

the.Medic

Prescription Drug Abuse Series
“Media Literacy” Script and Curriculum
Segment 4

the.Medic
is a feature of

the.News

A daily news broadcast for High School and Middle School students
now under development by MacNeil/Lehrer Productions

**This series has been prepared in collaboration with
the National Association of School Nurses**

Prescription Drug Abuse Series
“Media Literacy” Script and Curriculum
Segment 4

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Spring, 2008

Dear Educator,

The White House Office of National Drug Control Policy reported this past January that more teens abuse prescription drugs than any illicit drug other than marijuana. According to the report, more than 2.1 million teenagers abused prescription drugs in 2006.

MacNeil/Lehrer Productions is developing *the.News*, an in-school news broadcast for high school and middle school students and teachers that will emphasize 21st Century learning objectives. *the.News* will include a regular health awareness feature called *the.Medic*.

As part of our development process we have created a prototype *the.Medic* series that focuses on teenage prescription drug abuse. The series includes five videos, each roughly four minutes long. Four reports are for students, the fifth for parents. The videos are accompanied by lesson plans with curriculum appropriate for middle and high school students in the subject areas of science and language arts. The segments are:

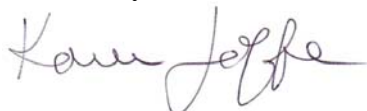
- Segment 1 “Myth Busting”
- Segment 2 “Science of Addiction”
- Segment 3 “Changes for Life”
- Segment 4 “Media Literacy”
- Segment 5 “What Parents Should Know”

The curriculum and video features have been informed by *the.News* instructional design that can be found on the website www.macneil-lehrer.com/thenews. The curriculum includes content-based standards, discussion questions, student activities, vocabulary and primary reference sources. This material is presented as options to fit teachers’ instructional needs.

This series was produced in collaboration with the National Association of School Nurses (www.nasn.org), which is also developing prototype school assemblies on teenage drug abuse. Funding was provided by PriCara™, Division of Ortho-McNeil-Janssen Pharmaceuticals, Inc.

For further information and questions about this material contact Lisa Denny at ldenny@newshour.org.

Sincerely,




Karen W. Jaffe
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“Media Literacy” Script

Segment Four

	TIME	SHOT / TITLE	DESCRIPTION
1.	00:00		ANIMATED OPEN
2.	00:12	On camera	ANTONIO ON CAMERA: HI, I'M ANTONIO NEVES AT THE.NEWS. POPPING PILLS TO CURE EVERY ILL MAY SEEM PART OF OUR CULTURE THESE DAYS... YOU SEE IT IN MOVIES AND MAGAZINES, ON TELEVISION, AND ON THE INTERNET.
3.	00:23 00:28	Pictures of pills On camera	Renee Hobbs: Our culture has condoned the use of drugs as a lifestyle choice, our young people are aware of the idea that if you want to alter your mood, just take a pill
4.	00:36 00:42	Hobbs at her desk Pictures of pills/bar	VOICE OVER: RENEE HOBBS TEACHES MEDIA LITERACY AT TEMPLE UNIVERSITY IN PHILADELPHIA. SHE SAYS SHE IS NOT SURPRISED THAT TEENAGE PRESCRIPTION DRUG ABUSE IS ON THE RISE GIVEN THAT THE MEDIA AND CELEBRITIES GLAMOURIZE ITS USE.
5.	00:48	On camera	Hobbs: Very glamorous individuals engaging in a lifestyle that looks awfully attractive and making use of alcohol and tobacco and prescription drugs.
6.	00:59	On camera	NEVES ON CAMERA: PROFESSOR HOBBS BELIEVES THAT TEENS MUST ASK QUESTIONS SO THEY CAN UNDERSTAND THE TRUTH... WHAT IS THE REALITY, NOT THE FANTASY, ABOUT THE MESSAGES THEY SEE. THIS SORT OF KNOWLEDGE IS CALLED MEDIA LITERACY.

