revealing personal information
- The nature of gaming as a place where cyberbullying occurs, can happen through gaming websites or PC and console games with online components (e.g . Nintendo Wii, Xbox 360, and Playstation 3).
- Cyberbullying in gaming is usually referred to as "griefing" and is fairly common among young gamers who use IM, chat, and voice chat features to tease and taunt other players.

WORKSHEET 2

What to do if you're being bullied on a social network **MAKE YOUR ACTION PLAN**

Safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant messaging, and other means of communication on the internet is the most important thing when online. Manage carefully your personal data and be aware of data-collection technology used to track your navigation online. A general rule when making a complaint about being bullied online is to copy or take a screenshot of the comment or photo which is insulting as evidence. This helps the sites and apps to take appropriate actions.

Put the precautions that can help you stop cyberbullying in correct order. You can also report the problem to the service. If you're getting threats of physical harm, you should call your local police (with a parent or guardian's help) and consider reporting it to school authorities.

Think before you post. Never forget that the internet is public. What you put out there can never be erased.

Speak out. If your friends are cyberbullies, call them on it and explain to them how hurtful their actions are. If a friend is being cyberbullied, don't stand by and do nothing.

Don't respond or retaliate. The aggressors are looking for a reaction. Retaliating, getting back at a bully turns you into one – and can turn one mean act into a chain reaction

Don't switch off the computer.

Show to someone who can help—a friend, relative or maybe an adult you trust.

Tell the person to stop.

Use available tech tools. Most social media apps and services allow you to block the person.

Stay calm.

Save the evidence. Learn how to capture screens on phones and computers.

Make the most of privacy settings to keep content safe on the websites you use.

Don't reveal identifying details about yourself—address, phone number, school, credit card number, etc.—online. Passwords exist for a reason. If anyone besides you knows your passwords, it should be your parents only.



Homework:

Ask the students to make a leaflet – STOP CYBERBULLYING

