



STUDENT BOOK

BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA

Middle School Unit

Second Edition

STUDENT NAME:

TEACHER NAME:

SCHOOL:

START DATE:

FINISH DATE:

BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA

Introduction

This workbook contains two worksheets that are central to learning about violence in the media: **The Five Key Questions and Core Concepts of Media Literacy** and **Four Effects of Media Violence**.

These two worksheets are contained at the beginning of this book, on pages 5-6 for your convenience.

The Journal Pages are not only for class notes but also to provide an opportunity to express your own ideas and feelings about media and the violence it contains.

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To purchase additional copies of this *Beyond Blame* Student Book, please go to: www.medialit.com/store

Find additional media literacy resources and information about CML's services for professional development, curriculum development, assessment, research and evaluation on our website: www.medialit.com



NORMS

1. Be respectful of one another, the ideas shared and our learning community.
2. Listen to understand.
3. Be open to new ideas.
4. Do not share inappropriate personal stories.
5. Actively participate in all lessons and activities.



CENTER FOR MEDIA LITERACY
Key Questions/Core Concepts Overview

Five Key Questions of Media Literacy

	Keywords	Key Questions
#1	Authorship	Who created this message?
#2	Format	What creative techniques are used to attract my attention?
#3	Audience	How might different people understand this message differently?
#4	Content	What values, lifestyles and points of view are represented in, or omitted from, this message?
#5	Purpose	Why is this message being sent?

Five Core Concepts of Media Literacy

	Keywords	Core Concepts
#1	Authorship	All media messages are 'constructed.'
#2	Format	Media messages are constructed using a creative language with its own rules.
#3	Audience	Different people experience the same media message differently.
#4	Content	Media have embedded values and points of view.
#5	Purpose	Most media messages are constructed to gain profit and/or power.

Effect #1 Increased aggressiveness and anti-social behavior

The scientific community agrees that there is no doubt that viewing violence on TV is related to people accepting and committing more violence. We believe that children who watch a lot of violence imitate what they are watching. Children who watch more TV do not achieve high grades and often have problems with other children. If children do not learn to handle anger and balance aggressive behavior they may have lifelong patterns of aggression possibly resulting in crime and cruel behavior toward others.

Effect # 2 Increased fear of becoming a victim

Watching excessive amounts of media violence can make people think that their schools and neighborhoods are more violent than they really are. These people often worry a lot about safety at home and wherever they go. Sometimes they are afraid to go out at night and stay at home where they often watch more violence on TV which makes them even more afraid.

Effect # 3 Increased desensitization to violence and the victims of violence

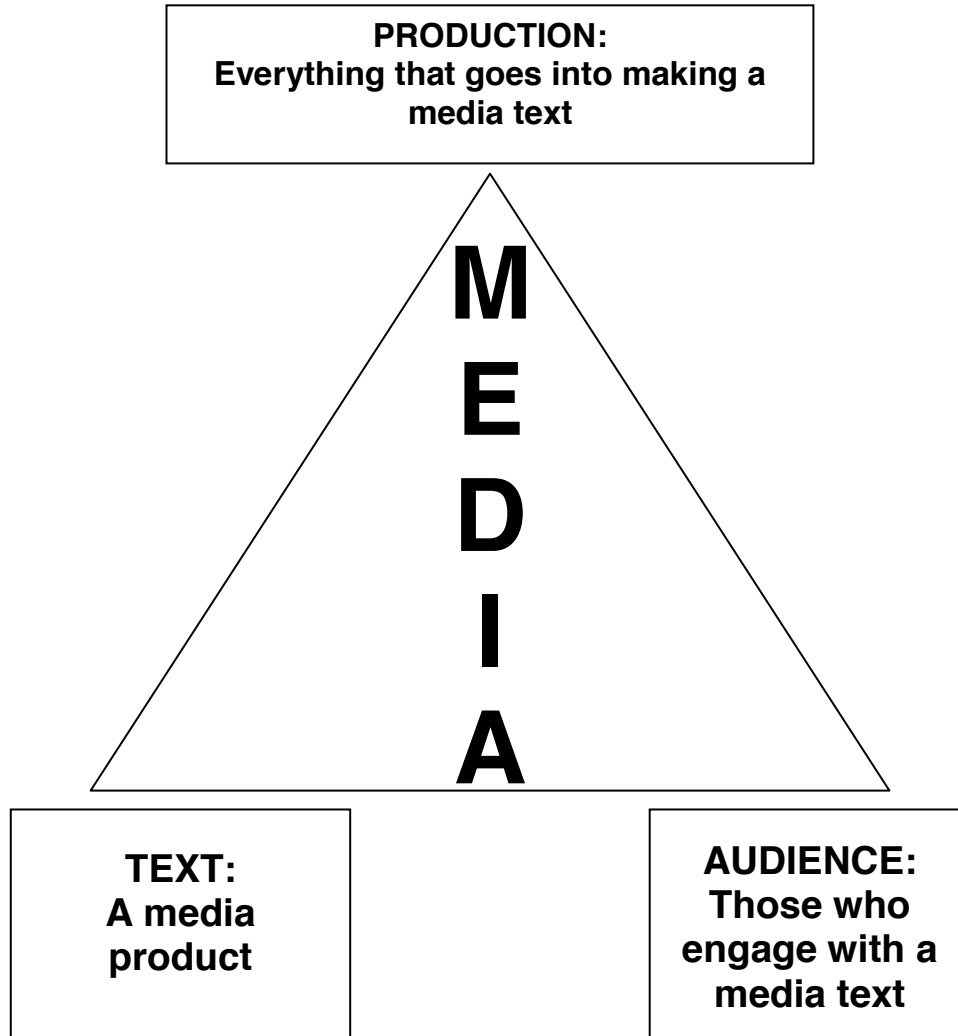
The scientific community says that viewing violence often results in people not being sensitive to violent behavior that is directed towards others and less likely to help others when violence occurs. Exposure to media violence can produce a dulling of normal reactions to events. It may also lead to being unwilling to help someone who is hurt or in trouble or being concerned for our neighbors.

