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MEDIA LITERACY

This set of activities is part of the ICC project (Information Communication Citoyenneté) with the ICT Teacher. It aims at teaching students to be critical about what they see or hear on the internet, to be aware of the dangers of internet use, and to be able to understand what is real or fake?

- **Objectif culturel**: what is media literacy? Mieux comprendre les médias et leur fonctionnement. Addiction des jeunes américains aux réseaux sociaux. Notion culturelle : « langages ».
- **Objectif méthodologique** : Description d'image, compréhension écrite, Compréhension orale et vidéo, Interaction Orale
- **Objectifs linguistiques** : émissions d'hypothèses, Obligation, Conseil (les modaux)
- **Objectif lexical** : vocabulaire des médias et réseaux sociaux.

Savoir-faire: Je sais critiquer, analyser, évaluer un contenu recueilli via un média. Je sensibilise contre le cyber harcèlement. Je sais donc créer un contenu media responsable ET attractif pour les utilisateurs. Je sais détecter et soigner une addiction aux réseaux sociaux.

Savoir-être: Je sais faire preuve de recul et de raison dans mon utilisation des médias.

Domaines du socle: 1,2,3,5.

Activity 1: The Rumor Phone (level 1 very easy ✌️)

Je me méfie d'un message colporté ou transféré par une chaîne de personnes. Je donne des conseils.

Tell a sentence to a pupil. This pupil whispers the sentence to the ear of his neighbour, and so on….

At the end the last pupil says the sentence out loud to the class. Then compare it to the sentence you first said.

Questions: what happened between the first and the last student? What is a rumor? Can we trust a rumor? Can we trust a message forwarded by thousands of people?

PRL modaux (conseil)

Fill in the « **NETiquette** » giving advice for teenagers **(annexe 1)**

Activity 2: The Picture phone (level 2)

Je me méfie de témoignages oculaires. Je vais à la source. J'exprime une obligation ou une interdiction.

- 5 students leave the class so that they can't hear what is said inside the classroom.
- The rest of the class:

Describe the picture. A very simple picture: What can you see? Give as many details as you can. Style, Colours, number of doors, number of windows, trees, locate indoor and outdoor elements, etc…

Hide the picture.

- 1st student comes in. The class describes the picture to him.
- 2nd student comes in: The 1st student describes the picture to him.
- 3rd student comes in: the 2nd student describes the picture to him.
- And so on…

At the end show them the picture.

Questions: what happened during the transmission of the description of the house? Why do we lose information? Can we trust somebody telling what he/she has seen?

PRL modaux (obligation / interdiction)

Fill in the "NETiquette" with what teenagers must or mustn't do on the web. **(annexe 1)**

Activity 3: The Pink plant _ **written comprehension**
Aux activités 3 et 4 les textes sont volontairement **non didactisés,** ils sont laissés <u>authentiques</u> et donc très longs par rapport au niveau 4ème. C'est un choix pour <u>asseoir l'assurance des élèves</u>. Ils constatent que grâce à la technique de surlignage pour la Compréhension Ecrite ils parviennent à comprendre le message d'un texte quelle que soit sa difficulté. Ils prennent <u>confiance en eux</u> et n'ont désormais plus peur de la lecture.

Je ne me fie pas à ce que je vois mais je recherche la source qui explique l'image. Les apparences sont trompeuses.

(Source de l'article: *Think pink, if you want to deter building site thieves* _ The Guardian, Lucy Tobin, Monday 27 June 2011 17.00 BST _ Photograph: Birmingham City University)

Emission d'hypothèses: This picture is the illustration of an article from the Guardian newspaper. What is the article about?

Now **read** the article.

First, **highlight** the words that you understand. This will give you a positive feeling of a colourful text even if it is long. Then **read** the text focusing on what is highlighted.

Questions: What was the problem in this activity? Did you guess right? Can we trust what people say about a picture if we do not have the source?

You can make a picture say whatever you want (for example: the blond girl and the cat! This picture is becoming "viral" with different dialogues between the girl and the cat) Never judge a book by its cover.

