



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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NATIONAL UNIVERSITY "CHERNIHIV COLLEGIUM"

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# **ENGLISH FOR MEDIA LITERACY**

MOOC Guide

*Facilitator's Book*

*In collaboration with :*

EMBASSY OF THE UNITED STATES OF AMERICA

COURSERA

UNIVERSITY OF PENNSYLVANIA



УДК  
ББК  
Т

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**Т** **Англійська для медіа-грамотності.** Керівництво до масового відкритого он-лайн курсу. Книга для фасилітатора: Навчальний посібник. – Чернігів, 2019. – 100 с.

Посібник є керівництвом до масового відкритого он-лайн курсу “English for Media Literacy”, розробленого Університетом Пенсильванії (США) та розміщеного на навчальній платформі Coursera. Мета посібника – допомогти тим, хто проходить курс, успішно впоратися з усіма завданнями, а також отримати навички медіа-грамотності та вдосконалити свою англійську.

Посібник складається з двох частин: книги для студента та книги для фасилітатора курсу. Книга для студента містить покрокову інструкцію реєстрації на навчальній платформі та проходження он-лайн курсу, навчально-методичні матеріали до кожного з п'яти модулів, розробки додаткових занять з вебсайту NewseumEd.org для організації проектної роботи студентів. Книга для фасилітатора складається з рекомендацій щодо організації змішаного навчання та відповідей до більшості завдань. Посібник адресується студентам і викладачам англійської мови, а також широкому колу бажаючих краще орієнтуватись у світі медіа.

ISBN

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# A LETTER FROM THE AUTHOR



*The “English for Media Literacy” Project was implemented by the Bureau of Educational and Cultural Affairs and the Public Affairs Section of the Embassy of the United States in Kyiv in collaboration with educational online platform Coursera. In Ukraine the project was administered by the public organisation Ukrainian Center for Civic Initiatives “Svitlo”.*

*From January to June, 2018 program participants had an opportunity to improve their English skills while learning more about the role mass media plays in modern society. The program was designed to inform audiences about media literacy and how to know more about modern media.*

*30 English language professionals from 20 Ukrainian towns and cities were selected to take part in the project and to receive special training as course facilitators. They held dissemination seminars and workshops for multiple audiences, including youth, educators,*

community leaders, and news professionals in their regions. They also facilitated the work of MOOC Camps and helped the course participants share expertise and work together to develop their media literacy strategies. In total, 120 group trainings were held for nearly 700 participants all over Ukraine and 500 people were awarded “English for Media Literacy” Certificates for successful course completion from Coursera, Pennsylvania University and RELO of US Embassy in Kyiv.

I was lucky to be selected as a course facilitator in Chernihiv region and to supervise the work of MOOC Camp in Taras Shevchenko National University “Chernihiv Collegium”. Together with 15 students of Natural and Mathematical Faculty we had 6 weeks of fruitful collaboration, learning from each other, unexpected insights and heated debates. The course gave the participants a great opportunity to develop a broader understanding of media and its role in our lives as well as the language skills needed to analyze what you read and watch.

Successful launch of the project led to high interest to media literacy education among the students and faculty members which soon entailed changes in specialty curriculum. A new academic course "English for Media Literacy" was introduced into teaching practice at Natural and Mathematical Faculty of NUChC at the beginning of the fall semester, 2018. It was provided for the students of the 4th year of study majoring in Computer Science and IT. The course includes 20 hours of lectures and 20 hours of practical classes which are to be held twice a week for half a year. At the end of the course the students are supposed to be assessed in oral or written form and receive their Coursera certificate. The mark for the course completion is an official one and is to be registered in the Bachelor's Certificate after graduation.

Now we move on. As the course participants are supposed to work with online resources mostly at home, in class time they should be involved in challenging tasks and interesting activities on media literacy together with their fellow learners. This “English for Media Literacy” Class Set will help the facilitator to manage group discussion and bring variety to learning and exploring. It consists of a Student’s and Facilitator’s Books. Facilitator’s guide will give you helpful tips how to start a course and engage all the participants. It contains the Keys Section and some additional recourses. Teacher-controlled exercises, pair and small-group work activities in Student’s book involve role plays, problem solving tasks and projects. Besides, this Classroom Set can save your time and efforts in case of no Internet access or poor technical support.

This Class Set production would be impossible without US Embassy funding and support. I would like to express my sincere gratitude to the project authors and consultants John Silver, Joey Fordyce, David Gracon and Anton Plaksun, whose unfailing commitment and expertise made this program unforgettable experience for me and other MOOC facilitators. I am most thankful indeed to Joey and Gracon for all course materials and presentations which they kindly allowed us to use in our work.

I believe that the course will become a valuable educational experience and reveal great opportunities of life-long learning for our students.

**Oksana Torubara,**

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# TOP 5+

## Top 5 Plus: A Personalized Facilitator Guide

Joey Fordyce

English Language Fellow 2016-2018

**ENGLISH** ■■■  
**LANGUAGE** ■■  
**PROGRAMS** ■

*The World is  
Your Classroom*

***Dear Facilitators!***

You are receiving this guide and reading this letter because you have decided to invest in the future of others. So first, thank you for your dedication and willingness to help others. Second, congratulations... being a MOOC camp facilitator should be fun and rewarding for you, too!

“Top 5 Plus” is intended to guide you towards successfully facilitating a MOOC camp. Starting with an overview of facilitator skills, it moves through helpful tips and phrases to assist you as a facilitator. Each page lists 5 tips or phrases to get you started, but as each person has his/her own style, personality and experiences, there is room for you to personalize this book with your own ideas. Each page also includes five quotes on the topic to inspire you in the personalization of this guide. So, feel free to add your own thoughts as you progress through your experience as a facilitator.

## TOP 5+ SKILLS FOR A FACILITATOR

*Facilitator (n.) - a person or thing that makes an action or process easy or easier: 'a true educator acts as a facilitator of learning'*

Oxford Dictionaries.com

1. Focus Attention – Keep the discussion on course/keep the group on task.
2. Inclusion – Allow everyone an opportunity to talk .
3. Summarizing.
4. Waiting/Being silent.
5. Active listening.
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## 5 Quotes on Facilitating

*We cannot teach another person directly; we can only facilitate his learning.*

Carl Rogers

*I never teach my pupils, I only provide the conditions in which they can learn.*

Albert Einstein

*The art of teaching [facilitating] is the art of assisting discovering.*

Mark VanDoren

*When the atmosphere encourages learning, the learning is irresistible.*

Elizabeth Frost

*Tell me and I forget. Teach me and I may remember. Involve me and I learn.*

Benjamin Franklin



## TOP 5+ DISCUSSION TIPS

*Keeping a discussion on track and progressing is an integral part of a facilitator's job. Don't be afraid of disagreement though; just make sure each participant is respectful of others' opinions.*

1. Make sure questions are open-ended and relevant to the topic.
2. Divide large groups into smaller discussion groups (2-5 people)
3. Offer feedback and praise to contributing participants.
4. Allow participants time to think about the question or issue.
5. Ask only one question at a time.
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## 5 Quotes on Discussion

*Discussion is an exchange of knowledge; an argument an exchange of ignorance.*

Robert Quillem

*Raise your words, not voice.  
It is rain that grows flowers,  
not thunder.*

Rumi

*Conversation means being able  
to disagree and still continue the  
discussion.*

Dwight Macdonald

*Discussion is impossible with  
someone who claims not to seek  
the truth, but already to possess  
it.*

Romain Rolland

*Great minds discuss ideas,  
average minds discuss events,  
small minds discuss people.*

Eleanor Roosevelt

## TOP 5+ PHRASES TO ENCOURAGE DISCUSSION

*Sometimes it is difficult to get a discussion started or to keep it alive. Here are some helpful questions to encourage more speaking.*

1. Can you elaborate on that?
2. Can anyone give an example of this?
3. What do you mean by ...?
4. Have the rest of you thought of this in the same way?
5. Does everyone agree, or does someone have a different take on this?
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## 5 Quotes on Questions

*It is better to know some of the questions than all of the answers.*

James Thurber

*Sometimes the questions are complicated and the answers are simple.*

Dr. Seuss

*A prudent question is one-half of wisdom.*

Francis Bacon

*You can tell whether a man is clever by his answers. You can tell whether a man is wise by his questions.*

Naguib Mahfouz

*Sometimes questions are more important than answers.*

Nancy Willard

## TOP 5+ RESPONSES TO SILENCE

*Silence is a natural part of a discussion. Before responding to silence, make sure everyone has had time to process the question.*

1. Wait (<20 sec). Participants may need more time to think.
2. Ask if everyone has had enough time to think about the question.
3. Rephrase the question. Perhaps there is a misunderstanding.
4. Give your opinion, but keep it brief. This may get people thinking.
5. Ask participants to share their ideas with a neighbor before talking aloud to the whole group. (Turn and talk).