Effect # 4 Increased appetite for more violence in entertainment and real life

The scientific community says that viewing violence makes people want to view more violence or to be exposed to more violence in real life. Viewing violence makes people more tolerant of violence and sometimes results in becoming more personally involved in violence. These people might be more likely to carry weapons or abuse drugs or alcohol and often are not satisfied without violence in their lives.

- Summary Report of the American Psychological Association
Commission on Violence and Youth, Washington, DC: APA July 1993

Beyond Blame:
Challenging Violence in the Media
LESSON ONE



The meaning of a media text or product is determined by the relationship between the Audience, the Text and the Production.

Model developed by Eddie Dick, Media Education Officer for the Scottish Film Council.



KWL
How does media influence you?

K What do you KNOW?	W What do you WANT to know?	L What have you LEARNED?

MY JOURNAL

Date _____

Beyond Blame:
Challenging Violence in the Media
LESSON TWO



TYPES OF MEDIA VIOLENCE

Record the names of TV programs, movies, music videos, video games, magazines, newspapers, etc. that you watch/play/read in the correct square. Determine what type of violence you see as well as the category of the media.

	Violence with a Weapon (knives, guns)	Violence without a Weapon (fighting, kicking, punching)	Crashes and Explosions	Verbal Violence (threatening, screaming, name-calling, swearing)
DRAMATIZATION				
REENACTMENT				
REAL-LIFE COVERAGE (NEWS)				
ANIMATION				
SIMULATIONS/ VIDEO GAMES				

MEDIA USE TALLY		TV/DVD/Movies/YouTube	VIDEO GAMES	Computer or Internet	Magazine, Newspaper, Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
MONDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
TUESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
WEDNESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
THURSDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

MEDIA USE TALLY		TV/DVD/Movies/YouTube	VIDEO GAMES	Computer or Internet	Magazine, Newspaper, Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
FRIDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SATURDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SUNDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

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Beyond Blame:
Challenging Violence in the Media
LESSON THREE



REAL LIFE VS THE MEDIA What Could Happen?

Car chases are often shown as part of a story. But what might car chases REALLY be like?

