



Classroom Planning

Class: 1st and 2nd

Strand: Myself and the Wider World

Strand Unit: Media

KEY WORDS/MESSAGES: *Read through content objectives and highlight key words/messages*

1. Ways in which information can be communicated
2. Difference between fact/fiction
3. Advertisements aimed at children
4. Strategies used in media to impart messages, increase effectiveness

CONTENT OBJECTIVES: *What do I want the children to learn in terms of gaining more **knowledge**, developing **skills**, and experiencing **attitudes and values**?*

SPHE Curriculum Statement, p 34

Knowledge

As above

Skills

Social
Communication
Evaluation
Presentation
Discernment
Drawing conclusions & making comparisons

Attitudes and values

Individuality
Tolerance
Equal opportunity

CONTEXTS: *In what contexts can I teach these content objectives?*

Classroom climate and atmosphere that supports this unit is one that promotes:	Learning through discrete SPHE time	Learning through integration with other subject areas
<ul style="list-style-type: none"> • Well resourced/stocked library • Posters, notices, slogans visible and regularly changed. • Individual opinions/views/interests sought/ valued/encouraged • Time for discussion • Topical discussions— ‘Newstime’ • Appreciation of both fun and quiet times • Diverse responses, opinions, answers respected • Awareness of media 	<ul style="list-style-type: none"> • How stories, events are transmitted to people • What is/is not included/highlighted • What gets our attention? Why? How? • Timing/time slots for various advertisements • Special times of year - Christmas, back to school, sales etc. • Evaluating/questioning pictures, captions. • Sound/music effects • Designing advertisements • Famous people/characters 	<ul style="list-style-type: none"> • Visual Arts: Basic computer drawing/paint programmes e.g. Kidpicks. Looking at and responding to advertisements • Photographs, comparing similar pictures of same event. • Gaeilge: Cláracha T na G, Na Téamaí, • English: Language development - same story from different perspectives



Primary Curriculum Support Programme
foghlaim agus forbairt

treatment of cultural, ethnic diversity • Atmosphere which promotes questioning - not taking things at face value	and advertisements • Looking at/discussing logos	
--	---	--

INDIVIDUAL NEEDS: *Backgrounds, abilities, physical challenges, behaviours etc:*

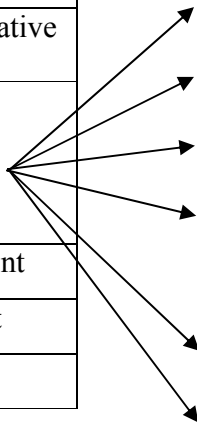
As relevant to the particular class, but noting use of any specific media applications, resources etc to aid learning.

TEACHING APPROACHES:

What approaches and methodologies are most suitable for teaching these content objectives?

Key Methodologies

Talk and Discussion
Collaborative/Cooperative Learning
Active Learning
Use of the Environment
Skills through content
Problem-solving



Active Learning Strategies

Tick and elaborate strategy

Drama Activities	Charades, dramatising a story heard
Co-operative games	Chinese whispers, non-verbal games
Pictures, Photographs and Visual Images	Discussing, reading, predicting, linking to make a story, identifying mood, favourite comic, video etc
Discussion	Newspapers, headlines, categories of news. Are characters real?
Written Activities	Simple captions, stories, simple local news, foreign news items
Media and ICT	See I.T section in other subject docs. Pairs/small groups working on advertisement. Design and/or look at websites, use of software packages
Looking at children's work	Looking at each other's work, sharing, discussing messages

RESOURCES: *People/Materials/Community*

Local newspaper articles
 Visit to class by local photographer
 Posters up in locality to advertise events
 Bí Follain: Unit 6 – A. Giving and receiving messages. B. The printed message. C. Fact or fiction? D. World of broadcasting.
 Walk Tall 2 'Changes and choices'
 See English T.G. p 91, I.T., also Exemplar 5, Comprehension Skills.
 Photopacks, e.g Photospeak, Photo opportunities 2000, collections of children's own photos.



ASSESSMENT:

See SPHE Curriculum Statement pp 70 -77

Knowledge gained?	Skills practised?	Attitudes and Values experienced?
Teacher Observation pp 72 – 74	Are pupils becoming more observant, looking beyond face value, beginning to ask questions? What other messages are here?	
Teacher designed tasks and tests pp 74, 75	Discuss books, magazines, newspapers. Compare products/promotions/packaging. Read captions. Montages, constructions, graphs, pictograms, questionnaires, class surveys. Design and make a simple class newspaper.	
Portfolios and projects pp 75, 76	Videos of class at work, collections of photographs, samples of related art work, written work, displays, award certificates etc.	