7.	01:10	Picture of website	NAT SOUND - MEDIA LITERACY WEBSITE
8.	01:12 01:18	On camera	Hobbs: What's the purpose of this message, what techniques are used to get me to feel or believe a certain thing and when we ask those questions then we can recognize the subtext, the hidden messages.
9.	01:24 01:34	Pictures of magazine headlines On camera	Hobbs: Music and popular culture and films always present the altered state as something exotic, attractive and desirable. Do we want them to get an understanding of what's missing, of what's not being shown? So we want them to have a better understanding of the negative consequences of using drugs.
10.	01:44	Students talking with Dr. Hart	VOICE OVER: THAT MESSAGE DOES SEEM TO RESONATE WITH SOME TEENAGE STUDENTS AT THE HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES IN NEW YORK CITY
11.	01:50	On camera	Milira Norton: The media plays a big role in what you do
12.	01:54	On camera	Shamay Drayton: But there's in-betweens too, there's like the type that say, "Ok, I love her, I'm going to be just like her" and then there's the type that says, "Ok, I see her mistakes, I love her, and I'm going to be the opposite of her."
13.	02:04	Students talking with Dr. Hart	VOICE OVER: DR. CARL HART TEACHES ABOUT DRUG ADDICTION AT COLUMBIA UNIVERSITY. HE REGULARLY VISITS WITH HIGH SCHOOL STUDENTS TO TALK ABOUT THE FACTS VERSUS THE MYTHS OF PRESCRIPTION DRUG ABUSE.

14.	02:14	On camera	<p>Hart:</p> <p>So, I want to make sure that the information that's out here is accurate and I want to make sure that our credibility as scientists, as public educators, is enhanced by making sure that the messages they get is accurate and hopefully we make an impact.</p>
15.	02:30		<p>VOICE OVER:</p> <p>RENEE HOBBS SAYS MEDIA LITERACY CAN HELP TEENS BETTER UNDERSTAND THE MIXED MESSAGES THEY GET ABOUT PRESCRIPTION DRUGS. SHE RECOMMENDS FOUR STEPS:</p> <p>FIRST, LOOK AT THE MESSAGE</p> <p>NEXT, REFLECT UPON IT</p> <p>ANALYZE THE PURPOSE OF THE MESSAGE</p> <p>AND FINALLY, TAKE ACTION BY CONSTRUCTING YOUR OWN MESSAGE.</p>
16.	02:47	PSA	<p>MUSIC OF PSA “DANGEROUS GAMES”- loading pills into a gun</p>
17.	02:49	PSA	<p>VOICE OVER:</p> <p>THIS PUBLIC SERVICE ANNOUNCEMENT WAS CREATED BY A STUDENT GROUP IN WESTCHESTER COUNTY, NEW YORK CALLED PEERS INFLUENCE PEERS.</p>
18.	02:58	PSA	<p>VOICE OVER:</p> <p>I'M ANTONIO NEVES FOR THE DOT NEWS</p>

If you wish to stop the video at any time, refer to the running time listed on the printed script. Each segment begins at 00:00 and the time is displayed in the lower corner of your video player.

“Media Literacy” Science Curriculum Segment Four

This lesson has been designed to support *the.News* video “Media Literacy.” The video can be found online at http://www.pbs.org/newshour/thenews/themedic/story.php?id=3060&package_id=636.

Grade Level: Middle School/High School

Content Areas: Science/Media Literacy

Vocabulary:

Addiction: A chronic, relapsing brain disease characterized by compulsive drug seeking and use, despite harmful consequences, and by neuro-chemical and molecular changes in the brain.

Cerebellum: The cerebellum is involved in the coordination of voluntary motor movement, balance and equilibrium and muscle tone.

Corpus Callosum: A broad, thick band (largest connective pathway) in a human brain consisting of more than 200 million nerve fibers that connect the left and right sides (hemispheres) of the brain. Each hemisphere of the brain has dominant functions: the left hemisphere functions in language, mathematics and logic; the right hemisphere functions in special abilities, face recognition, visual imagery and music.