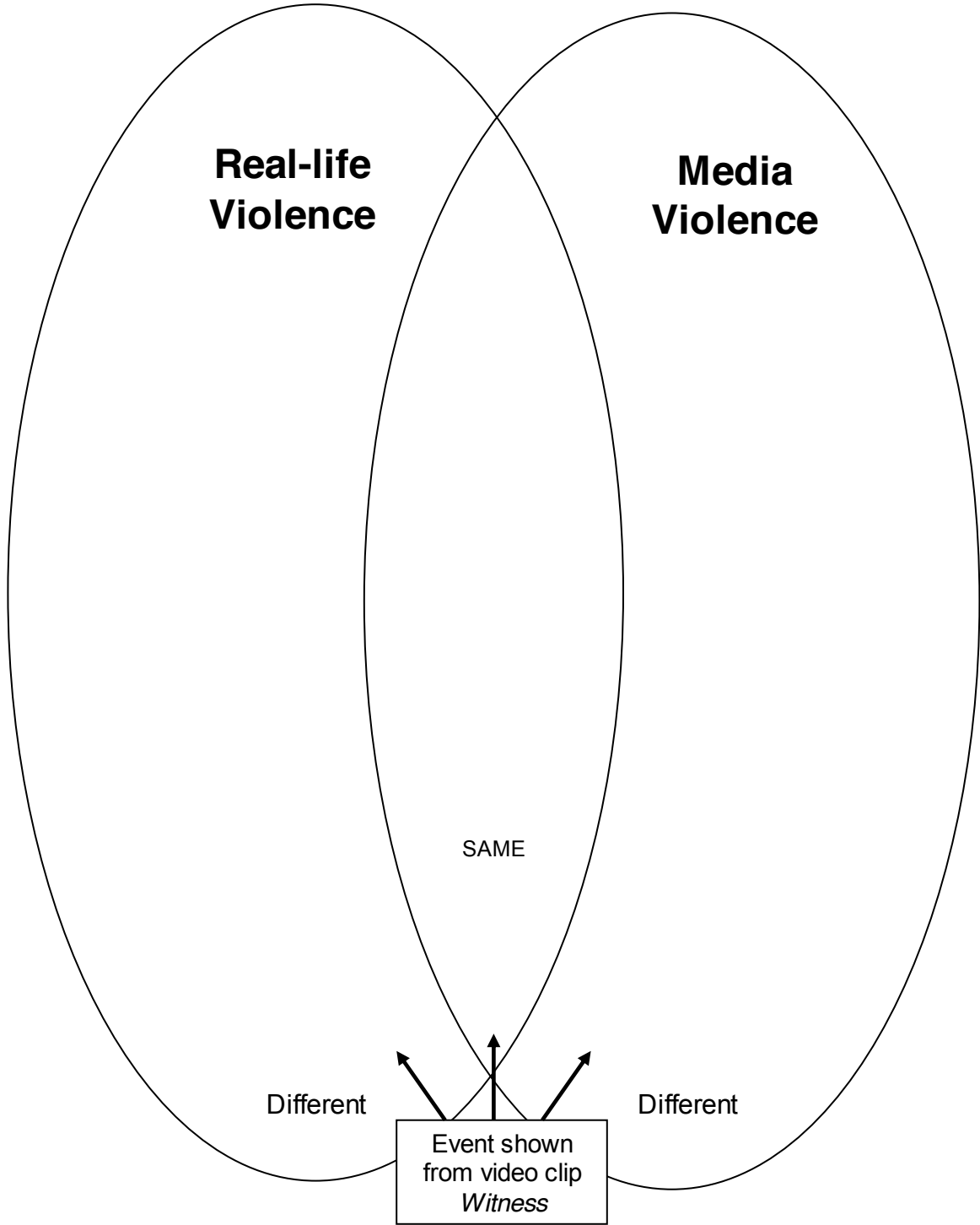
Assume that a car chase ends in an accident, with the car that's being chased hitting another car that is not involved in the chase at all. Give some examples of what types of consequences there might be in real life.

What steps might be needed to deal with these consequences?

If you were the driver who was being chased: what might you need to do?

If you owned the car that was hit by the car being chased: what might you need to do?

**REAL-LIFE VIOLENCE vs.
MEDIA VIOLENCE**



Statistics to Consider: Youth Violence and its Association with the Media

- In 2003, 5,570 young people ages 10 to 24 were murdered—an average of 15 each day. Of these victims, 82% were killed with firearms (CDC 2006).
- In 2004, more than 750,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained due to violence (CDC 2006).
- An estimated 30% of 6th to 10th graders in the United States were involved in bullying as a bully, a target of bullying, or both (Nansel et al. 2001).
- Among 10 to 24 year olds, homicide is the leading cause of death for African Americans, the second leading cause of death for Hispanics, and the third leading cause of death for American Indians, Alaska Natives, and Asian/Pacific Islanders (CDC 2006).
- Male students are more likely to be involved in a physical fight than female students (41% vs. 25%, CDC 2004).
- Direct and indirect costs of youth violence (e.g., medical, lost productivity, quality of life) exceed \$158 billion every year (Children's Safety Network Economics & Data Analysis Resource Center 2000).
- Researchers have shown that between 10 and 20 percent of youth violence is attributable to childhood exposure to media violence.
- Surgeon General Satcher's 2002 Report on violence states "it is not yet possible to describe accurately how much exposure, of what types, for how long, at what ages, for what types of children, or in what types of settings will predict violent behavior in adolescents and adults."³²



MY CHOICE
Choosing what to watch and how to act...

Choose Two of the Four Effects of Media Violence. Identify what YOU could do to lessen or change the effect in a more positive way.