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

## 5 Quotes on Silence

*Silence is one of the great arts of conversation.*

Cicero

*Well-timed silence has more eloquence than speech.*

Martin Farquhar Tupper

*Nothing is more useful than silence.*

Menander

*Silence is a great source of strength.*

Lao Tzu

*Silence is deep as eternity; speech is shallow as time.*

Thomas Carlyle

## TOP 5+ WAYS TO BE AN ACTIVE LISTENER

*Facilitators must listen to what is being said and discover what is not being said. It is important to be aware of possible misunderstandings in word meaning, in course content and in discussion topics.*

1. Maintain good eye contact.
2. Keep open body language.
3. Listen for the main idea and paraphrase what was said for clarification.
4. Give people time to correct themselves when they've made a mistake.
5. Focus on what is being said in the moment and not your potential response to it.

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

## 5 Quotes on Listening

*The most important thing in communication is to hear what isn't being said.*

Peter Drucker

*One of the most sincere forms of respect is actually listening to what another has to say.*

Bryant H. McGill

*Knowledge speaks, but wisdom listens.*

Jimi Hendrix

*We have two ears and one tongue so that we would listen more and talk less.*

Diogenes

*You can't fake listening. It shows.*

Raquel Welch



# **KEYS TO UNIT 1**

## **INTRODUCTION TO MEDIA LITERACY**



## Video “Course Overview: Topics, Assessment, Games and Activities”

### *Task 2*

- 1) C
- 2) N
- 3) K
- 4) G
- 5) F
- 6) L
- 7) I
- 8) A
- 9) D
- 10) H
- 11) O
- 12) J
- 13) M
- 14) E
- 15) B

## Video “Media is Everywhere”

### *Task 1*

**Media** is different channels or ways in which news, entertainment, marketing messages or other information is spread.

### *Task 2*

1. Inform
2. Is
3. Means
4. Is
5. Shapes
6. Is
7. Reports
8. Has
9. Has

## Video “Listening: Interview with William Cowen”

### *Task 2*

1. How much time does an average person interact with media?  
A
2. Are there certain types of people that see media messages more often?  
B
3. What impact do media have on people’s everyday lives?  
G
4. What are the positive effects of interacting with the media?  
E
5. What are the negative effects of the media on us?  
D
6. How have media changed over time?  
F
7. What is the future of media?  
C

## **INTERVIEW WITH WILLIAM COWEN (CORRECT VERSION)**

### **1. How much time does an average person interact with media?**

Well, because of the universality of media, it's almost hard to judge what an average person is and how many hours they interact with media. This could be anywhere from a few hours a day collectively, all the way up to every single waking moment. Because, as you know, some people wake up with smartphones, and go to bed and they have their smartphone right next to them. So it is affected by people's level of interest in the media, what topics that they're caring about at the time. But also it's affected by things like geography and access. How much readily available media is there to people? So it all depends, everything from a few hours, all the way up to every single moment. Some studies have shown that children in particular, interact with media and some type of medium up to ten hours of their day. So it depends on where you are, what you're interested in, and how much access you have.

### **2. Are there certain types of people that see media messages more often?**

Absolutely. People see media, whether they like it or not. People see media and don't realize that they're being affected by it. 24/7 we are bombarded by messages from various sources, different types of media. Radio, television, film, Internet access, and depending on your level of interest, shows how much you connect with a particular media outlet. If you think about the concept of cognitive dissonance where people tend to stay away from information that they don't find that aligns with their attitudes. There's a flip side to that, so if people are interested in a particular topic, they frequent those media that feature those topics more often. People could also be limited to media by their jobs. So if they're in a job situation where they have to disconnect from access for hours at a time, like a doctor or somebody like that. Then they're disconnected from that particular world and have a tendency to reconnect as soon as they possibly can. So it depends again on access and the people's jobs, and their functions, and their level of interest.

### **3. What impact do media have on people's everyday lives?**

Well, from a day to day basis, the media is there to help people feel that they're a bigger part of their community. Their country, their world. And it helps them make decisions that are potentially better ones in their lives. So they'll seek out information, again, that they feel that they can relate to in an effort to be part of this bigger system.

### **4. What are the positive effects of interacting with the media?**

One of the main positive effects of interacting with the media is the ability to be educated and education is power. It's power to be informed. It's power to make better decisions in your life and be a much bigger part of the community. It's also a way to be connected to be people that you would not necessarily know from all over the world. So the universality of media is the most ultimate expression of being a part of a global community.



## **5. What are the negative effects of the media on us?**

One of the things that everyone interacting with the media should consider is the quality of the particular media outlet. Because of technology, there's an easy way for anybody that would like to, to put up messages online, so to speak. So remember, look at quality media outlets as opposed to somebody that may be just sharing an opinion. They may have the same opinion as you but it doesn't mean they're following any kind of journalistic integrity or journalistic style. There's also an issue of oversaturation of messaging. It'll be interesting to find out many, many years down the road as the media continues to grow. Whereas humans we get to a certain point where we start to shut down messages by sheer volume. So misinformation, oversaturation of messaging, and things along those lines are what are the negative qualities of the media.

## **6. How have media changed over time?**

Well, there are things that have not changed about the media over time, and things that have changed. So let's look at what's been constant the whole time. The purpose and the content of media messages has not changed. If you go way back in history and look at how the Greeks promoted the Olympics. You look at the invention of the printing press, where people could see words on a paper for the very first time in a book form or even in a daily newspaper form. Accompanied by the town crier, someone whose job was, literally, to stand on a street corner and ring a bell and scream messaging out. These are all communication channels. At their core, the media wants to inform. They want to educate, they also want to persuade. That has not changed over many thousands of years. What has changed is the delivery mechanism. It's gotten quicker, it's gotten faster, and it's gotten instantaneous. So we're going to see a continued evolution of these delivery mechanisms, but the intent of the media has always been the same.

## **7. What is the future of media?**

The media obviously has a really exciting future. There's going to be an increase in technology. And more exciting, is the increase in technology around the world. So people that did not have access to certain media, will have more access to media as the years go on. This is just going to increase our connectivity from a global basis and allow people to essentially meet each other, interact, that ever would. With this technology will come message saturation as well. So consumers of media are going to have to make a more direct choice about what media they're interested and what not. And one thing that no matter where you are around the world, and what kind of media that you encounter and engage. You need to know to make sure your own mind and your own attitudes and your own frame of reference on the world. And use the media as a tool for information and not a basis to make decisions specifically on somebody else's thoughts. Use your own mind and have it better your own world and your own life.

## Video “Language Focus: Previewing Texts”

### Task 1

**Previewing the text** is a skill which enables you to quickly learn what the text is about and improve your understanding.

### Task 2

1. Look at the title
2. Pay attention to pictures and captions
3. Look through the subheadings
4. Read the first paragraph

### Task 3

**A title** is a name of a book, article, film, painting or a piece of music.

**Captions** are the words below a picture that explain it.

**A subheading** is a small title introducing different sections of the text.

**A paragraph** is a short part of a text, consisting of at least one sentence, describing a single event or idea and beginning on a new line.

### Task 4

**Captions:** Did you know that there's a World Emoji Day? Well, there is ... and it's on July 17!

**Title:** World Emoji Day

**First Paragraph:** Emoji is the fastest growing language in history. Five billion emojis are sent every day, just on Facebook Messenger. They're appearing in some surprising places too. One court judge in England in 2015 used a smiley face emoji in a document to make it easy to explain the court's decision to children. It's not surprising that there's a day to celebrate emojis, but what do you know about its organisers, the website Emojipedia?