Endorphins: Small, protein molecules produced by cells in the nervous system and other parts of the body. Their important role is to work with sedative receptors in the brain, spinal cord and other nerve endings that are known to relieve common pain.

Frontal Lobe: Part of the human brain (can be seen in adjacent graphic) associated with reasoning, planning, parts of speech, movement, emotions, problem solving and decision making; controls emotional response, expressive language and memory for habits and motor activities.



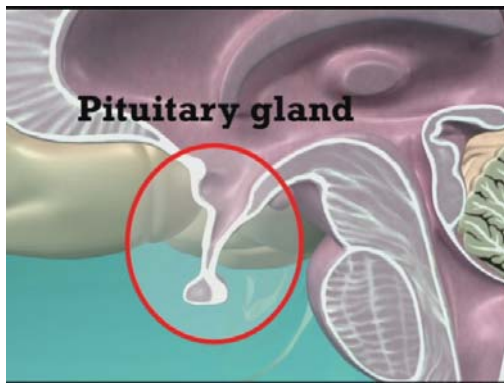
Occipital Lobe: Part of the human brain associated with many aspects of vision perception and processing.

Opiate Receptors: Within the limbic system, brainstem and spinal cord, there are places on certain nerve cells that recognize opioids. When stimulated by opioids, these sites -- called opiate receptors -- trigger responses in the brain and body.

Opiate Receptor System: (Also known as a brain reward system) A brain circuit that, when activated, reinforces behaviors. The circuit includes dopamine-containing neurons. The activation of this circuit causes feelings of pleasure.

Opioids: Commonly prescribed medications used to treat moderate to severe pain. Opioids attach to opioid receptors, where they can change the way a person experiences pain.

Parietal Lobe: Part of the human brain associated with perception of stimuli related to touch, pressure, temperature and pain; functions in integration of different senses that allows for understanding a single concept.



Pituitary Gland: A small, pea-sized gland (can be seen in adjacent graphic) located at the base of the brain that functions as "The Master Gland." It sends signals to the thyroid gland, adrenal glands, ovaries and testes, directing them to produce many hormones that have dramatic effects on metabolism, blood pressure, sexuality, reproduction and other vital body functions.

Prefrontal Cortex: Part of the Frontal Lobe associated with problem solving, emotion and complex thought.

This is the last part of the brain to develop (does not finish developing until mid 20s).

Prescription Drug Misuse (Abuse): Taking a medication in a manner other than that prescribed or for a different condition than that for which the medication is prescribed.

Respiratory Breathing Centers in the Brain: A group of nerve cells in the brain that control the rhythm of breathing in response to changes in levels of oxygen and carbon dioxide in the blood and cerebrospinal fluid. Barbiturates, anesthetics, tranquilizing agents and morphine are central nervous system depressants that can depress the respiratory center, causing breathing to slow or stop.

Temporal Lobe: Part of the human brain associated with perception and recognition of auditory stimuli, memory and speech.

* Definitions obtained from various sources; see resources starred (*) at the end of this curriculum.

Materials:

- 1 piece of poster board and a marker
- Activity Sheets #1 (p.84) and #2 (p.85) per person

Background: Segment Three describes the stories of several young people whose lives became 'out of control' due to alcohol and drug abuse. The case studies tell of the difficulties faced by these young people and the concerns others had for their safety.

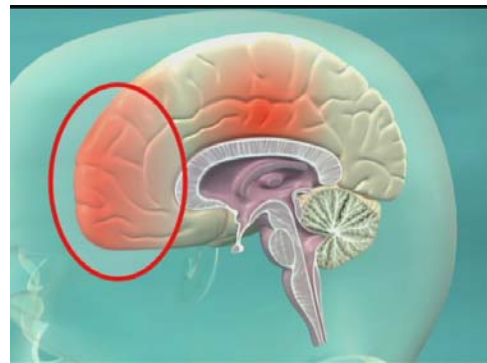
Their stories support what is known about addiction. Addiction alters areas of the brain that are critical to decision-making, learning and memory, and control of behavior. It is similar to other diseases in that it disrupts normal functioning of organs or systems, has harmful consequences, is preventable and treatable and if left untreated, can last throughout a lifetime.

