

Hands-On Media Literacy: Valuable Skills for Teens & Young Learners

Suggestions for teachers

This section of the CD is intended to help teachers work more efficiently and effectively in the classroom when planning Hands-On Media Literacy. After all, it seems that teachers seldom have enough time when preparing lessons. Below you will find helpful hints to use in the classroom as well as in preparation.

Making Modifications

This CD-ROM is intended for students in third through tenth grade. Most students who participate in Hands-On Media Literacy enjoy learning in a diversity of ways because of the broad range of tasks and skills in which they are engaged. For this reason, this unit is appropriate to use with exceptional learners. If your classroom has special education, gifted or English language learning students, you can adapt this curriculum to their individual needs. Some suggestions for adaptations in the classroom are listed immediately below:

- Partner student with an individual in an ad agency. Have him/her split the tasks they choose to do.
- Have student draw illustrations instead of writing.
- Have student tape record Daily Journal instead of writing it.
- Have student create a dictionary of Hands-On Media Literacy terms for another English language learner to use.
- Have student be responsible for certain tasks only, like supervising handout and clean up of materials.
- Have student complete Hands-On Media Literacy activity sheets in his/her home language to display alongside the activity sheets written in English. Have him/her share some of the new words with classmates.

Helpful Hints

- Have different colors of printer paper available. When making photocopies of handouts and activity sheets, use a different color of paper for each lesson's handouts. That way, students can instantly recognize which handout is being used. They can be better organized and you can easily identify if students

misplace theirs.

- If you keep all of the extra handouts, three-hole punch them and put them in a binder. A loose file folder still allows papers to get shuffled around, but a binder doesn't. The different paper colors will help you stay organized as well. If you print out the lessons from this CD, keep them in the binder, too.
- If you have a limit on the number of photocopies you can make at school, as many teachers do, don't rely on the templates provided in this CD. Instead, have students use blank sheets of printer paper to make their own templates. Sometimes students produce more creative work when they don't have a specific format for starting.
- If you have access to a digital or other type of camera, use it to take snapshots throughout the project. You can also allow a student to wander the classroom to take photos of the ad agencies in action. This is a good hands-on unit to document so students can enjoy looking back at the project and also something you can add to your professional portfolio.
- Budget time for one-part lessons to last about one class period of about one hour.
- When the project is finished, ask a few students if you can keep their work (or photocopy it) so you can show classroom examples to next year's students.
- If students finish early, have them complete an extension activity on the Extension Activities handout.