### Subheadings:

Know your emoji

New, exclusive emojis

Save the date!

Happy World Emoji Day!

### Task 6

1. B 2. H 3. A 4. C 5. G 6. D 7. F 8. E

### Task 7

1. D 2. A 3. E 4. B 5. C

### Task 8 (true-false)

1. False 2. False 3. False 4. True 5. True 6. False 7. False 8. False

## Video “What is Media Literacy?”

### *Task 1*

1. no
2. yes
3. no
4. yes
5. yes

### *Task 2*

1. **Digital literacy** is the ability to use digital devices (e.g. smart phones, tablets, laptops) to achieve variety of goals.
2. **Visual literacy** is the ability to comprehend and create different visuals for daily life and career success.
3. **Financial literacy** is a strong financial position, financial stability, ability to spend less than you earn.
4. **Civic literacy** is understanding your rights and responsibilities as a citizen.
5. **Media literacy** is a skill to adapt new communication formats effective for the situation, the ability to read, understand, analyze and create media like text or voice message, pictures, video and other data.

## Reading “Can you Separate Fact from Fiction?”

### **Task 2**

1. Ти вмієш відрізняти правду від брехні?  
Can you separate fact from fiction?
2. В середньому...  
On average
3. І не вони були лідерами.  
They weren't in the lead.
4. Філіппінці отримали ту нагороду.  
The Philippines won that award.  
Filipinos won that distinction.
5. Людей наводнюють інформацією.  
People are flooded with messages.  
People are bombarded with messages.

#### ***Task 4***

Why media literacy is important?

1. You need two skills to be engaged citizens of a democracy: critical thinking and self-expression. Media literacy instills both.
2. You are exposed to more media messages in one day than previous generations were exposed to in a year. Media literacy teaches you the skills to navigate safely through these messages.
3. Media exerts a significant impact on the way we understand, interpret and act. Media literacy helps you understand outside influences and empowers you to make better decisions.
4. The world is increasingly influenced by visual images. Learning how to “read” through layers of image-based communication is just as necessary as learning to analyze text-based communication.
5. Media literacy helps you understand where information comes from, whose interests may be being served and how to find alternative views.

### **Video “How can we analyze video messages?”**

#### **Part 1**

##### ***Task 1***

1. Who created the message that is being sent?
2. What techniques were used to attract my attention?
3. How might other people understand or interpret this message differently from me?

#### **Part 2**

4. What points of view or values are represented or omitted from the message?
5. Why was this message sent?

## Video “Skimming and Scanning”

### Task 1

<b>SKIMMING</b>	<b>SCANNING</b>
<ul style="list-style-type: none"><li>▪ It is a reading technique.</li><li>▪ It means reading quickly for the main idea.</li><li>▪ It does not involve reading the whole text</li><li>▪ It involves reading a title, the first paragraph, first sentences of other paragraphs and the last one sometimes.</li></ul>	<ul style="list-style-type: none"><li>▪ It is a reading technique.</li><li>▪ It means reading quickly to find some specific information like numbers or names.</li><li>▪ The first step is to think about information we want.</li><li>▪ It requires focus on necessary information.</li><li>▪ You’ve got to identify the text section which might contain the necessary information.</li></ul>



# **KEYS TO UNIT 2**

## **TYPES OF MEDIA: TRADITIONAL VS SOCIAL**



### *Task 1*

**Traditional media** is the types of media that have been used since before the Internet and mobile phone technology were developed.

### *Task 2*

Traditional media include: television, radio, press such as newspapers and magazines, mail and outdoor messages.

## **Video “What is Social Media?”**

### *Task 1*

Social media is the websites and applications that allow you to create and share media messages with other people.

## **Reading “Study Finds Most Americans Get News from Social Media”**

### *Task 1*

1. Majority
2. Citizens
3. Researches
4. Affecting
5. Surveyed
6. Social media
7. Study
8. For news
9. Registered
10. Users
11. Adults
12. Fairly low
13. A total
14. Most commonly
15. Appeals
16. Female
17. To seek
18. College degree
19. Includes
20. Conducted

## Video “Overcoming Bias: The Power of Social Media”

### Task 1

**Bias** is showing an opinion about something that is not based on all of the facts.

### Task 3

1. To overcome means

- a) **To defeat or succeed in controlling or dealing with something**
- b) To go far away
- c) To create

2. Social media can help to recognize and deal with bias in traditional media by

- a) **Sharing their content among greater audience**
- b) **Allowing different points of view**
- c) **Encouraging public discussion**

3. A consumer can distinguish between a true media message and a biased one with the help of

- a) Microscope
- b) Truth detector
- c) **Analysis skills**

4. The main analysis skills include asking questions about

- a) **Who made the message**
- b) **What was included into the message**
- c) **What was omitted in the message**

5. Traditional media are produced mostly by

- a) Individuals
- b) **Powerful companies**
- c) **Government**

6. Media producers have strong motivation

- a) To ban sharing all news
- b) To support different points of view
- c) **To support certain opinions**

7. Public discussion in social media is important because it helps

- a) **Share your opinion**
- b) **Discover different points of view**
- c) **Form a better point of view on how to act in the world**

8. Individual point of view

- a) **Can be biased**
- b) Are never biased
- c) Is something you should never express



## Video “Using Social Media to Support Causes”

### Task 1

1. A cause	a) Showing your support in public so that other people will learn about a cause and decide to help.
2. Awareness	b) A paid notice, an image, a video or a song that tells people about a product or service and persuades them to buy it.
3. Donation	c) A <u>person</u> who does something, <u>especially helping other people</u> , <u>willingly</u> and without being <u>forced</u> or <u>paid</u> to do it.
4. Volunteer	d) An idea or belief that people work to support.
5. Advertisement	e) Money that you give to support a cause.

1. d
2. a
3. e
4. c
5. b

## Reading “ 5 ways Social Media Helps Syrian Refugees”

### Task 1

1. Refugees are the people ...

- a) Who fight for piece
- b) who want to escape a dangerous situation in their home country**
- c) who share news on social media

2. Humans of New York ...

- a) Are the people living in this city
- b) Very popular Facebook page that helped spread a word about refugees**
- c) President’s Obama personal Facebook page

3. #BuyPens was used

- a) To attract social attention to the quality of school education
- b) To indicate literacy movement
- c) To raise money for a poor man selling pens**

4. Kickstarter initiative helped Syrian refugees to

- a) Have important everyday items**
- b) Start their own business
- c) Start partnership with United Nations

5. A stroller is

- a) A small folding chair on wheels for a baby to sit**
- b) A passer-buy
- c) A fighter

## Video “The reliability of Social Media (Editing/ Doctoring Content)”

### Part 1

#### Task 1

A **viral info** is a video or a story that spreads very quickly.

**Reliability** is how much you trust something to be true.

A **social network** is a group of friends, family and people you know that you interact with.

#### Task 2

1. Social media apps are

- a) **Twitter**
- b) Skype
- c) PowerPoint

2. If the source is unreliable

- a) **We must not trust it**
- b) We can believe everything it says
- c) **We must check it**

3. Why does a social media message spread very quickly?

- a) **A few clicks are enough for posting and sharing**
- b) People who spread the message receive an award for it
- c) There are special bots that do it

4. In April 2013 Associated Press news organization reported on Twitter that

- a) President earned \$136 billion
- b) **President was injured in an attack**
- c) Major financial market of the US lost \$136 billion

5. What was the consequence of that fake?

- a) President earned \$136 billion
- b) President was injured in an attack
- c) **Major financial market of the US lost \$136 billion**

## Video “The Language of New Media”

### Task 1

1. Tagging	a. A tendency, fashion
2. Hashtag	b. A letter, a number, or a symbol
3. Character	c. A shortened form of a word or phrase
4. Abbreviation	d. A special tag that is used to show that the message is related to a group or an idea
5. trend	e. The use of a special link to connect a media message to other things such as people, or groups, places or even ideas

1. E
2. D
3. B
4. C
5. A

### Task 3

SMH - shake my head LOL - laughing out loudly YOLO - you only live once FOMO - fear of missing out ASAP - as soon as possible OMG - oh, my God!	ILY- I love you DIY - do it yourself BTW - by the way IMO - in my opinion LMK - let me know HIFW - how I feel when
--	---

## Reading “Real or Not? Snowboarder’s Video in Question”

### Task 1

1. snowboarding
2. selfie-stick
3. headphones
4. pushes off
5. angle
6. chased
7. bottom
8. edited
9. sound effects
10. fake



# **KEYS TO UNIT 3**

## **ADVERTISING**



## Video “What is Advertising?”

### Task 1

1. Creating messages to tell people about a product or service and to convince them to buy it is called **advertising**.
2. **Advertisement or ad** is the message that is created about a product for sale
3. People who create advertisements are known as advertisers.
4. People who buy products or services are called consumers.
5. Commercial is an advertisement played on radio or television.