Sadly, many young drug abusers do not live to tell their stories. Stories of celebrities who die of ‘accidental’ drug overdoses are generally of interest to young people. Some celebrity deaths due to a prescription drug overdose are:

- Actress Marilyn Monroe, age 36 died from an overdose of sleeping pills.
- Anna Nicole Smith died at age 39 from accidental overdose of chloral hydrate and other prescription drugs.
- Actor Heath Ledger died at age 28 from an overdose of sleeping pills and other drugs.

Dr. Jay Giedd, MD, Chief of Brain Imaging in the Child Psychiatry Branch at the National Institute of Mental Health (NIMH), has focused on the biological basis of cognitive, emotional and behavioral disorders in children and adolescents. He emphasizes the need for teenagers to understand that their brains are different from adult brains and that brains are always changing.

One finding from neuroscience is the importance and late development of the frontal lobe of the brain. This part of the brain is often referred to as “the seat of executive function” and it does not fully mature until young adulthood (20-25 years of age). The frontal lobe is the region of the brain that plays critical role in memory, voluntary motor behavior, impulse control, decision-making, planning and other higher order functions. This part of the brain is still developing throughout the teenage years. This critical time in brain development is a good time to make wise choices about behaviors that will not damage or effect the development of the brain.



Dr. Giedd tells us that all mammals have three things in common: risk-taking, sensation-seeking and importance of non-biological family members in their lives. The focus of this activity is to identify things that can be done throughout the teenage years to fulfill those needs without damaging the developing brain.

Objectives: Following the viewing of Segment Four and involvement in the instructional activity that follows, students will describe ways that teenagers can be involved in activities that satisfy their needs to take risks and associate with others

Learning Skills linked to Information and Communication Technology Literacy K-12
(Literacy for the 21st Century
www.21stcenturyskills.org)

socially without consequences to their still-developing brains.

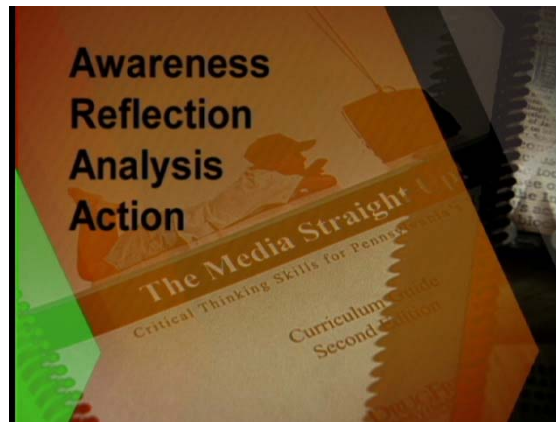
Scientific Literacy

- Drugs change how the body functions

Communication Technology Literacy

- Use information to gain awareness
- Reflect on and analyze data and case studies to gain insights
- Demonstrate sound reasoning
- Develop, implement, and communicate ideas to others
- Demonstrate teamwork and work productively with others

Overview: Students will apply the four steps for dealing with media messages: awareness, reflection, analysis and action. They will review the case studies of Hayley, Tim, Kyle and Gabriella from the video segments and reflect on and analyze their behaviors. They will review the functions of the parts of the brain and focus on the importance



of the frontal lobe. Using information about the late development of the frontal lobe and the two basic biological needs, they will identify ways that teenagers can take risks and be socially involved with peers without causing damage to their brains.

Learning Skills linked to ICT Literacy for Science

- Access and use information from a variety of sources
- Analyze and explore how messages are constructed
- Evaluate media's explicit and implicit messages and make judgments about the value of messages related to moral, ethical or democratic principles
- Express or create messages effectively using a variety of media tools

Engagement: Have students review the stories of Hayley, Kyle, Tim and Gabriella and some of the reasons why they were abusing prescription drugs and some of the ways that abusing the drugs affected their lives.