Fill in the NETiquette with your recommendations

Activity 4: The Nottingham sheeps (same activity for a second training in **written comprehension**)

Aux activités 3 et 4 les textes sont volontairement **non didactisés,** ils sont laissés authentiques et donc très longs par rapport au niveau. C'est un choix pour asseoir l'assurance des élèves. Ils constatent que grâce à la technique de surlignage pour la Compréhension Ecrite ils parviennent à comprendre le message d'un texte quelle que soit sa difficulté. Ils prennent confiance en eux et n'ont désormais plus peur de la lecture.

Je ne me fie pas à ce que je vois mais je recherche la source qui explique l'image. Les apparences sont parfois trompeuses.

(Source de l'article: *Scientists made 4 clones of Dolly the sheep - here's what happened to them all.* Meet Debbie, Denise, Dianna, and Daisy. SARAH KRAMER, TECH INSIDER, 26 JUL 2016, University of Nottingham)

Emission d'hypothèses: This picture is the illustration of an article by scholars from Nottingham University. What is the article about?

Now **read** the article):

First, **highlight** the words that you understand. This will give you a positive feeling about a colourful text even if it is long. Then **read** the text focusing on what is highlighted.

Questions: What was the problem in this activity? Did you guess right? Can we trust what people say about a picture if we do not have the source?

> **Activity 5**: What is media literacy?
>
> *Je comprends ce que signifie "media literacy". Je sais analyser une information postée sur un média.*

1. **Watch** the video once: What is media literacy?
2. **Watch** the video again.

https://www.youtube.com/watch?v=G3yomU8XNIg

Fill in the blanks:

Media literacy is the ability to

- **access**,
- ……………………………………,
- …………………………………,
- and **create**

Media in all various forms. It is important because it helps us understand the ……………………………. of media in our ……………………………………….

Circle the right answer:

A person who trusts everything posted on internet is: media literate / media illiterate.

A person who checks the sources is: media literate / media illiterate.

ACCESS: What about you? Do you have access to media?

3. **Watch** this video:

https://www.youtube.com/watch?v=48IZj2Kp57s

First look at the drawings in the video. Be ready to name 4 media that are represented in this video.
……..

How many media do you have access to?

ANALYSE: How to analyse the information posted on media?

4. **Watch** the video again. What are the 5 questions you need to ask yourself anytime you're viewing media?

1. ………..
2. ………..
3. ………..
4. ………..
5. ………..

EVALUATE: You can now evaluate: Is it trustworthy or not?

Fill in the Netiquette with recommendations from what you learnt.

CREATE: Our final point: the ability to create a media. Yes, you can. Let's see how it works.

Activity 6: Fake News Workshop

Je sais repérer une fake news. Je sais différencier le vrai du faux complot en sachant détecter les codes.

Intervenant : Thomas Huchon Journaliste et Auteur

- Etude de vidéos complotistes. Décryptage des codes : Vrais complots VS faux complots

- Mise en atelier des élèves par groupes : A partir des éléments imposés créez une fausse information

Activity 7: Vocabulary challenge

J'apprends le vocabulaire des réseaux sociaux de façon interactive. J'utilise des outils numériques en classe.

Hand in Vocabulary sheet *Social Network Vocabulary* **(Annexe 2)**

Students **Play** cross words and matching games with *ActiveInspire* software thanks to the overhead projector. The class is divided into two groups. Each group has got a keyboard and a mouse, connected to the teacher's computer via the Wi-Fi. Each team tries to find the answers to win points.

Activity 8: Create a media content

Je comprends comment les concepteurs maintiennent l'attention des internautes. Je connais les astuces pour créer une publication intéressante et efficace.

A focus on social networks.

A. How are social media's contents created to keep our attention?

Here is an article adapted from Online Marketing Institute: **12 Tips for Creating Shareable Social Media Content (Annexe 3)**

https://www.onlinemarketinginstitute.org/blog/2017/10/12-tips-creating-shareable-social-media-content/

B. **Look** at the picture. What is the article about?

What are the users' motivations for using social media? People need social media because they need social ………………………., communication, …………………………………, and they also need to show they support ideas.