## Listening “Interview with Nancy Bollinger”

### Task 1

1. What does the person interviewed do?
  - a) She is a smart creator.
  - b) She is an executive director.
  - c) **She is a creative director.**
2. What type of information does she need to know before she creates an advertisement?
  - a) **Demographic**
  - b) Geographic
  - c) **Psychographic information**
3. How is that information received?
  - a) **From old customer base**
  - b) From Google and other search systems
  - c) **From surveys**
  - d) **From market research about target audience**
  - e) From secret files of Pentagon
4. Which source of information was not mentioned in the video?
  - a) **Gossips**
  - b) **Newspapers**
  - c) Competitors
5. How does the information about target audience help in ad creating?
  - a) **It helps to increase motivation**
  - b) **It helps to create motivation**
  - c) It helps to decrease motivation
6. Where did the idea of a diamond wedding ring originate?
  - a) South America
  - b) South Africa
  - c) **The USA**

7. How old is a diamond wedding ring tradition?
- Almost 9 years
  - Almost 90 years**
  - Almost 900 years
8. How can the advertisers appeal to different target audiences?
- With the help of problem solution
  - With the help of behavioral economics**
  - With the help of marketing economics
9. How did the social media change advertising?
- They transformed a dialogue into a one way conversation.
  - They completely ruined it.
  - They made it easier for customers to give feedback and for advertisers to respond.**

## Video "Features of a Print Advertisement"

### Task 1

A **slogan** is a short phrase that people will remember.

A **logo** is a symbol or design that a company uses to show that a product was created by them.

**Features** are characteristics or specific parts of something.

### Task 3

Ask the students to brainstorm famous advertising slogans. You'll almost certainly get Nike's 'Just Do It', Adidas' 'Impossible is Nothing', perhaps some from car companies, websites and travel companies. Then, scramble companies and their slogans, and see if the students can match them up.

*Just do it.* **Nike**

*Because I'm worth it.* **L'Oréal**

*Have a break, have a ...* **Kit Kat**

*I'm lovin' it.* **McDonald's**

*Kills Germs Dead.* **Domestos**

*Connecting People.* **Nokia**

*Obey your thirst.* **Sprite**

*Betcha can't eat just one.* **Lay's Potato Chips**

*Hungry? Grab a ...* **Snickers**

*No more tears.* **Johnson's Baby**

*Think different!* **Apple**

*Always ...* **Coca Cola**

*Melts in your mouth, not in your hands.* **M&Ms**

*Impossible is nothing.* **Adidas**

*It Gives You Wings.* **Red Bull**

*In tests, eight out of ten owners said their cats preferred it* **Whiskas.**

*Life's Good* **LG**

#### **Task 4**

What helped you to guess right?

Why do slogans work?

A little analysis will be very instructive.

Elicit the features of a good slogan:

- They're short and extremely punchy.
- They're often funny, making a pun or play on words
- They sometimes include repetition of a phrase or rhythm (Harley)
- Partly as a result, they're memorable and likely to be repeated; here, you can reiterate the importance (and good value) of word-of-mouth advertising
- They are a statement of philosophy or beliefs (New York Times)
- They encourage (or simply instruct) the audience to do something (Nike, Sprite)

Now create your slogans for:

- 1) junk food restaurant
- 2) clothes shop
- 3) construction company
- 4) car company



# **KEYS TO UNIT 4**

## **BIAS IN THE MEDIA**





## Video “How Are Media Messages Created and Shared?”

### *Task 1*

**Target audience** is a specific group of people that a media message is made for.

**Editor** is a person who makes changes to a media message so that it is appropriate for target audience.

### *Task 2*

B, A, D, C

- a) A basic story which was put together is given to editors.
- b) Reporters or writers working for a media company try to find a story that will be interesting for their target audience.
- c) The story is published in broadcasted or printed version.
- d) Editors process the story, choose what people say, what image to show, the text and organization of the message.

## Video “What is Media Bias?”

### *Task 1*

**Bias** is showing an opinion about something that is not based on all of the facts.

**Point of view** is the way in which a person sees the world based on the person’s beliefs and life experiences.

**Spin** means giving a positive or negative point of view about a subject in order to change the opinion of the audience.

## Video “Bias by Omission”

### *Task 1*

**Coverage of the story** means publishing media messages about an event.

**Being objective** means being fair and based on facts instead of opinions.

**Conflict of interest** is a situation where there might be biased coverage due to business or political reasons.

## Reading “Are Facebook’s Trending Topics Unfair?”

### *Task 1*

1. Former
2. Avoided
3. Select
4. Chilling effect
5. Accused
6. Controversy
7. Officials
8. Evidence
9. Suppressed
10. Alleged practice

## Video “Bias by Spin”

### *Task 1*

**Pundit** is a person who has a lot of knowledge and experience about a subject, and gives opinion about a subject in public.

**Connotation** is the ideas or feelings people have about a word, usually positive or negative.

### *Task 3*

#### **Positive Connotation**

Valuable  
Helpful  
Strong  
Reasonable  
Leader  
Unusual

#### **Negative Connotation**

Lazy  
Disinterested  
Dour  
Sarcastic  
Skeptical, suspicious  
Obey



# **KEYS TO UNIT 5**

## **DIVERSITY AND THE MEDIA**



## **Video “What is Diversity?”**

### *Task 1*

**Diverse** is an adjective showing a great deal of variety or differences.

**Dominant group** is the group of people that has the power and status in the society.

**Minority group** is the group of people in society that has less power and opportunity.

## **Video “Why is it important for the Media to be Diverse?”**

### *Task 1*

**To stereotype** means to unfairly group all people with a particular characteristic together.

## **Reading “Minorities See Improvement, Demand More Diversity on US Television”**

### *Task 1*

1. These days the US television has been demonstrating full diversity of American life.

True

2. Media watchdog groups are the groups that keep track of diversity in the media and offer to hire people with different backgrounds to work on-screen and behind the camera.

True

3. The National Hispanic Media Coalition works to support Native Americans in the media.

False

4. Experts claim that Latinos are underrepresented on TV which leads to stereotypes and biases.

True

5. Many Latinos today have successful careers but it is not visible on TV.

True

6. ABC is the network which pays much attention to providing diversity in front of the camera as well as behind it.

True

7. Native Americans are portrayed accurately and fairly on network television.

False

8. Native American culture comprises the characteristic features and traditions of 60 tribes.

False

9. Alex Nogales says that Latinos make up a decent percent of American population and should not be neglected by TV marketers.

False

10. Overall attitude to minorities on television has changed for the better but there is still some room for further improvements.

True

## **Reading “Native Americans Take Control of their Story”**

### *Task 1*

1. For many years the stories about Native Americans were created and produced by white Americans and they were always correct.

False

2. The stories about Indians were not told by Indians and that created a great deal of stereotypes and myths.

True

3. NAPT created in 1977 is a military organization which protects the rights of Native Americans.

False

4. Storytelling has become an effective way to create a truthful portrait of Indians and better understand their history.

True

5. Documentaries and movies about Indians are shown only in the USA because nobody else is interested in Native American culture.