Exploration: Divide students into groups of three or four. As a class or within groups, have students read the information provided on the Activity Sheet #1 (p.84) and discuss the three questions that follow.

Next share with students the statement from Dr. Giedd.

Dr. Giedd tells us that all mammals have three things in common: risk-

National Science Education Standards

Science in Personal and Social Perspectives (5-8)

- Personal Health
 - Alcohol and other drugs are often abused substances. Such drugs change how the body functions and can lead to addiction
- Risks and Benefits
 - Risks are associated with personal hazards such as smoking, dieting, and drinking
 - Important personal and social decisions are made based on perceptions of benefits and risks

taking, sensation-seeking and importance of non-biological family members in their lives. The focus of this activity is to identify things that can be done throughout the teenage years to fulfill those needs without damaging the developing brain.

You might hypothesize that your local government (mayor/county executive) has developed a task force on teen drug abuse and are looking for ideas that could be developed/promoted in the community. Ask students to provide a list of ways that teens can satisfy a need to take risks and to enjoy social involvement without consequences to their still-developing brain. (If the students become engaged in this activity you might consider sharing these ideas within your community).

A two-column graphic organizer is provided on Activity Sheet #2 (p.85). Students should “brainstorm” ways that teens can take risks and be socially involved. List all ideas on the organizer.

Explanation: After a reasonable amount of time, have students share their ideas. Each group should select one ‘good idea’ and select one member to add it to a class poster.

Assessment: Through discussion, completed organizers and oral presentations students will show that they have an understanding that drugs can change how the body functions. In addition, they will:

- Use information from the video segments to gain awareness
- Reflect on and analyze data and case studies to gain insights about consequences to decisions
- Demonstrate teamwork and work productively with others
- Develop, implement and communicate ideas about ways in which teenagers can be involved in activities that satisfy their needs to take risks and associate with others socially, without consequences to their still-developing brains
- Use information to formulate thought from a variety of sources
- Analyze and explore how messages are constructed
- Evaluate media’s explicit and implicit messages and make judgments about the value of messages related to moral, ethical or democratic principles
- Express or create messages effectively using a variety of media tools

Extensions: If possible, provide additional time for students to answer questions they may have about prescription drugs and their effects and extend their learning through interviews with professionals, reading, videotapes or DVD programs, or Internet research.

Extensions for High School: Students may wish to investigate the personal choices made by athletes and celebrities and their reasons for taking or abusing drugs. They may wish to explore and debate how personal goals, peer and social pressures, ethnic and religious beliefs, and understanding of biological consequences can all influence decisions about practices and relationships.

Resources:

- Campbell, N.A. Biology. Redwood City, CA: The Benjamin/Cummings Publishing Co, Inc., 1990. *
- Center for Neuro Skills (Largely a site dedicated to brain injuries but with some useful information on the parts/functions of the brain), www.neuroskills.com/brain.shtml. *
- Jensen, Eric. Brain-based learning. San Diego, CA: The Brain Store, 2000. *
- Literacy for the 21st Century, Information and Communication Technology Literacy K-12. Tucson, AZ: Partnership for 21st Century Skills, www.21stcenturyskills.org. *
- Lopez, Dr. Ralph I. The Teen Health Book: A Parents' Guide to Adolescent Health and Well-Being, New York: WW Norton, 2002.
- Medline Plus, <http://medlineplus.gov/> (health information from the world's largest medical library, the National Library of Medicine). *
- National Cancer Institute. US National Institutes of Health, www.cancer.gov. *
- National Institute on Drug Abuse. Drugs, Brains, and Behavior: The Science of Addiction, NIDA Pub. No.07-5605. April, 2007, <http://www.drugabuse.gov/scienceofaddiction/>. *
- National Institute on Drug Abuse. NIDA for Teens: The Science Behind Drug Abuse, www.teens.drugabuse.gov. *
- National Institute on Drug Abuse. Prescription Drug Abuse, Topics in Brief. March, 2008, <http://www.drugabuse.gov/pdf/tib/prescription.pdf>. *
- National Institute on Drug Abuse. Prescription Drugs: Abuse and Addiction. NIDA Pub. No. 05-4881, Revised August, 2005, <http://www.drugabuse.gov/PDF/RRPrescription.pdf>. *
- National Research Council. National Science Education Standards, Washington, DC: National Academy Press, 1996. *
- Neuroscience for Kids, <http://faculty.washington.edu/chudler/split.html>. *