Description	Examples	Make a CHOICE! Possible Alternate Behavior
<p>Effect # _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>Effect # _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

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Beyond Blame:
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LESSON FOUR

Job Descriptions for Media Production Credits

A **credit** recognizes by name a person contributing to a media production.

Examples of job titles and job descriptions:

Producer: oversees each project from the beginning to the end and may also be involved in the marketing and distribution of media products. Producers attract the money to fund each project and are responsible for keeping the project within budget.

Director: responsible for the creative vision and overall style of the media product.

Screenwriter: researches, develops, writes and delivers the script.

Production Designer: responsible for creative vision for all locations and sets.

Costume Designer: responsible for creative vision for all clothing, jewelry, footwear, hosiery, wigs, millinery and corsetry.

Director of Photography/Cinematographer: gives the product its unique visual identity or look.

Composer: writes appropriate music in line with the director's vision.

Actor: works with the director to create believable, natural characters expressing appropriate emotions, based on scriptwriter's words.

Editor: works closely with the director after the video work is shot to select shots and connect them into a series of scenes, ensuring that the story flows from beginning to end.

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Beyond Blame:
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LESSON FIVE




THE THREE E'S

Photo	The Three E's
#1	This picture is an EXAMPLE of
	This picture is EVIDENCE of
	This picture EXPRESSES
#2	This picture is an EXAMPLE of
	This picture is EVIDENCE of
	This picture EXPRESSES
#3	This picture is an EXAMPLE of
	This picture is EVIDENCE of
	This picture EXPRESSES
#4	This picture is an EXAMPLE of
	This picture is EVIDENCE of
	This picture EXPRESSES

MY JOURNAL

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Beyond Blame:
Challenging Violence in the Media
LESSON SIX

	P  Positive (+)	N  Negative (--)	I  Interesting Ideas
PSA:			
Movie Excerpt:			

Conflict Resolution Choices

Negotiate: to discuss with another so as to settle some matter

Mediate: to act as someone in the middle so as to settle some matter between other parties