False

6. The language of Native Americans still exists and is often used in everyday life.

True

7. The films about Indians have Native American languages and it makes it difficult for other people to watch them.

False

8. Language is an important aspect of any culture.

True

9. There are some radio programs created to support Native Americans.

True

10. NAPT tries to provide some interactive programs on the Internet to make Indian culture closer to younger people.

True



# **VOCABULARY FLASHCARDS**



**Unit 1  
INTRODUCTION  
TO MEDIA LITERACY**

Analyze	Looking at something carefully to understand it
Caption	Words below a picture that explain the picture
Create	To make or build
Freedom of the Press	The right of the media to print and state their opinions without restrictions from the government
Literacy	The ability to read, understand, analyze, and create with a written language
Main Idea	The overall, general message of a text
Mass Media	Media that reaches a large number of people
Media Literacy	The ability to read, understand, analyze, and create with media
Media	The different channels, or ways, in which news, entertainment, marketing messages or other information is spread
Omit	To leave out or not include
Point of View	The way in which a person sees the world based on the person's beliefs and life experiences
Political Beliefs	Views people have about how a country should run or be governed
Predict	Use small pieces of information to make a guess about something
Scanning	Reading quickly to find some specific information
Skimming	Reading quickly for the main idea
Subheading	Small titles that introduce different sections of a text
Technique	The manner or method in which something is done
Value	Something that a person or organization thinks is very important

**Unit 2**  
**TYPES OF MEDIA:**  
**TRADITIONAL VS SOCIAL**

Abbreviation	A shortened form of a word or phrase
Adjective	A word that describes a noun
Advertising	Messages that are created about products for sale
Bias	Showing an opinion about something that is not based on all of the facts
Cause	An idea or belief that people work to support
Character	A letter, number, or symbol
Comparative Adjective	An adjective that describes the difference between things
Content	The pictures, text, or video that make a media message
Contraction	A word formed by combining other words and leaving out some letters
Credibility	The ability to trust that something is true
Donation	Money that you give to support a cause
Online Social Network	All of the people you know and interact with, including friends, family, coworkers, and the friends of your friends
Raising Awareness	Showing your support in public so that other people will learn about a cause and decide to help
Reduction	A word formed by combining other words and leaving out some of the sounds
Reliability	How much we can trust something to be true
Social Media	Websites and applications (apps) that allow you to create and share media messages with other people
Syllable	One part of a spoken word
Tagging	Use of a special link to connect a social media message to other people, groups, places, or ideas
Traditional Media	Types of media that have been used since before the Internet and mobile phone technology were developed
Viral	Information that spreads very quickly through social media



**Unit 3**  
**ADVERTISING**

Adjectives	Words that describe a noun or pronoun
Advertisement	The message that is created about a product for sale
Advertisers	People who create advertisements
Advertising	Creating messages to tell people about a product or service and to convince them to buy it
Appeal	To be very interesting or attractive
Audience	People that are going to buy the product or service being sold
Categorize	To group items together based on their similarities
Commercial	An advertisement played on the radio or television
Consumers	People who buy products or services
Culture	The beliefs and customs of a specific group of people, often from same country
Customer Feedback	Information customers give to a company about a product
Exaggeration	Information that states that something is much better or worse than it really is
Features	Characteristics or specific parts of something
Intensifiers	Words that are used to make adjectives stronger
Jingle	A short song used in advertising to discuss a product or company
Logo	A symbol or design that a company uses to show that a product was created by them
Print Advertisement	An advertisement that you can see, but there is no sound
Search History	The list of websites that a person has gone to recently
Slogan	A short phrase that people will remember
Sound Effects	Noises, other than music or voices, that are used when telling a story or making a point
Target	To aim or direct something towards a certain group of people
Value	Something that a person or organization thinks is very important

**Unit 4**  
**BIAS IN THE MEDIA**

Bias	Showing an opinion about something that is not based on all of the facts
Conflict of Interest	A situation where there might be biased coverage due to business or political reasons
Connotation	The feelings that we have about a word, usually positive or negative
Coverage	Publishing media messages about an event
Denotation	The basic definition of a word that you find in a dictionary
Echo Chamber	A situation where all the media you consume has the same point of view
Editor	A person who make changes to a media message so that it's appropriate for a target audience
Modal	A type of verb that describes ideas such as possibility or advice
Objective	Being fair and using facts instead of opinions
One Sided	Only one point of view is presented
Point of View	The way in which a person sees the world based on the person's beliefs and life
Pundit	A person who has a lot of knowledge and experience about a subject, and gives opinions about the subject in public
Sensationalism	Using news media messages to entertain people
Spin	Giving a positive or negative point of view about a subject in order to change the opinion of the audience
Target Audience	The specific group of people that a media message is made for
Verb	A word that tells an action or state of being

**Unit 5**  
**DIVERSITY IN THE MEDIA**

Contraction	A word formed by combining other words and leaving out some letters
Culture	The beliefs, customs, arts, language and other aspects of a particular group of people
Diverse	Showing a great deal of variety of differences
Diversity	Having or including people from different backgrounds
Dominant Group	Group of people that has the power and status in society
Helping Verb	A word that works together with a verb to describe the action in a sentence
Identity	Who you are and how you think about yourself
Influence	To affect or impact
Minority Group	Groups of people in society that have less power and opportunity
Stereotype	To unfairly groups all people with a particular characteristic together
Transitions	Words that connect different ideas in your writing or speech



# **NewseumED LESSONS**

*NewseumED.org offers free resources to cultivate media literacy skills essential to civic life. NewseumED can help to learn how to authenticate, analyze and evaluate information from a variety of sources and put current events in historical context through standards-aligned lesson plans, videos, primary sources, virtual classes and programs*



# E.S.C.A.P.E. JUNK NEWS

Visit  
NewseumED.org  
for more  
resources!



6 WAYS TO EVALUATE INFORMATION

## E

### EVIDENCE

DO THE FACTS  
HOLD UP?

Look for information  
you can verify.

- Names
- Numbers
- Places
- Documents

## S

### SOURCE

WHO MADE  
THIS, AND CAN  
I TRUST THEM?

Trace who has  
touched the story.

- Authors
- Publishers
- Funders
- Aggregators
- Social media users

## C

### CONTEXT

WHAT'S THE  
BIG PICTURE?

Consider if this is the  
whole story and weigh other  
forces surrounding it.

- Current events
- Culture of trends
- Political goals
- Financial pressures

## A

### AUDIENCE

WHO IS THE  
INTENDED  
AUDIENCE?

Look for attempts to  
appeal to specific groups  
or types of people.

- Image choices
- Presentation techniques
- Language
- Content

## P

### PURPOSE

WHY WAS THIS  
MADE?

Look for clues to the  
motivation.

- The publisher's mission
- Persuasive language  
or images
- Money-making tactics
- Stated or unstated agendas
- Calls to action

## E

### EXECUTION

HOW IS THIS  
INFORMATION  
PRESENTED?

Consider how the way it's  
made affects the impact.

- Style
- Grammar
- Tone
- Image choices
- Placement and layout

## E.S.C.A.P.E. JUNK NEWS

Students learn a handy acronym to help them remember six key concepts for evaluating information, then test the concepts in teams.

**TIME:** 30-60 minutes

**MATERIALS:** E.S.C.A.P.E. Junk News poster (download), E.S.C.A.P.E.: Six Key Concepts worksheets (download), a news story for students to evaluate (for real examples, download the Teacher Resource - Evaluating Online News), internet access

### PREPARE

1. Make copies of the E.S.C.A.P.E. Junk News poster (one per group of students) and the E.S.C.A.P.E.: Six Key Concepts worksheets. (The number of copies will vary, depending on whether you'd prefer students work in small groups or individually.)
2. Select a news story for students to apply the E.S.C.A.P.E. concepts to in their group activity. (Depending on your angle for this topic, you may want to choose a real news story, a fake/questionable story, or both.)
3. Review the E.S.C.A.P.E. poster so you are prepared to discuss the six key concepts.