Activity Designer:

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Activity Sheet #1: Background Information from Dr. Jay Giedd, MD, Chief of Brain Imaging in the Child Psychiatry Branch at the National Institute of Mental Health (NIMH)

Dr. Giedd has focused his work on the biological basis of cognitive, emotional, and behavioral disorders in children and adolescents. He emphasizes the need for teenagers to understand that their brains are different from adult brains and that brains are always changing.

One finding from neuroscience is the importance and late development of the frontal lobe of the brain. This part of the brain is often referred to as “the seat of executive function” and it does not fully mature until young adulthood (20-25 years of age). The frontal lobe is the region of the brain that plays critical role in memory, voluntary motor behavior, impulse control, decision-making, planning and other higher order functions. This part of the brain is still developing throughout the teenage years. This critical time in brain development is a good time to make wise choices about behaviors that will not damage or effect the development of the brain.

Questions for Discussion:

1. In the information above, what is described as the difference between the adolescent brain and the adult brain? (Although brains are constantly changing, the adolescent brain is not fully developed until the early to mid 20s)
2. What part of the brain is most affected by this difference? (The frontal lobe)
3. What might happen if the ‘seat of executive function’ is damaged? (The frontal lobe is the part of the brain that controls memory, voluntary motor behavior, impulse control, decision-making, planning and other higher order functions).

Activity Sheet #2: Wise Choices for a “Healthy Brain”

Activity: Use the two-column organizer below to record ideas within your group about ways teens can satisfy a need to take risks and to engage in social activity without causing damage to their developing brains.

Ideas for “brain-healthy” risk-taking	Ideas for “brain-healthy” social activity

“Media Literacy” Language Arts Curriculum Segment Four

This lesson has been designed to support *the.News* video “Media Literacy.” The video can be found online at http://www.pbs.org/newshour/thenews/themedic/story.php?id=3060&package_id=636.

Grade Level: Middle/High School

Content Areas: English/Language Arts

Key Concept: Analyzing advertising techniques and creating advertisements that send important messages about prescription drug abuse

Key Vocabulary:

Culture: A particular form or stage of civilization, as that of a certain nation or period.

Media: The means of communication, as radio and television, newspapers and magazines, that reach or influence people widely.

Subtext: The underlying or implicit meaning of something.

*Definitions from www.dictionary.com

Background: The fourth video segment of *the.Medic* series reveals the role that the media plays in the growing prescription drug problem among teens. Teenagers revere and glorify the figures, events, attitudes and values that they see in the media and, more and more, various drugs are playing a role in these. *the.Medic* features insights from Renee Hobbs, an expert in the field of media literacy, as well as from teenagers themselves who cope with the influence of celebrity culture.



This Language Arts curriculum asks students to make their own advertisements (print, audio or video) that convey messages counter to the messages teens typically get from the media about drug use. In doing so, they get the opportunity to critique the messages behind the images they are inundated with every day and to create their own messages.

Materials:

- Computers with Internet access
- A variety of print advertisements taken from magazines and other sources

- Proposal Outline (Handout #1 - p.91)
- Materials for making students’ own advertisements—paper and markers/paints, graphic design program, digital cameras, video equipment, and/or voice recorders, etc.

Procedure:

(time frame: 5-8 class periods, depending on the complexity of the advertisements that are made)

1. Bring in print advertisements from a variety of magazines and have students choose one. Students should look at the advertisement and do the following in writing:

- Describe *literally* what they see in the advertisement. What do the people look like? What items are shown? What is the tone of the ad? What colors or other visual elements are apparent?
- What is the advertisement selling? How do you know?
- By connecting the first set of questions with the second, analyze *how* this company is selling his/her product. Every advertisement has the same kind of message: “If you purchase/use/eat/drink/own this product, you will _____ (typically something positive—“get a date,” “be cool,” “be beautiful,” etc.)” What is the inherent message in this particular advertisement?