C. **Read** the article. Circle True(T) or False(F):

1. You **needn't** use the "title generator" for help. You can use a superficial title.   T/F
2. Users love when there is a lot of text.   T/F
3. Your content **can** help solve the users' problems.   T/F
4. It <u>has to</u> be interesting for the audience.   T/F
5. You **can't** use "Piktochart" to create infographics for your illustration.   T/F
6. You **must** create emotional reactions among users.   T/F
7. Nostalgia is a good ingredient to raise emotion among users.   T/F
8. You **shouldn't** make free stuff offers. People hate that!   T/F
9. A trendy topic is an old-fashioned subject.   T/F
10. Contests or challenges are a good way of interesting users.   T/F
11. Your content **must** always be serious.   T/F
12. Videos are boring.   T/F

How do social media keep us connected? **Fill in** the NETiquette with recommendations.

Can they create an **addiction**?

Activity 9: Addiction to media
(ICT Room)
Je sais comprendre et soigner une addiction aux médias

Step 1 (anticipation)

How much time do teenagers spend on social media every day? What are the impacts of social media addiction on their body/ on their life? Can it affect your brain?

https://www.youtube.com/watch?v=HffWFd_6bJ0

Watch the video: 5 crazy ways social media is changing your brain right now. Answer the questions.

Do social media have the same impact as drugs? Why? ………………………………………………………………………………

What is the consequence of multi-tasking online? ………………………………………………………………………………….

What is the syndrome caused by excessive use of the telephone? ……………………………………………………………..

What is the chemical released by your brain that makes you feel good when using social media? ………………
………

Step 2 (émission d'hypothèses)

- **Group 1: *Find answers in group. Then share with the class.***

How do you know that a person is addicted to social media?

- **Group 2: *Find answers in group. Then share with the class.***

What are the solutions to cure social media addiction?

Step 3 (inter-correction)

- **Group 1: Watch the video. Then share your answers with group 2.**

Watch the video from 2min05 to 2min35

https://www.youtube.com/watch?v=MRL6_SxeT0U

How do you know if you are addicted to social media? Find 5 signs of addiction in the video:

-
-
-
-
-

- **Group 2: Watch the video. Then share your answers with group 1.**

Watch from 2min 39 to 8min

Find in the video, the cure to social media addiction in 4 steps:

-
-
-
-

Now make sentences using modal verbs and complete the NETiquette.

What should people do to cure themselves of social media addiction? What must people do to cure themselves of social media addiction?

……

……

……

……

……

Final task: Create a shareable and efficient media content to post.

About:
- media addiction
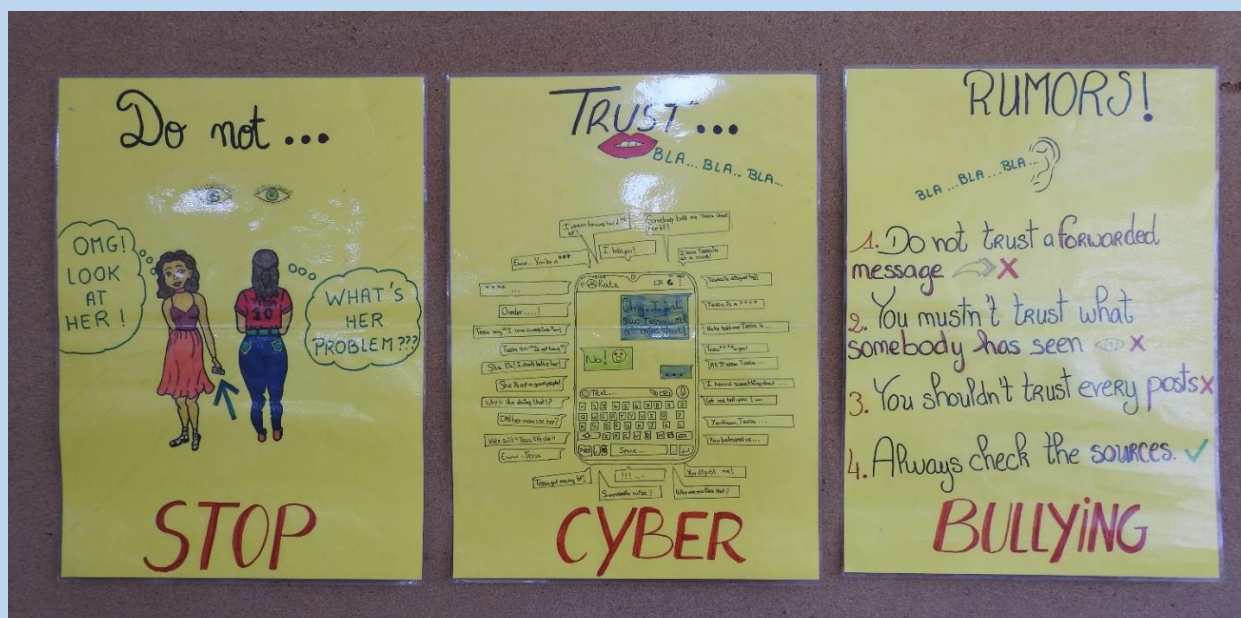- disinformation
  OR
- social media curing