## DO

1. Ask students how they determine whether information they find online is trustworthy.
2. Introduce the E.S.C.A.P.E. acronym by writing the six key concepts on the board or projecting the poster. Explain that considering even one of these six concepts can help determine whether information is reliable.
3. Go through the six concepts and ask students to help you define each. Then reveal/distribute the poster, including the questions to ask and steps to take to investigate each concept.
4. Divide students into groups, one or two per key concept and distribute the Six Key Concepts worksheets and copies of/link to your selected news story. (Note: The concepts of audience, purpose and execution take less time to investigate, so you may want to consider pairing these with the first three concepts.) Have each group take 10-15 minutes to analyze the news story through the lens of their specific concept. This is a tight timeline, but push groups to work quickly and broadly rather than getting bogged down. (Alternatively: Have the students complete one or two concept worksheet(s) each as homework.)
5. Have groups/students share their findings. As a class, decide if the story is trustworthy or not.

## DISCUSS

1. From one E.S.C.A.P.E. concept alone, could you make a determination about the reliability of this story? Why or why not?
2. Which of these concepts do you think is the most helpful in figuring out whether information is reliable? Why?
3. Which of these concepts do you think is the most difficult to understand or apply? Why?
4. Did you feel you had enough time to apply your concept to this story? In real life, how could you speed up the process of evaluating information that crosses your path?

Name:

Date:



## E.S.C.A.P.E. JUNK NEWS

**E → Evidence**  
**Do the facts hold up?**

**Your news story (title):**

Choose three important facts from this story. The facts could be the names and roles of key individuals involved, a specific event that took place, a quote, a photograph or any other type of evidence that backs up the story.

**Example fact:** Fire Station 106 was closed because of a gas leak in the kitchen.

**Example fact:** Jennifer Smith was the firefighter who first noticed the problem.

**Fact 1:**

**Fact 2:**

**Fact 3:**

Verify these facts. In other words, find another source that independently reported the same fact (not a story that references the story you already have). List the second source that either confirms or contradicts each fact.

**Fact 1:**        **Confirmed?** YES / NO  
                  **Source:**

**Fact 2:**        **Confirmed?** YES / NO  
                  **Source:**

**Fact 3:**        **Confirmed?** YES / NO  
                  **Source:**

Based on this quick investigation, do you think the facts in this story hold up? YES / NO

Explain:



Name:



Date:

## E.S.C.A.P.E. JUNK NEWS

S → Source

Who made this, and can I trust them?

Your news story (title):

Track down the following information for your news story:

1. **The publisher** (The site or organization that provided a space for this story; for example, *The Washington Times*)
2. **The author(s)** (The name(s) and profession(s) of the person or people who wrote it; for example, Sally Hawk, technology reporter)
3. **One source of information within the story** (A person, document or other source for the facts used in the story; for example, Juan Ortiz, a computer science professor, or *Tech Times* magazine survey on app usage)

For each element identified above, answer the following based on your overall impression. Using a scale of 1-10, where 1 is not at all and 10 is very strongly, how much do you trust these sources to provide accurate information about the topic of your news story?

1. **The publisher** 1 2 3 4 5 6 7 8 9 10  
**Explain your rating.** (For example: I have never heard of this source and the website looks cheap)
2. **The author(s)** 1 2 3 4 5 6 7 8 9 10  
**Explain your rating.**
3. **The source within the story** 1 2 3 4 5 6 7 8 9 10  
**Explain your rating.**

Overall, do you think the story is a reliable source of information? YES / NO  
Explain:

Name:  
Date:



## E.S.C.A.P.E. JUNK NEWS

**C → Context**  
**What's the big picture?**

**Your news story (title):**

**What is the main issue or event in this story?**

Find and read two other stories about the same issue or event.

**Story 1      Title:**  
**Publication or website:**

**Story 2      Title:**  
**Publication or website:**

For each additional story, answer the following question: Did this story provide any new or different information about the event/issue?

**Story 1 YES / NO**  
**Explain:**

**Story 2 YES / NO**  
**Explain:**

Based on this quick investigation, do you think this story presents the big picture, or just a piece of the story?

**BIG PICTURE / ONLY A PIECE**  
**Explain:**

Name:

Date:



## E.S.C.A.P.E. JUNK NEWS

A → Audience

Who is the intended audience?

Your news story (title):

Publication/website:

Look closely at your news story and its publication/website and answer the following questions:

1. What does the **publication/website name** tell you about the intended audience? (For example, *The Washington Post* is intended in part for people living or interested in Washington, D.C.)
2. What does the **text of the story** tell you about the intended audience? (For example, difficult vocabulary or unusual terms might indicate that an article is intended for a well-educated audience.)
3. What does the **other content on the publication/website** tell you about the intended audience? (For example, is there a theme in the stories they publish? Do they often write about specific groups or interests?)
4. Based on your answers above, describe the type or types of individuals that make up the audience for this story:
5. Do you think the intended audience shaped the content of this story? In other words, did the writer or publisher change, omit or twist anything in the story to appeal to a certain group? YES / NO

Explain:

Name:

Date:



## E.S.C.A.P.E. JUNK NEWS

### P → Purpose Why was this made?

Your news story (title):

Look for the following possible purposes in your news story and explain why you think each one is or is not applicable.

1. Was this story made to **educate or inform** people about an event/issue? (Possible clues: detailed facts and clear sources, complete information about the topic) YES / NO

Explain:

2. Was this story made to **earn money** for the author or publisher? (Possible clues: ads around the story, appeals for money/support) YES / NO

Explain:

3. Was this story made to **influence** how someone feels about this event/issue? (Possible clues: labeled as opinion or perspective, highly emotional language that "tugs the heartstrings," extreme praise or criticism for key individuals or groups involved in the event or issue) YES / NO

Explain:

Of the three purposes listed above, which do you think is the **main** purpose of this story, and why? (Or, if you think the purpose is something other than the three listed above, explain.)

Based on your answers above about this story's purpose, do you think the story is credible? YES / NO

Explain:

Name:

Date:

## E.S.C.A.P.E. JUNK NEWS

E → Execution

How is this information presented?

Your news story (title):

On a scale of 1 to 10, where a 1 is very sloppy/poorly done and a 10 is very professional/well done, rate each of the following elements of your story:

1. **Clarity** (the writer's ability to clearly present information)

1 2 3 4 5 6 7 8 9 10

**Explain your rating.** (For example: I found this story very confusing.)

2. **Style** (the writer's tone and ability to engage a reader)

1 2 3 4 5 6 7 8 9 10

**Explain your rating.** (For example: I found this story very boring.)

3. **Grammar, typos and spelling** (the writer's technical abilities)

1 2 3 4 5 6 7 8 9 10

**Explain your rating.** (For example: I found lots of incomplete sentences.)

4. **Layout/format** (the way the story appears)

1 2 3 4 5 6 7 8 9 10

**Explain your rating.** (For example: The page is well-organized and easy to read.)

Based on this quick evaluation of the execution, do you think this information is reliable? YES / NO

Explain:



# IS THIS STORY SHARE-WORTHY?

The First Amendment protects the right to report and publish information, but not every story is worth your text, tweet or share. This chart can help you find the good stuff and get rid of the garbage.

## NEED HELP?

**IS IT REAL?**  
Does the **EVIDENCE** hold up?  
Is the **SOURCE** legitimate?  
Run a search for the source name and key facts, people or images from the story to weed out the fakes.

**IS IT WELL-MADE?**  
Are you impressed by the **EXECUTION**? A well-made story starts with **solid facts**. It should be **calm, clear and neat**, not a train wreck of exaggerated emotion (like ALL CAPS WORDS!!!!) and sloppy mistakes.

**IS IT NEWS OR OPINION?**  
What is the **PURPOSE**? News mainly explains what is happening. Opinion takes a stance to judge or make an argument about it. First-person voice or words like "perspective" and "editorial" are often tips that it is opinion.

**IS IT SUPPORTED BY FACTS?**  
Is there good **EVIDENCE**? Look for statistics, studies, historical examples, primary sources, expert analysis or other signs that the writer has done their homework and can back up their argument.

**IS IT BIASED?**  
Does the **EVIDENCE** show you the big picture? Biased stories may leave out key facts, so you only see one side of an issue. They may also exaggerate or downplay the importance of the story in the **CONTEXT** of other news.

**IS THE BIAS OPEN OR SNEAKY?**  
Does the **EXECUTION** clearly aim for a specific **AUDIENCE**? News with an open bias often uses partisan labels in its titles (like "Left-Wing News") or declares support for partisan missions (like "help Republicans get elected"). News with a sneaky bias pretends it isn't biased at all.