McRel Learning Objectives: Standard 1 - Uses the general skills and strategies of the writing process

Level III (Grades 6-8)

- Uses a variety of prewriting strategies

Level IV (Grades 9-12)

- Uses a variety of prewriting strategies

Particularly for middle school students, it would help to model this process and give an example.

2. Share what students discovered and discuss:

- What role do advertisements play in helping you choose how you will spend your money? What role do they play in how you perceive yourself, your peers, etc.?
- How many of these advertisements used celebrities? Why? How does seeing celebrities in an ad influence your perception of the product being advertised?
- Why does our culture idolize celebrities?

McRel Learning Objectives: Standard 8 - Uses listening and speaking strategies for different purposes

Level III (Grades 6-8)

- Plays a variety of roles in group discussions
- Makes oral presentations to the class

Level IV (Grades 9-12)

- Makes formal presentations to the class
- Uses a variety of verbal and nonverbal techniques for presentations

3. Transition to the topic of prescription drug abuse, possibly using a popular celebrity. Have students discuss the connection between our admiration and idolization of celebrities and the drug culture that celebrity life often promotes.

It may help to have relevant news articles or even celebrity gossip magazines for students to peruse in class so they can see some of these connections made tangible and apply the process they went through in the first activity.

4. Show *the.Medic* Segment Four.
5. After viewing the video segment, discuss Professor Hobbs' philosophy on media literacy and terms like "subtext" and "hidden message." What were some of the subtexts and hidden messages in the advertisements students looked at earlier in class?

McRel Learning Objectives: Standard 9 - Uses viewing skills and strategies to understand and interpret visual media

Level III (Grades 6-8)

- Understands a variety of messages conveyed by visual media
- Understands how language choice is used to enhance visual media
- Understands how symbols, images, sounds and other conventions are used in visual media

Level IV (Grades 9-12)

- Uses a range of strategies to interpret visual media
- Understands the conventions of visual media genres
- Understands how images and sound convey messages in visual media
- Understands effects of style and language choice in visual media

Professor Hobbs talks about a four-step process. Discuss each step with students and brainstorm various ways students can engage in this process as a way of thinking more critically about the messages that surround them:

One: Awareness: look at the message

Two: Reflection: think about the message

Three: Analysis: determine the purpose of the message

Four: Action: construct your own message

Explain to students that they will be completing an assignment for which they will need to follow these four steps.

6. Give assignment, as follows (teacher can determine if it is an individual assignment or one that can be created collaboratively with a partner): Imagine that you are part of an advertising company that wants to use the typical advertising techniques to sell a simple message: **Don't Abuse Prescription Drugs.** You will create an advertisement (print, audio or video) and outline a proposal explaining the message in your ad.

Students should use prior knowledge about prescription drug abuse from previous *the.Medic* segments in addition to Segment Four. If they did not have exposure to earlier segments,

McRel Learning Objectives: Standard 7 - Uses reading skills and strategies to understand and interpret a variety of informational texts

Level III (Grades 6-8)

- Uses reading skills and strategies to understand a variety of informational texts
- Summarizes and paraphrases information in texts
- Uses new information to adjust and expand personal knowledge base

Level IV (Grades 9-12)

- Uses reading skills and strategies to understand and evaluate a variety of informational texts
- Uses text features and elements to support inferences and generalizations about information

they should engage in some research to find information on the topic.

7. Before beginning to work on the advertisements, students should brainstorm ideas or, at least, sketch out their thoughts for their proposal (see Proposal Outline—Handout #1 - p.91). Guide students to use images that will speak to the audience in such a way that the message is conveyed in the subtext of the image. Use the student-created PSA from the video segment or others from the websites listed in “Resources” as examples.