PRINT the NETiquettes for all the students of the school as a bookmark

Another idea: Debate over the use of social media by teenagers

Action à rayonnement sur l'ensemble de l'établissement :

ANTI-BULLYING DAY

Participation des élèves de Section à l'exposition et au concours d'affiches dans le cadre de la journée contre le harcèlement. Les élèves ont produit un triptyque contre le **CYBER HARCELEMENT**

Action à rayonnement sur l'ensemble de l'établissement

SAFER INTERNET DAY

Animation par les élèves de Section LCE 3ème **d'ateliers** à destination des élèves de 6ème sur les conduites à tenir sur internet, et comment guérir de l'addiction aux réseaux sociaux.

Action à rayonnement sur l'ensemble de l'établissement

SENSIBILISATION

NETiquette
20 recommendations To use Social Media

1. **Do not trust** a *forwarded message*
2. You **mustn't trust** what *somebody has seen* 👁👁 ?
3. You *shouldn't trust* every posts
4. You should **ask yourself** *questions*
5. Always check the *sources*.
6. You need to find **who benefits** from the post 💰
7. You **must ask yourself** ? how it manages to get **your interest**
8. Social media appeal to your *emotions*. Be Careful not to be **addicted to Dopamine**
9. If you are *preoccupied* by your social media, you are **ADDICTED**
10. If you use it to *reduce negative feelings*, you are **ADDICTED**

11. If you use it *more and more* to get the same *pleasure* from it, you are **ADDICTED**
12. If you *suffer* when you are *prohibited* 🚫 from using it, you are **ADDICTED**
13. If you *sacrifice other obligations*, you are **ADDICTED**
14. If you suffer from *phantom vibration syndrome*, you are **ADDICTED**
15. You may find *solutions* to your addiction
16. *Delete for one day the app* you are addicted to
17. you could also *delete* all the *notifications* and pop-ups
18. you can set an hour to *limit the use* of your phone
19. You might need to put your phone *away* or on *airplane mode* when you do something
20. You shouldn't use *blue screens* before sleeping

Media Literacy Project
(être « un lettré » des médias)

Elèves de 3ème Section LCE Anglais
Mme Inamo-Prudenté

Publication et distribution dans l'établissement de la **NETiquette** sous forme de marque-page plastifié, aussi disponible en rayon lecture au CDI.

Annexe 1

NETiquette

20

recommendations

To use internet

-
-
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-

Annexe 2 (En lien QUIZLET pour les élèves)

SOCIAL NETWORK VOCABULARY

ajouter des photos	add photos
ajouter des relations	add connections
ajouter des vidéos	add videos
ajouter un badge	add a badge

personnalisation d'application   application customization

créer un compte	create an account
créer une application	create an application
créer une page	create a page
créer un événement	create an event
créer un groupe	create a group

envoyer des commentaires ; envoyer un message   send feedback ; send a message

abonné (n.m.), abonnée (n.f.)	follower
regrouper les abonnés	group followers

abonnement (n.m.)	subscription
accéder	access (v.)

Abonnements = following

Accueil = home

Afficher : to post   Ajouter (un ami) = add (friend)

annuaire (n.m.); répertoire (n.m.)   directory

Boite de réception, messages = inbox

combat sur Twitter (n.m.); duel sur Twitter (n.m.); débat   tweet fight; Twitter fight
sur Twitter (n.m.)