**DOES IT ENTERTAIN AND/OR RAISE AWARENESS?**  
What is this story's **PURPOSE**? Weigh whether the story was created for darker reasons, like causing destruction, scamming people for profit, or unfairly hurting someone or something.



**DEFINITELY SHARE-WORTHY**  
This is real, solid information. It may not be all sunshine and rainbows, and you may not like what it has to say, but it's backed up with facts to provide plenty of food for thought. It doesn't have the shock value of a crazy fake news story or the viral potential of an angry rant, but what it lacks in spunkiness it makes up for with reliability and real-world implications.

**MAYBE SHARE-WORTHY**  
It all depends on how you do it. These stories can be perfect for getting insight into how other people think or starting a productive debate, but only if you stay aware of the risks. Take a minute to foresee the possible consequences of your actions and choose your words wisely to steer clear of troll bait or flame wars. Look for a way to stir the pot without making it boil over.

**PROBABLY NOT SHARE-WORTHY**  
Marred by hidden agendas and bad intentions, these stories can fuel destruction and chaos. With no concern for consequences, they can spread deceit, fear and sometimes even danger. From scamming the system for profit to tricking people into bad decisions to just plain making folks look stupid, there's something tricky going on here.

Find more media literacy resources at [NewseumED.org](http://NewseumED.org)

## IS THIS STORY SHARE-WORTHY?

Students use a flowchart to gauge the value of a news story and weigh what they should do with it.

**TIME:** 30-60 minutes

**MATERIALS:** “Is This Story Share-Worthy?” flowchart, either printed on large paper or displayed digitally (download); Is This Story Share-Worthy? worksheet (download); selections from Teacher Resource – Examples for Evaluating Online News (download); internet access

### PREPARE

1. Review the “Is This Story Share-Worthy?” flowchart, including the supporting information for each question (located on the right hand side).
2. Select a variety of news stories for students to evaluate using the flowchart. You can use the examples in the teacher resource or find your own. Ideally, the stories should include a mix of fake news, poor quality news, opinion journalism, biased news and high quality stories. You will need at least one story per group.
3. Make copies of the Is This Story Share-Worthy? worksheet (one per group, or more if they will evaluate more than one story).

### DO

1. Ask students how they receive and share information online. Do they share stories by text? Using social media? Which platforms?
2. Ask students how they decide whether a story is worth passing on.
3. Explain that the Constitution of Ukraine protects our freedom to seek out and share information, but not everything out there is good quality, or even real. Introduce the “Is This Story Share-Worthy?” graphic. Explain that this is a tool that can help them decide whether a story is worth spreading to other people. Go over the questions to make sure students have a general understanding of what they mean and how to navigate the flowchart.

4. Divide students into groups and give each group a news story (or stories), access to the “Is This Story Share-Worthy?” graphic and a copy of the “Is This Story Share-Worthy?” worksheet.
5. Have students use the graphic to fill out the worksheet and reach a conclusion for their assigned story. Then share and discuss their findings and experience.

## **DISCUSS**

5. What type of impact do you think your assigned story would have if it was shared by many people?
6. How easy or difficult was it to use this flowchart? Which questions were the easiest to answer? Which questions were more difficult?
7. Do you agree with the conclusion that you reached using the flowchart? Explain.
8. It’s not realistic to use this flowchart every time you are trying to decide what to do with a story in real life, so what are a few top tips that you can take from this graphic and apply quickly? (For example: Check a key fact if you’re not sure if a story is real or fake.)



Name:

Date:

## IS THIS STORY SHARE-WORTHY?

Title of your news story:

Source:

Use the flowchart to determine whether this story is worth sharing. Start with the first question - Is it real? - and fill in your answer. Then write out the question that your answer leads to. Continue that process until you reach an endpoint: definitely share-worthy, maybe share-worthy or probably not share-worthy. (Note: You may not need every blank on this sheet before you reach an endpoint.)

<p>➤ <b>Question 1:</b> Is it real?</p> <p><b>Answer 1:</b></p>
<p>➤ <b>Question 2:</b></p> <p><b>Answer 2:</b></p>
<p>➤ <b>Question 3:</b> * or *</p> <p><b>Endpoint:</b> Definitely share-worthy / Maybe share-worthy / Probably not share-worthy</p> <p><b>Answer 3:</b></p>
<p>➤ <b>Question 4:</b> * or *</p> <p><b>Endpoint:</b> Definitely share-worthy / Maybe share-worthy / Probably not share-worthy</p> <p><b>Answer 4:</b></p>
<p>➤ <b>Question 5:</b> * or *</p> <p><b>Endpoint:</b> Definitely share-worthy / Maybe share-worthy / Probably not share-worthy</p> <p><b>Answer 5:</b></p>
<p>➤ <b>Endpoint:</b> Definitely share-worthy / Maybe share-worthy / Probably not share-worthy</p>

1. What type of impact do you think this story would have if many people shared it? Why?

2. Do you agree with the endpoint you reached for this story? Explain.

**DEFINITELY SHARE-WORTHY**

EXAMPLE	BECAUSE...

## MAYBE SHARE-WORTHY

EXAMPLE	BECAUSE...

## PROBABLY NOT SHARE-WORTHY

EXAMPLE	BECAUSE...

## EXAMPLES FOR EVALUATING ONLINE NEWS: TEACHER RESOURCE

This collection of links includes fake, real (but surprising or hard to believe) and problematic (where truth and error or spin combine) news stories. Since bogus stories often disappear from the internet (and sometimes real stories, too), you'll also find an archived link for each story that will remain usable even if the original link breaks. (If you need or opt to use the archived URLs, be sure to use them for all examples so they don't give away what's real and what's not.)

Use these stories as conversation starters or in conjunction with our information evaluation tools:

- E.S.C.A.P.E. Junk News: A handy acronym to remember six ways to evaluate information
- Is This Story Share-Worthy? Flowchart: An infographic to guide students as they weigh the value of a story and what to do with it
- Believe It or Not? Putting the Consumer's Questions to Work: A set of questions to guide analysis of sources in research and beyond

**IMPORTANT NOTE:** Fake news sites often feature content that is inappropriate for a classroom environment. We have attempted to locate examples that will work for different ages based on the content in the story and on the surrounding page. However, ad content and other featured headlines may change over time.

**DO NOT ASSUME THAT THESE EXAMPLES ARE CLASSROOM-READY.** Please carefully review your selected examples in advance to ensure they are appropriate for your students. Or, for increased content control, use screengrabs to crop and adapt the content to meet your student's needs.

### Real: Middle school and up

Title	Notes	Archived Link
U.S. Navy Will Use Xbox Controllers to Steer Submarine Periscopes		<a href="http://archive.is/aZijs">http://archive.is/aZijs</a>
Why the Catholic Church Bans Gluten-Free Communion Wafers		<a href="http://archive.is/7zj1l">http://archive.is/7zj1l</a>
Uber Has Just Been Barred From London		<a href="http://archive.is/KLERI">http://archive.is/KLERI</a>
Elections Judge Accused of Driving Off With Voting Equipment		<a href="http://archive.is/AwHWK">http://archive.is/AwHWK</a>

Artist of Stolen \$18K Bullet-Riddled Bieber Painting Says Thief Called Him to Confess		<a href="http://archive.is/Jhrrb">http://archive.is/Jhrrb</a>
Ditch the Other Sports, Try Bog Snorkeling Instead		N/A
Clown Candidate Running for Boston City Council		<a href="http://archive.is/4bQ3o">http://archive.is/4bQ3o</a>
Soon You May Be Able to Get Your Suntan From a Pill		<a href="http://archive.is/nguke">http://archive.is/nguke</a>
Pigeons Better at Multitasking Than Humans		<a href="http://archive.is/U5JQL">http://archive.is/U5JQL</a>
15 Pounds of Frozen Italian Sausage Crashes Down on Family's Roof		<a href="http://archive.is/ugokJ">http://archive.is/ugokJ</a>
Fish Fall from Sky with Rain in Northern Mexico		<a href="http://archive.is/v2ZhL">http://archive.is/v2ZhL</a>
The French Have Unveiled 24/7 Oyster Vending Machines Because, of Course	Do not use if you intend to do "Cooking Up Clickbait" activity first; this story is featured there.	<a href="http://archive.is/mbBq1">http://archive.is/mbBq1</a>

