



Classroom Planning

Class: Junior and Senior Infants

Strand: Myself and the Wider World

Strand Unit: Media education

KEY WORDS/MESSAGES: *Reading through the content objectives and highlight the key words/messages for your class.*

1. Realise that he/she receives information from many different sources - pictures, posters, other people, books, newspapers, cards, television, internet
2. Identify favourite television programmes, videos and video games and indicate reasons for preference
3. Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits
4. Begin to use and explore the various kinds of information technology available
5. Begin to explore and talk about the difference between advertisements and programmes - what is real and imaginary, the content of advertisements and favourite programmes.

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 23

Knowledge:	Skills	Values and attitudes
Media is about making informed decisions	Listening	Discerning
Various sources of information	Observing	Begin to become a critic
Popular/particular/favourite programmes	Talking	Begin to appreciate others' opinions.
Explore stories, characters	Questioning	
Explore kinds of I.T	Turn-taking	
Difference between advertisements and programmes		

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"> • Active looking and active listening • Active discussion of news, use of magazines, brochures etc. 	<ul style="list-style-type: none"> • Rules for T.V. viewing • Safe use of Internet • Toy advertisement --- Bí Folláin Level 1 • Questioning and analysis of photographs • Children taking photographs • Studying posters 	<ul style="list-style-type: none"> • Visual Arts: Looking at a magazine, using a theme, e.g food, faces, telephones. Create a montage • Music: Play music of relevant adverts, identify adverts Signature tunes. • Oral Language: Distinguish between fact/fiction, discussion of stories, characters etc. • Gaeilge: T na G



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

Take particular note of children who need additional I.T, media resources and such like to enhance learning e.g. CCTV, computer, etc.

Teaching methodology

Teaching approaches to support Active Learning

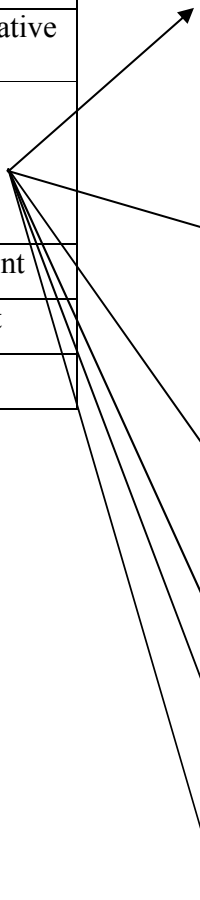
Key Methodologies

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	Creating or playing out advertisements, identifying product by music only. Activities based on children's programmes to explore behaviours that are thoughtful/not thoughtful of others.
Co-operative games	Comparing, categorising, predicting, discussing, pairing, creating captions
Pictures, photographs and visual images	Examining, discussing, pairing, making montages, building a scene
Discussion	Role of Media in communicating information re other people/places. Explore how class is influenced in toy choice by T.V. Explore characters in children's programmes
Written Activities	Worksheets. See SPHE T.G. Exemplar 26 p.95
Media and ICT	Focussing on a variety of media using relevant infant software packages
Looking at children's work	



RESOURCES: *People/Materials/Community*

Montage of pictures from local paper, discussion on article from local paper with which the children are familiar

Bí Folláin, Level 1 Unit 6, Media Ed. pp 261-302

The World in the classroom p 67

www.oneworld.org www.time.com for citizenship.com

Curriculum statement & Teacher guidelines esp. Exemplar pp 46, 47

'Get the Picture' Trócaire