Compromise: to settle differences by agreeing to mutual concessions

Collaborate: to work jointly with others

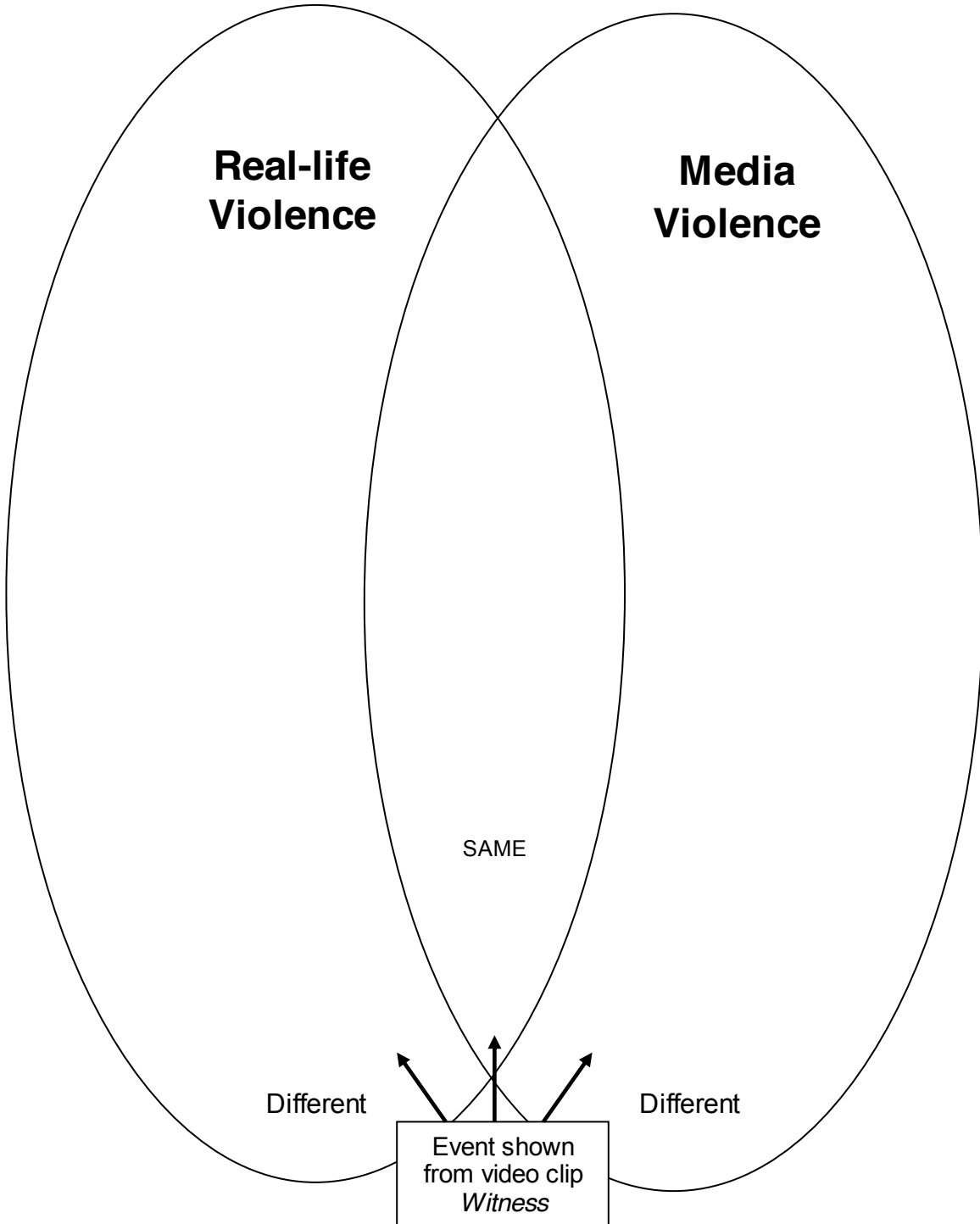
Avoid: to keep away from

Delay: to postpone, put off, act slowly

Surrender: to yield, to give up completely

Get Help: to ask for assistance from another or others

**REAL-LIFE VIOLENCE vs.
MEDIA VIOLENCE**



MY JOURNAL

Date _____

Beyond Blame:
Challenging Violence in the Media
LESSON SEVEN

WHAT IS A BRAND?

A *brand* is a collection of images and ideas representing organizations, products or services. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.

Examples of Brand Names

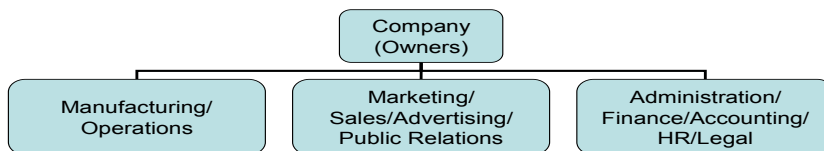
Brand names reflect how companies/organizations are organized:

<u>Product Description</u>	<u>Marketing Name</u>	<u>Company Name</u>
Toasted rice cereal	Rice Krispies	Kellogg's
Harry Potter books	Harry Potter & the Goblet of Fire	Scholastic, Inc.
Undertaker	SmackDown	World Wrestling Entertainment

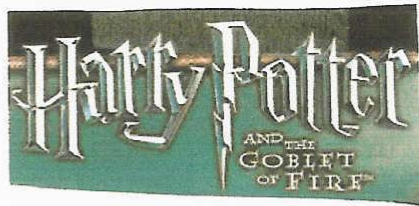
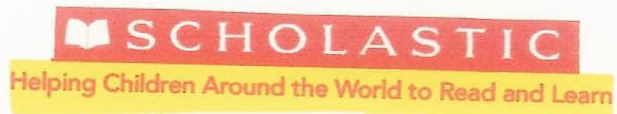


<u>Operations/Manufacturing</u>	<u>Marketing/Sales/Advertising/PR</u>	<u>Owners/Executives Administration</u>
Make the product or provide the service	Sell the product or product(s)	Finance and oversee/advise Operations/Manufacturing and Marketing/Sales

Organization Chart Showing Structure/Responsibility:



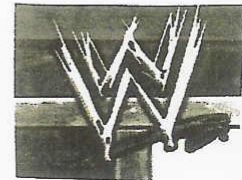
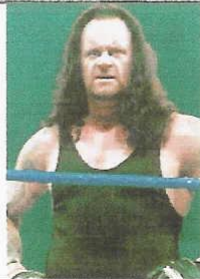
Graphic of Brands



DISAPPOINTED DEADMAN

Undertaker came up empty in his quest for revenge on Mr. Kennedy on Friday night. The Deadman was on the verge of earning his way into the main event at Royal Rumble before a disqualification cost him the match. [Continue...](#)

Watch: Undertaker vs. Kennedy
Photos: SmackDown gallery
Videos: SmackDown gallery






DIFFERENT VIEWS of the WWE

<u>Perspective</u>	<u>SmackDown!</u>	<u>WWE Magazine Pictures</u>
#1 Lifestyles		
#2 Values		
#3 Points of View		
#4 Omissions		

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Beyond Blame:
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LESSON EIGHT

	<p>P</p>  <p>Positive (+)</p>	<p>N</p>  <p>Negative (--)</p>	<p>I</p>  <p>Interesting Ideas</p>
Jay Z's Biography			
Jay Z's Interview			

Jay Z BIOGRAPHY

<http://www.rocafella.com/artist.aspx?v=bio&id=1&avid=121&idj=352>

MUSIC Over 33 million albums sold....