## Real: High school and up (more mature content)

Title	Notes	Archived Link
Looks Like Breitbart Really Digs the New Taylor Swift	AV Club is a nonfiction entertainment news and criticism site tied to The Onion, a satirical site with fake news.	<a href="http://archive.is/FVaUk">http://archive.is/FVaUk</a>
Duterte: If My Son Is Involved In Illegal Drug Trade, Kill Him		<a href="http://archive.is/n0LOq">http://archive.is/n0LOq</a>
Coffee Sold in California Could Carry Cancer Warning Labels		<a href="http://archive.is/jMWnj">http://archive.is/jMWnj</a>
Giant python attacks Indonesian man before being eaten	Do not use if you intend to do "Cooking Up Clickbait" activity first; this story is featured there.	<a href="http://archive.is/Rcuaz">http://archive.is/Rcuaz</a>

## Fake: Middle school and up

Title	Notes	Archived Link
Grandpa Nearly Dies after Girl Unplugs His Life Support So She Can Charge Her Phone	There is no about page, byline or dateline.	<a href="https://archive.is/FeZdy">https://archive.is/FeZdy</a>
World's Most Popular Candy to Be Removed From Shelves by October 2017!	The foot includes the disclaimer that stories "should not be seriously taken."	<a href="http://archive.is/kRHrN">http://archive.is/kRHrN</a>
New \$20 Bill Featuring Robert E. Lee to Make Early Debut in Southern U.S.	The absurd biography on the about page reveals this is a satirical website.  If the story were real, we would have heard about it before.	<a href="http://archive.is/Gbcxb">http://archive.is/Gbcxb</a>
Beyoncé, Jay Z Launch Online Contest to Determine Baby Names	This story is on the same site as above.  Students can check the alleged TMZ source story; it doesn't exist.	<a href="http://archive.is/jFSuV">http://archive.is/jFSuV</a>
Virginia DOT Approves \$491 Million Plan to Install Bike Lanes on Capital Beltway	There's typo in the headline.  Apply a reality check. It doesn't make sense to put bike lanes on a highway.	<a href="http://archive.is/DccYr">http://archive.is/DccYr</a>
Scientists have discovered a way to destroy cancer tumors using nothing but sound waves	The story is sourced to the eventchronicle.com, a site that provides "the latest alternative news."	<a href="http://archive.is/vSDVb">http://archive.is/vSDVb</a>
Samsung Pays Apple \$1 Billion Sending 30 Trucks Full of 5 Cent Coins	This story is posted in the satire section of the website.	<a href="http://archive.is/1m8gS">http://archive.is/1m8gS</a>
Eclipse Blinds Thousands of Trump Fans After Not Believing Scientists	There is no about page, byline or dateline.	<a href="http://archive.is/88cvB">http://archive.is/88cvB</a>
12 Hurricanes Headed Toward U.S.	Scroll past the main story to find the "create a prank" button.	<a href="http://archive.is/QDfUn">http://archive.is/QDfUn</a>



## Fake: High school and up (more mature content)

Title	Notes	Archived Link
House Vandalized With a CVS Receipt	The photograph doesn't look real and the author's name doesn't sound real.  The website's title shows it's a humor site.	<a href="http://archive.is/8KzgN">http://archive.is/8KzgN</a>
UPDATE: Two Clinton Employees Arrested For Destroying Evidence As Uranium Probe Begins	The about section says that the site has "works of pure satirical fiction."	<a href="http://archive.is/Vi751">http://archive.is/Vi751</a> The official site is now offline; only the archived copy can be used.
Carnival Cruise Lines Will Now Offer FREE Cruises	Note the bad grammar and punctuation.  Scroll past the main story to find the "create a prank" button.	<a href="http://archive.is/f5gFC">http://archive.is/f5gFC</a>
Fox Sports Cancels All NFL Broadcasts 'Until Players Respect the Flag'	There is no byline.  A quick online search reveals that there is no Holly McGee at Fox Sports.	<a href="http://archive.is/Ft6eV">http://archive.is/Ft6eV</a> The official site is now offline; only the archived copy can be used.
NFL Fines Pittsburgh Steelers \$1M Each for Skipping National Anthem	There is no byline.  There is a big emphasis on sharing the story on social media.	<a href="http://archive.is/OLH5U">http://archive.is/OLH5U</a> The official site is now offline; only the archived copy can be used.
AG Sessions Tells Congress He's Considering Using Guantanamo to House Drug Offenders	The about section shows it's a satirical news site.	<a href="http://archive.is/DDpQq">http://archive.is/DDpQq</a>
Black Lives Matter THUGS Blocking Emergency Crews From Reaching Hurricane Victims	The photo doesn't have an attribution.  The byline doesn't sound real.  There are typos in the text and a capitalized word in the headline.	<a href="http://archive.is/VNWE2">http://archive.is/VNWE2</a> The official site is now offline; only the archived copy can be used.
'We Blew Up WTC 7 on 9/11' CIA Agent Confesses on Deathbed	The photo doesn't have a credit.  The website's footer includes the disclaimer that "anyone can write on Disclose.tv."  The about section reveals the site is "dedicated to ... alternative topics."	<a href="http://archive.is/H9t1c">http://archive.is/H9t1c</a>

## Problematic: Middle school, high school and up

Title	Notes	Archived Link
Top Scientist Tells CBS: HAARP Responsible for Recent Hurricanes	The interview clip is real, but it is several years old and manipulated and taken out of context.	<a href="http://archive.is/Kg9mV">http://archive.is/Kg9mV</a>
When BLM Crashed the Trump Party Things Took a Turn No One Expected	This event took place, though as the banner “conservative headlines” suggests, it’s news reported to appeal to a specific audience.	<a href="http://archive.is/Vybrl">http://archive.is/Vybrl</a>
Jared Kushner Registered to Vote as a Woman	Although Jared Kushner was indeed registered as a woman, it turns out this was due to a database error, not what he wrote on his registration form. The headline suggests he made the error, rather than a computer system.	<a href="http://archive.is/clEtD">http://archive.is/clEtD</a>
Hillary Clinton Funding is Responsible for Antifa to the Tune of \$800K	This article contains some verifiable facts about what happened to Hillary Clinton’s leftover campaign funds, but falsely characterizes the political groups partnering with Clinton’s new organization as Antifa. It also twists what the original <i>Daily Caller</i> article <u>actually</u> said.	<a href="http://archive.is/ZMmqj">http://archive.is/ZMmqj</a>
Trump Warns Flu Shots Are the Greatest ‘Scam’ In Medical History	Trump did say this, but this interview is old and the article includes multiple claims about vaccinations that are patently false.	<a href="http://archive.is/Rzx8o">http://archive.is/Rzx8o</a>
Bralley Threatened Litigation Over Chickens at Holiday Lake Vacation Home	PolitiFact offers an in-depth explanation of why the claim that this candidate “threatened litigation” does not hold up.	<a href="http://archive.is/WKKaU">http://archive.is/WKKaU</a>

<b>Title</b>	<b>Notes</b>	<b>Archived Link</b>
200 Stranded Marines Needed a Plane Ride Home, Here's How Donald Trump Responded	Snopes has an in-depth explanation of why although these Marines did fly home in a plane that said "Trump," Trump himself could not have sent the plane.	<a href="http://archive.is/xNM8y">http://archive.is/xNM8y</a>
British Schools 'Ban' Jesus Christ Nationwide	Although schools have decided to stop using B.C. and A.D. with dates in official texts, they have not "banned Jesus Christ." The headline is misleading.	<a href="http://archive.is/cVwar">http://archive.is/cVwar</a>

Навчально-методичне видання

Oksana Torubara

# ENGLISH FOR MEDIA LITERACY

## MOOC Guide

### *Facilitator's Book*

Технічний редактор

*О. Єрмоленко*

Комп'ютерна верстка  
та макетування

*О. Клімова*

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