



Classroom Planning

Class: Fifth and Sixth Classes

Strand: Myself and the wider world
Strand Unit: Media Education

KEY WORDS/MESSAGES: *Read through the content objectives and highlight the key words/messages*
SPHE Curriculum Statement, p 66

1. Explore and understand how information is conveyed and practise relaying messages using a variety of methods - *information and communication technology, letter, telephone, picture, poster, sign, film, book*
2. Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included - *identifying information that may be deliberately excluded, the role of bias*
3. Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media.
4. Identify the audiences at which different aspects of the media are aimed - *the approaches used, the content*
5. Become aware of the different forms of advertising, its purpose and the messages it promotes - *advertising messages—slim always means healthy, beautiful people smoke and drink, certain diets are safe, beauty is physical; hidden links between body-image and certain products—you will belong if you use this product - what I need versus what I want*
6. Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas - *techniques: beauty and glamour to promote certain products, the use of music, associating personalities with certain products, giving free gifts on purchase, the use of attractive visual images, the repetition of certain advertisements*
7. Explore various recreation and leisure activities as an alternative to watching television
8. Explore and use some simple broadcasting, production and communication techniques - *lighting, voice-over, interview, camera work, using different kinds of music, e-mail.*

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

Skills	Values & attitudes
Higher order thinking skills Social, Organisational, Communication, Research,	Respect, Fairness, Tolerance,

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 organised/stocked library. • Opportunity to articulate opinions • Questioning and evaluating • Clear structures and timetabling • Debates/discussions • Listening • Values • Safety rules re internet, T.V. 	<p>Content Objectives: Nos. 2, 3, 4, 5, 6, & 8</p>	<p>History of Media Maths: Survey, Research Music: Listening and Responding Physical Ed. Leisure Activities English: Reading: developing interests, attitudes, information retrieval skills and the ability to think</p>



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

TEACHING APPROACHES:

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

Key Methodologies	Active Learning Strategies	Tick and elaborate strategy
Talk and Discussion	Drama Activities	Role Playing, Interviewing, Presentations
Collaborative/Cooperative Learning	Co-operative games	
Active Learning	Pictures, Photographs and Visual Images	Classifying, exploring, comparing, extending, effectiveness, cost, 'enhancing techniques' etc
	Discussion	<ul style="list-style-type: none"> ○ Exploring bias, gender, cultural, subliminal messages, target audiences, timing of ads. ○ Logos, associations, tabloids & broadsheets ○ Mobile phones/text. Safety rules
Use of the Environment	Written Activities	
Skills through content	Media and ICT	Produce short video, Digital photography, Class website, newsletter, newspaper
Problem-solving	Looking at children's work	

RESOURCES: *People/ Materials/Community*

NWHB. Unit 3.2: The World Around Us – Leisure: Media, pp 199 - 202
The World in the Classroom p 71
Walk Tall 5 Lesson 4--- Advertising.
English T.G., Comprehension, p 61

ASSESSMENT: **See SPHE Curriculum pp 70 -77**

Suggested focus: *Knowledge gained? Skills practised? Attitudes and Values experienced?*

Teacher Observation pp 72 – 74	Have pupils a broader understanding of information transmission, perspectives and target audiences? Can they distinguish between fact and fiction, between real and imaginary characters, situations and events? Are they showing evidence of higher order thinking skills, aware that information is sometimes distorted/omitted, that elements may be over/under emphasised. Are pupils showing awareness of change in advertising practices, e.g. use of logos Have pupils an understanding of media vocabulary, e.g. editor, publication, broadsheet, tabloid
Teacher designed tasks and tests pp 74, 75	Surveys, questionnaires, debates, interviews, reviews, examining headlines, newspapers – both national and local and also magazines; designing advertisements; creating school/class newsletter/newspaper; searching websites, using email etc.
Portfolios and projects pp 75, 76	Posters, projects, e.g. montages, photographic displays Creating computer folders and files Website