Reasonable Doubt | 6/96 | 1xPlatinum

Vol 1. – In My Lifetime | 11/97 | 1xPlatinum

Vol. 2 – Hard Knock Life | 9/98 | 5xPlatinum

Vol. 3 – Life and Times of S. Carter | 12/99 | 3xPlatinum

Dynasty – Roc La Familia 2000 | 10/00 | 2xPlatinum

Blueprint | 9/01 | 2xPlatinum

MTV Unplugged | 12/01 | Gold

Best OF Both Worlds | 3/02 | Platinum

Blueprint 2: The Gift & The Curse | 11/02 | 4xPlatinum

Blueprint 2.1 | 4/03 | Gold

The Black Album | 11/03 | 3xPlatinum

Collision Course w/ Linkin Park | 11/04 | 2xPlatinum

BUSINESSES

Roc-A-Fella Records

It is a multi-million dollar, multi-platinum record empire. The company has released artists such as: Memphis Bleek, Young Gunz, Beanie Segal, Teairra Mari and will soon release Foxy Brown.

Roc-A-Fella Films

Have released films such as "Streets is Watching", "Backstage", "State Property", "Paid in Full" and "Paper Soldiers". The feature film "Death of a Dynasty" out on DVD.

Rocawear

Established in 1999, Rocawear grossed \$300 million in 2004. Distributed throughout Europe, Japan, Canada and the US. The line carries men's, women's, girls, boys, big and tall, lounge wear, hats and belts.

Armadale

Premium two grain, triple distilled Scottish vodka distributed by Roc-A-Fella in the US.

40/40 Club

Elite sports bar in New York City. Atlantic City location recently opened in July.

ENDORSEMENTS

Reebok S. Carter

S. Carter shoe collection by "RBK" was launched worldwide as a limited edition at key footlocker stores, Champs Sports stores, urban retailers and boutiques. The S. Carter marks the 1st time a non-athlete has ever had a signature shoe. The S. Carter is the fastest selling sneaker in Reebok history.

PHILANTHROPIC

Team Roc

Charitable organization founded by Damon Dash in order to benefit the underprivileged children of New York City.

Shawn Carter Scholarship Fund

Offers the opportunity for outstanding students to have a chance to attend the accredited institution of higher learning of their choice.

Annual Jay-Z Santa Claus Toy Drive

Each year he supplies thousands of dollars in toys for the children of Marcy Housing Projects in Brooklyn.

GRAMMY AWARDS

2001 Best Rap Album – "Vol.3. Life and Times of S. Carter"

2001 Best Rap Performance by Duo or Group - "Big Pimpin"

2002 Nominated Best Rap Album - "The Blueprint" Best Rap Solo Performance - "IZZO (HOVA)"

2002 Best Rap Performance Duo/Group - "Change the Game" (with Beanie Sigel and Memphis Bleek)

SOURCE AWARDS

1999 Lyricist of the Year, Solo

2001 Best Hip Hop Artist, Solo

BET AWARDS

2001 Best Male Hip Hop Artist

SOUL TRAIN AWARDS

2001 Sammy Davis Jr. Entertainer of the Year

2002 Album of the Year – "The Blueprint"

AMERICAN MUSIC AWARDS

2000 Nominated Favorite Rap/Hip Hop Artist

BILLBOARD MUSIC AWARDS

1999 Rap Artist of the Year

MTV VIDEO MUSIC AWARDS

1999 Best Rap Video- "Can I Get A..."

1999 Best Video From a Film- "Can I Get A..." Viewer's Choice- "Can I Get A..."

TV SPECIALS

MTV Unplugged Blueprint - December 2001

First HIP-HOP artist to release an all unplugged CD.

Only Hip Hop artist to release an all UNPLUGGED CD

1st artist to be featured on BET's "Blueprint"

60 Minutes II

First HIP-HOP artist to be featured on the news program- the segment was nominated for Outstanding Interview for the 2004 Emmy Awards.

Showtime presents... Jay-Z LIVE

February 22, 2003 on Showtime; live from Memphis, TN preceding the Tyson vs. Etienne fight. This marked the first time a hip-hop artist has ever had a full-length concert broadcast live on television.

TOURS

Hard Knock Life Tour - Most successful all HIP-HOP concert to date- sold out 52 city nationwide tour which featured DMX, Ja Rule, Method Man, Redman, Beanie Siegel, and Memphis Bleek . Hard Knock Life spawned the hit behind-the-scenes film and DVD *Backstage*.