8. Once the advertisements are finished, have students look at one another’s ads in an organized fashion. If they are video clips, students could watch them in a computer lab; if they are posters or photographs, they can be displayed around the classroom; if they are audio clips, students can listen to them on computers with headphones, etc.

Each student should have the opportunity to watch/listen to/view at least three advertisements by other students in the class. Have students

take 2-part notes on each advertisement they view: 1) What is this ad showing on the surface? 2) What message do you take away from this ad? What is the subtext?

9. Wrap up the lesson with a discussion that emphasizes the necessity of being aware of the media images they are constantly exposed to, thinking about them rather than just passively consuming them, analyzing them to understand the subtext and hidden meaning and using what they learn to create their own messages.

McRel Learning Objectives: Standard 10 - Understands the characteristics and components of the media

Level III (Grades 6-8)

- Knows characteristics of a large range of media
- Understands the different purposes of various media
- Understands the ways in which image makers carefully construct meaning
- Understands influences on the construction of media messages and images

Level IV (Grades 9-12)

- Understands that media messages have economic, political, social and aesthetic purposes
- Understands how different media are structured to present a particular subject or point of view
- Understands aspects of the construction of media messages and products
- Understands different aspects of advertising in media
- Understands the extent to which audience influences media production
- Understands the relationship between media and the production and marketing of related products
- Understands the influence of media on society as a whole
- Understands the role of media in addressing social and cultural issues

Assessment:

Students’ projects should be assessed on their:

- Understanding of the ways in which media uses images and text to convey both overt and underlying messages
- Ability to use symbols, images and text to convey their own messages
- Creativity, imagination and willingness to “think outside the box”
- Effectiveness, as indicated in other students’ responses to the advertisements

Resources:

- Above the Influence, National Youth Anti-Drug Media Campaign, <http://www.abovetheinfluence.com>. (The most recent campaign, which encourages kids to be “above the influence” of drugs. Includes various interactive resources, first-hand accounts, Q&As, and other information, including information specific to prescription drugs. A good place to see teen-produced video segments, as well as PSAs related to drug abuse to gather ideas for the students’ own advertisements).
- AdvertisementAve.com, <http://www.advertisementave.com> (A commercial website that features many of the most popular television contemporary television advertisements, organized by category, product, company, etc.).
- Alliance for a Media Literate America, <http://www.amlainfo.org/> (Site includes general information about media literacy, mostly useful for teachers).
- American Academy of Pediatrics, www.aap.org.
- Center for Media Literacy, www.medialit.org.
- Considine, David and Gail Haley. Visual Messages, Westport, CT: Greenwood Press, 1992.
- Hobbs, Renee. “Improving Reading Comprehension by Using Media Literacy Activities,” Voices from the Middle 8 (4) 44-50. National Council for the Teaching of English (NCTE), 2001.
- Hobbs, Renee. “Media Literacy Skills, Interpreting Tragedy,” Social Education 65 (7): 406-411, National Council for the Social Studies (NCSS) 2001.
- Media Education Lab at Temple University, <http://www.mediaeducationlab.com/> (A multi-faceted website that offers information for teachers, parents, and students on media literacy, including curriculum materials and links to other sites that address media literacy).
- “Prescription Medicine Abuse: A Serious Problem.” The Partnership for a Drug-Free America, January 23, 2008, Retrieved April 2008, http://www.drugfree.org/Portal/DrugIssue/Features/Prescription_Medicine_Misuse (This is a good starting point for gathering more information about the growing problem of prescription drug abuse).
- Signorielli, Nancy. Mass Media Images and Impact on Health: A Sourcebook, Westport, CT: Greenwood Press, 1993.

Activity Designer: Jenny Chrest

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HANDOUT #1

**ADVERTISEMENT
PROPOSAL OUTLINE**

I. What images will your advertisement include (give as many details as possible)?

A.

B.

C.

II. What words/text will your advertisement include?

A.

B.

C.

III. What are viewers supposed to see on the surface of the advertisement?

IV. What message do you hope they take away from the subtext? How do you attempt to create this subtext?

V. How does this compare/contrast with real advertisements you have seen?