Commenter = comment

conditions d'utilisation (n.f.)	terms of use; terms of service
confidentialité (n.f.)	privacy
connaissance (n.f.)	acquaintance
connexion (n.f.); ouverture de session (n.f.)	login (n.); sign-in (n.)
déconnexion (n.f.); fermeture de session (n.f.)	logout(n.); sign-out (n.)
demande d'ajout à une liste d'amis (n.f.)	friend request
diffuser	broadcast (v.)
Diffuser ; distribuer	Disseminate ; distribute

étiqueter ou identifier = tag

étiquette (n.f.)   tag (n.)

fermer un compte; supprimer un compte   close an account; delete an account

FF = Follow Friday

Fil d'actualité = news feed

fil de nouvelles (n.m.)   news feed

J'aime = like   Je n'aime plus = unlike

limite de caractères (n.f.)   space restriction
liste de lecture (n.f.)   playlist

Message privé (DM) = Direct Message

messagerie instantanée (n.f.); MI (n.f.)   instant messaging; IM (n.)
mettre à jour   update (v.)
modérateur (n.m.), modératrice (n.f.)   moderator

mot de passe = password

mot-clic (n.m.); mot-dièse (n.m.)   hashtag

Mur = wall

ne plus suivre   unfollow

Paramètres   settings

partage de photos (n.m.)   photo sharing; picture sharing
partager   share (v.)
politique de confidentialité (n.f.)   privacy policy

Profil = profile

pseudonyme (n.m.); pseudo (n.m.)   handle (n.); nickname (n.)

Publier = post

rechercher des amis; trouver des amis   find friends
répondre   reply (v.)

Retweeter (RT) = retweet

se désabonner   unsubscribe

Statut = status   Sujet= topic   Suivre = follow

Tweeter = to tweet

tweeter en temps réel   live-tweet (v.)
gérer   manage (v.)
historique personnel (n.m.)   activity log
ignorer   ignore

contenu interactif   interactive content
partage interactif   interactive sharing
plateforme interactive   interactive platform
réseau interactif   interactive network
site Web interactif   interactive website

internaute   Internet user

Un réseau social/ les réseaux sociaux = a social network / social networks
Avoir un compte = have an account

Annexe 3

12 Tips for Creating Shareable Social Media Content

October 17, 2017 by Rachel Bartee

Content creation is a vital element in contemporary marketing

> ➢ 12 Tips to Make Your Social Media Content More Shareable

1. Create High-Quality Content

This seems like the most obvious point, if it is superficial, it will not work. Some help:

- **Blog Title Generator**: This tool will show you the list of the most relevant topics in any given niche.
- **Headline Analyzer**: Headline is the first thing that your readers notice and you have to come up with a catchy and intriguing solution. Headline Analyzer will tell you if you've succeeded.

2. Use Smart Structuring

Avoid a "wall of text". Format your content intelligently by using numbered lists, bullet points and headers to easily highlight key information points.

3. Add Value to Users' Lives

Solve users' problems and show how to overcome them; this will not only build brand loyalty, but it will keep them coming back for more. As long as the content you create is genuinely helpful, it's also certain to be passed around.

4. Keep Your Audience in Mind

Think about your audience: ask yourself if it's something they would like to see and share with their friends.

5. Create Infographics

Infographics are informative but easy to understand. And because they come in the form of images. Internet users **mostly share visual content on social media**. Using tools like **Piktochart**, you don't even need the knowledge of a graphic designer to create a reasonably high quality infographic. The most important thing is to use expertise and data to create something your audience will find valuable.

6. Trigger Emotions

Some successful campaigns went viral because they sparked strong emotional reactions among users. Emotions like happiness, anger, or sorrow have the power to engage people and make them share digital content.

7. Remember the good old times

Talking about emotions, never forget nostalgia. Users universally enjoy content that hearkens back to old memories.

8. Offer Incentives

People love free stuff. It's a fact that you can occasionally use to boost interest in your products or services.

9. Exploit Trendy Topics

You should always follow the latest industry news, and use them to create shareable content when appropriate.

10. Organize Contests

Contests are a great way to engage your audience and inspire them to share your content. Users love to compete and they usually do it with their friends and colleagues, which is the main sharing motive for them.

11. Be Funny

Your business is serious but your content doesn't have to be. On the contrary, funny posts, images, and videos grab the users' attention and promise you a fair portion of shares, so don't run away from it.

12. Use video content

Video is quickly becoming [the dominant form of online content](#), and some studies even say that video content will make up 80% of all Internet traffic by 2018. As a result, you have to embrace video as part of your content strategy.