The Blueprint Lounge Tour (2001) – Sold out

Sprite Liquid Mix Tour (2002) - Jay-Z headlined annual festival which sold out in its first year. Other artists on the tour included N.E.R.D., Hoobastank, and the Roots.

Rock The Mic Tour (summer 2003) - Jay-Z branded the annual Roc the Mic Tour and headlined the sold out nationwide tour - other featured artists include 50 Cent, Busta Rhymes, Missy Elliot, and Sean Paul.

The Prince's Urban Trust Music Festival featuring A Tribute to Jay-Z - Jay-Z is the first artist to be honored and headline the unprecedented 2 day London festival. He is also the 1st HIP-HOP artist to take a private meeting with Prince Charles.

Jay-Z and Friends Tour - Jay-Z successfully continued the "Best of Both Worlds" tour dates after R. Kelly was unable to finish the tour. The dates continued to sell out, received rave reviews and featured artists such as Mary J. Blige, Snoop, Pharell, P. Diddy, Method Man, Redman, Foxy Brown, Ja Rule and TI.

CML

Mission: Media Literacy

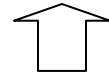
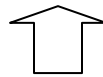
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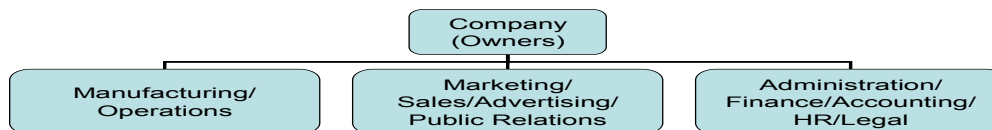
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Harry Potter books	Harry Potter & the Goblet of Fire	Scholastic, Inc.
Undertaker	SmackDown	World Wrestling Entertainment



<u>Operations/Manufacturing</u>	<u>Marketing/Sales/Advertising/PR</u>	<u>Owners/Executives Administration</u>
Make the product or provide the service	Sell the product or product(s)	Finance and oversee/advise Operations/Manufacturing and Marketing/Sales

Organization Chart Showing Structure/Responsibility:



MEDIA USE TALLY		TV/DVD/Movies/YouTube	VIDEO GAMES	Computer or Internet	Magazine, Newspaper, Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
MONDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
TUESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
WEDNESDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
THURSDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

MEDIA USE TALLY		TV/DVD/Movies/YouTube	VIDEO GAMES	Computer or Internet	Magazine, Newspaper, Book	MUSIC or Radio	Multi-Media (using several at once)	TOTAL Time
FRIDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SATURDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							
SUNDAY	Start Time							OVERALL VIOLENCE <input type="checkbox"/> Lots <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> None
	End Time							
	TOTAL Time							

MY JOURNAL

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Beyond Blame:
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LESSON NINE

CLOSE ANALYSIS: Video Excerpts #1 - #5

Video Title: _____

Viewings:	Observations, Examples, Ideas
1. Viewing #1 (General)	What is happening?
2. Viewing #2 (No Sounds)	What did you notice about lighting, camera angles, and editing?
3. Viewing #3 (ONLY Sound, no picture)	What did you notice about dialogue, music, and sound effects?
4. Viewing #4 (Number of violent events)	How many violent events did you see?

CLOSE ANALYSIS: Part 2

Apply 5 Key Questions and 5 Core Concepts to analyze a video excerpt. Video Title: _____

5 Key Questions	Observations, Examples, Ideas	5 Core Concepts	Observations, Examples, Ideas
1. Who created this message?		1. All media messages are ‘constructed.’	
2. What creative techniques are used to attract my attention?		2. Media messages are constructed using a creative language with its own rules.	
3. How might different people understand this message differently?		3. Different people experience the same media message differently.	
4. What values, lifestyles and points of view are represented in, or omitted from, this message?		4. Media have embedded values and points of view.	
5. Why is this message being sent?		5. Most media messages are constructed to gain profit and/or power.	

Background Information

Japan Animation Industry

Based on information from JETRO Japan Economic Monthly, June 2005

Japanese anime (cartoon-based animation) is a world-wide entertainment product. *Spirited Away*, a feature-length animation, won an Oscar at the U.S. 75th Academy Awards in 2003, and the Golden Bear award at the 2002 Berlin Film Festival. The international market for anime content, including the selling of rights to use character images on other products and toys, is estimated to be about a \$17 billion business yearly.

While planning, directing and other expertise have remained in Japan, other simple operations such as animating and coloring are being shifted to other countries, with South Korea, China and the Philippines being countries where such services are provided. The average cost for a typical TV anime production generally costs about \$87,000.

Naruto

Based on information from Wikipedia, <http://en.wikipedia.org/wiki/Naruto>

Naruto is a manga (comic book) by Masashi Kishimoto that started in Japan in 1999 and that has been adapted to be an anime TV series. The anime series, produced by Studio Pierrot and Aniplex, generally remains true to the manga, usually changing only minor details. The series has spawned several movies. The movies are available now on DVD. *Naruto* anime episodes play on Cartoon Network and are also available on the internet. Like many other manga and anime titles, *Naruto* has spawned its own collectible card game.

Naruto has a large and colorful cast of characters. They are seen to grow and mature during the series over several years time. *Naruto*'s graduation from the Ninja Academy opens a gateway to the events and people that change and define his world. The series follows *Naruto* and his friends' personal growth as ninja and also explores how the characters' backgrounds influence their personalities. *Naruto* is a coming-of-age story with plenty of action.

CLOSE ANALYSIS

Apply 5 Key Questions and 5 Core Concepts to analyze a media product.

Type of Media: _____
(TV ad, video game, cereal box)

5 Key Questions	Observations, Examples, Ideas	5 Core Concepts	Observations, Examples, Ideas
1. Who created this message?		1. All media messages are 'constructed.'	
2. What creative techniques are used to attract my attention?		3. Media messages are constructed using a creative language with its own rules.	
3. How might different people understand this message differently?		3. Different people experience the same media message differently.	
4. What values, lifestyles and points of view are represented in, or omitted from, this message?		4. Media have embedded values and points of view.	
5. Why is this message being sent?		5. Most media messages are constructed to gain profit and/or power.	

MY JOURNAL

Date _____

Beyond Blame:
Challenging Violence in the Media
LESSON TEN

Choices are a part of every-day life. Even deciding to do nothing is a choice! The Empowerment Spiral shows a way of thinking about ideas, media and choices so that you understand more, evaluate more and finally make judgments that will be more successful for you. The following will describe each of the steps involved in making choices:

Awareness

In this step of learning, you will see things in a different way. You will become “aware” of ways of looking at familiar things in a new way. You will experience “ah ha” moments in this stage of learning. When you apply this step to thinking about media in your life, you will become aware of all of the kinds of media and messages you experience every day.

Analysis

This part of your learning will be where you begin to look at the different aspects of an issue. You will begin to understand the “how” and the “what” of experiences to learn the meaning and significance of what you see, hear and read. When you apply this to media, you will learn how different techniques, camera angle, music, dress of the characters, color etc. that media creators use will affect you differently. You will learn that people who make the media you experience have specific ways that they use deliberately to have a specific effect on you.

Reflection

At this stage of your learning you will begin to understand the values of what you are seeing and hearing and begin to personally evaluate events for yourself, and understand the effect they have on you as a person. You will learn to ask the question, “so what”. What does this mean for me and my behavior?

Action

This is the stage of your learning where you will continue to expand your learning by making choices and by doing. You will begin to apply what you have learned in the first three stages to your own actions in your own life. In this stage of your learning, you will determine what you may want to do that will make your life with the media different. You may decide to take big actions to change your life or very small actions to improve your awareness, your exposure or the effect of media in your own personal life.



PSA CREATIVE CONCEPT WORKSHEET

1. What is your message? Write a one-sentence solution to one of the Four Effects that you've been assigned (for example, if your Effect is "Increased Fear of Becoming a Victim," your message or solution might be "The world offers more than a screen."):

2. What media would you like to use for your PSA message? (For example, radio, TV, internet, magazine):

3. Who is the target audience for your message? (Make sure that your target audience matches the media you wish to use, so that the target audience will receive your message!)

4. Who are the characters of your story and what do they look like?

5. Write a paragraph illustrating the story you want to tell in addressing the Effect and to lead up to your one-sentence message (For example, to illustrate "Increased Fear of Becoming a Victim" you might write the following story: "A grandmother watches television a lot. She sees lots of crime stories and also news stories about crime every day. She doesn't have many friends and see many people. She becomes more and more afraid of going out and being with people. She believes that she might be robbed or that people might hurt her if she goes to new places that she's not familiar with. So she stays in her house alone more and more while other people are out having fun and doing things together.")

6. Now use the Story Board sheet to draw out your story. You can make short notes on what's happening in the story, too.

STORY BOARD

Use to Plan PSA

#1 (Hook the Audience!)
Establish character(s) and setting through "Establishing Shot"

NOTES:

#2

NOTES:

#3

NOTES:

#4

NOTES:

#5

NOTES:

#6 (Summary/Conclusion)
One-sentence message

NOTES: