

Introduction

You encounter media everywhere. You watch films and series on TV, search the Internet, play games and you are in contact with your friends almost 24 hours a day via Hyves, Facebook, Twitter or MSN.



New apps for your IPod, iPhone, Blackberry or other smartphone are available virtually every day. Whereas in the past people had to go to the library to search for information, these days you can gather whatever information you want from throughout the world. It is impossible to imagine life today without modern media and the help it offers us in our daily lives. The power of modern media is apparent from the speed with which information can be exchanged. For example, if a child goes missing and someone posts that up on Twitter this message has an enormous reach. People re-tweet the message and within a short period of time half of the Netherlands knows about it. The recent uprisings in North Africa and the Middle East have a great deal of their success

facebook

to thank for to *social media* such as Facebook. If there is something that you know a lot about then you can use the Internet to share those interests with people throughout the entire world.

However, modern media also has its unpleasant sides. No doubt you will have experienced or heard about people being bullied via Internet, which is known as *cyber-bullying*. Previously, someone would swear at you or hit you in the playground but you were safe again when you got home. These days, in such cases you are not safe anywhere. People can send you unpleasant text messages or leave nasty messages on your Hyves. Many *loverboys* (boys who seduce girls to have paid sex with strangers) are active on the Internet and the 'old fashioned' paedophile has also discovered modern media.

Because modern media developments are proceeding faster and are becoming increasingly complex we have decided to introduce the Media Literacy subject. This subject is intended to familiarise young people with the *sensible* use of modern media.



The “Media Literacy” subject?

In 2005 the Ministry of Education, Cultural Affairs and Science published a report about media literacy, in which it stated that young people in the Netherlands were insufficient *media literate*. They define the term Media Literacy as follows:

“the combined knowledge, skills and mentality that allow citizens to engage consciously, critically and actively in a complex, changing and profoundly media-based society”

In other words:

“All of the knowledge and skills you need to be critical of and to be able to view everything happening in the media with awareness”

The world of modern media is changing so quickly that you now need a range of tools in order to be able to use these media. In this subject we will not be delving deeply into the technical aspects like “How does a computer work?”, but we will be looking at “How do you deal with the media?”

This year is divided into four subjects about using media. Each subject will be concluded with a product, such as a PowerPoint presentation, creating a website or making a short film. You will receive a mark for that product, which will be added to your report.

The subjects are:

1. Checking sources
2. Manipulation
3. Sexualising the media
4. Codename Future/Splitzz

For each subject you will have to undertake assignments that you complete in the work book. At the beginning of each section you will be provided with a brief explanation about the section and the remainder of the explanation will be provided during the lesson.

Enjoy it, and at the end of this year you will be able to say with confidence:

“I am media literate”

Subject 1:

“Checking sources”

Check your sources. You can find a lot of information on the Internet but how do you know whether something is reliable or not? Anyone can post something on the Internet but that does not mean that it is true. For example, if you have to do a project about “Julius Caesar” then how do you get the correct information as quickly as possible? The media library at school is an endless source of information so that is where we will start our search. In the media library you will learn how to use the various programs for searching for information. Once you have mastered this you will see that undertaking projects is so much easier and you will deliver better quality.



Searching the media library assignment:

You are going to the media library where you will receive an explanation about how to find all of the information about a subject in the library.

On the website www.zoekenvindenkiezen.nl you can find information about how to improve the way you search, find and choose in books, magazines and newspapers.

Make a note of useful tips below:

Tips for searching in the media library:
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Searching on the Internet

If you search for “Camel” on the Internet then Google will return 2,000,000 hits.



To search through all of them..... In this lesson we will learn how to conduct a more focused search on the Internet.

Mr. Right

Watch the short film *Mr. Right* at

<http://www.schooltv.nl/weekjournaal/2205296/mr-right/item/2839753/zoeken-op-internet/>

Mr. Right provides a number of search tips that are described later on the page. Read through this page and note down a number of handy search tips below:

Tips for searching on the Internet

Information

At www.zoekenvindenkieszen.nl you can also find information about how to make the right choices for searching, finding and choosing on the Internet. Look at this information.

Search engines

Advanced searching when using search engines allows you to be more specific about what you are searching for, the words that you want to use, those you don't, the words that belong together, etc..

We are now going to look at how you can do that, in this case with Google.

Question

Which search engine do you prefer to use and why?

Which search engine and why?

Assignment

Go to www.google.nl. You will see the following screen (possibly with a different background):



Enter a subject and click on: **Ik doe een gok. (I'm Feeling Lucky)**

Function of **Ik doe een gok** button (**I'm feeling lucky** button):

What is the function of this button?

Go back to the Google website. On the right you will see a button entitled **Geavanceerd zoeken (Advanced search)**. Click on this.

The following screen appears:

The screenshot shows the Google Advanced Search interface. At the top right, the link "Zoektips | Alles over Google" is circled in black. The main search area is divided into several sections, each with a numbered callout:

- 1**: Search results options: "met alle woorden", "met de exacte woordcombinatie", "met een van deze woorden", and "zonder de woorden".
- 2**: Input fields for search terms.
- 3**: "Aantal per pagina" dropdown menu.
- 4**: "Taal" dropdown menu.
- 5**: "Regio" dropdown menu.
- 6**: "Bestandsformaat" dropdown menu.
- 7**: "Datum" dropdown menu.
- 8**: "Waar" dropdown menu.
- 9**: "Domein" dropdown menu.

Below these are sections for "Gebruiksrechten" (with "SafeSearch" options), "Pagina-specifiek zoeken" (with "Soortgelijk" and "Links" options), and "Specifiek zoeken per onderwerp".

You see that you have 15 options for improving your search criteria. Investigate how to do that:

Advanced search tips:

- 1
- 2
- 3
- 4
- 5
- 6
- 7

If you need help or want to know more click on **Zoektips (Advanced Search Tips)** in the top right corner and then click on **Zoeken op het web Help (Web Search Help Home)**.

Images

You can also perform an advanced search on images. You will also be able to make choices here. State the most important choices from that menu:

Assignment

The following assignment is to be undertaken in groups of two. You are going to search a subject on the Internet, which in your opinion is not easy to find. (For example the opening times of a certain shop). Allow you partner to search for this information. Try to make it as difficult as possible for each other.

Make a note of your subjects below and how easy/difficult these were to find. Also state the search strategy that you have used.

Reliability of information on websites.

Assignment

Search in Google for Martin Luther King.

Who was Martin Luther King?

Now go to www.martinlutherking.org (the 4th Google search result). Look at the information on this site, for example under **Download flyers to pass out at your school.**

Is this information reliable and which organisation does the site belong to?

Reliable?

Which organisation?

What do you think about this information?

From the above it appears that you can't just consider your first search result that you choose to be reliable.

Assignment

In this next assignment you will be looking at how to test the reliability of a site. You are going to investigate this as a web detective. You will be doing a course for this. At the end of the course you will print out a certificate. You must achieve a pass as a minimum.

Go to www.webdetective.nl. Click on the content first in order to see the intended purpose of the site. Then click on course. Run through the course and print out the certificate when you have finished.

If you have a fail then repeat the course.

If you have a pass then you can use the time to do extra exercises.

Wikipedia

Wikipedia is used by many students to search for information because a great deal of information can be found there. How reliable is Wikipedia? You will answer that question on the basis of the following questions:

Who writes the information? Who checks it and how often? Are sources stated?

Wikipedia:

Conclusion:

Wikipedia *is / is not* reliable

Approach when searching for information

Assignment

In this lesson you are going to try and teach yourself an approach when searching for information on the Internet. In groups of two, you'll chose a subject and search the Internet for information. Both of you now agree a choice of three websites about the subject which each of you will then be evaluating for reliability on your own. You can use the checklist at www.webdetective.nl to help you. Note down your findings below. Clearly state why the information is or is not reliable.

Subject:

Website 1, Name:

Reliable:

Explanation:

Website 2, Name:

Reliable:

Explanation:

Website 3, Name:

Reliable:

Explanation:

Now compare your findings with those of your partner. Do you have the same findings or are there clear differences in your reliability evaluations? If you do not agree with each other ask the teacher for his/her opinion.

Write a (short) outcome of the comparison below.

Comparison of findings for reliability evaluations

Working on website and presentation

Assignment

In the next two lessons you will be working in groups of four on a presentation about searching for information and the reliability of the information.

Here are a few hints for the presentation

- Make a step-by-step plan for searching for information that you will be incorporating in the presentation.
- Provide a bad and a good search example. State clearly why one is bad and the other is good.
- Make a step-by-step plan for the reliability of information that you will be incorporating in the presentation.
- Provide an example of a reliable website and a clearly less reliable website. State clearly why one is reliable and the other is less reliable. You can use the information from lesson 5 for this.

Presentation and evaluation

Presentation

In the last lesson on this subject you will be giving your presentation as a group.

The final evaluation will be made by the teacher but your fellow students will also be providing marks for the following aspects:

- The best step-by-step plan for searching
- The best choice of a good and bad selection example
- The best step-by-step plan for the information reliability
- The best choice of a good and bad example of information reliability
- The best overall presentation

Subject 2:

Media manipulation:

Manipulation means that you consciously change information or images to fool someone. Information has been manipulated ever since man learned to write. For example, in the old Chinese empire a new historian was appointed for every new emperor. This historian had to destroy all earlier information and re-write history so that new emperor was portrayed as the best emperor. In other countries photographs that included political opponents were changed in such a way that they no longer appeared on the photograph. With the arrival of modern media manipulation has become increasingly easier. Everyone can touch-up photographs in Photoshop and can edit short films. Film and advertising producers use this a great deal. It is therefore becoming more and more difficult to see if something is in fact real or not. In this subject you will learn how to identify manipulation and you will also be undertaking some manipulation yourself. By making a short film you will be able to show how easy it is to manipulate images to suit your purpose.



Awareness

In this first lesson the concept of media literacy and the four competencies (awareness, understanding, attitude and behaviour) will be covered again briefly. An overview of the eight lessons will then be provided in this lesson: content, planning, etc. After that, the concept of manipulation shall be the focus.

1. What do you think the term manipulation means?
2. What are the official definitions?
3. What approaches / dimensions are there for the concept of manipulation?
4. What practical examples (news, advertising, etc.) of this concept can you come up with?

Now we are going to read and discuss two examples from the book: 'Het maakbare nieuws' [The manipulative news] (Hoogstraten and Jinek), see Appendix 1 after lesson 8.

5. What are your reactions to the fragment about a woman with a burkah: Amsterdam (2008), AT5 item about manipulation BNN burkah film.
6. Homework – note down and listen thoroughly to the explanation: search for your own example of advertising, news, etc. and submit (electronically) (e-mail the teacher the hyperlink, make a note of the e-mail address).

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) Teacher's e-mail address:

- Under subject in your e-mail enter: ***mediawijsheid, manipulatie***
[media literacy, manipulation]
- E-mail your hyperlink **two days before lesson 2** (or earlier if possible)

Awareness

We will be starting this lesson, lesson 2, with a fragment from LuckyTV ('Herrie in de 2^{de} Kamer') [Turmoil in the Lower House]. This lesson involves the class studying and discussing two examples (from students, see homework for lesson 1). Two other examples will then be reviewed and analysed in small groups. For this, you can consider: which parties are involved, how is the manipulation being undertaken, etc. (also see the content of lesson 3).

1.) Response to LuckyTV fragment:

2.) Discussion (whole class) about two examples from students:

3.)

4.) _____

5.) _____

6.) Discussion (in small groups) about two examples from students:

7.) 1.

8.) 2.

During this second lesson your opinions will also be polled and exchanged by means of statements (about manipulation). Is it actually lying? Is it logical that it happens, for example in advertising? Is it unavoidable because the truth does not exist, everything is subjective? Note down below the (verbatim) statements from your teacher.

Statement 1:

Disagree / Agree, because:

Statement 2:

Disagree / Agree, because:

Statement 3:

Disagree / Agree, because:

You had to do homework for lesson 2: sourcing a good example of manipulation from the media. An example from a fellow student will be analysed below, which is comparable with the analysis of the Tros Radar fragment. In brief, think again about the following aspects:

- Who is the sender and who is the recipient.
- Aim/objectives? And what temptation techniques are used for this?
- What influencing factors, sub-divided into dimensions, play a role:
 1. professional factors (choice of product, technical factors)
 2. cultural/social factors
 3. economic factors
 4. political factors

2.) Analysis of fellow student fragment

Subject: _____

Analysis:

Before we discuss the final assignment, we will discuss a short film from Dove: Evolution Commercial. This short film has been viewed millions of times already online. What is the idea behind the Dove fragment? What do you think about a film like this and the message?

The fourth part of this lesson involves discussing the final assignment (to be handed in at the start of lesson 8). In lesson 8 we will be looking at each other's end product: a film with manipulation. Today you will be given information relating to the final assignment. You can make a note of a few important aspects below. The themes of lessons 6 and 7 are: working out the sharing of tasks, planning, purpose of the short film, etc.

Information about the final assignment (from the teacher):

Understanding/Attitude

You have now had three lessons about manipulation. So far we have mainly covered the aspects of 'awareness' (being conscious that manipulation exists) and 'understanding' (understanding the purpose of manipulation). We will start this lesson with a hoax, broadcast by, amongst others, DWDD, Nederland 3. This is a short film about a boy imitating *Jokertje* from the series 'Oh oh Cherso'.

What are your conclusions about lessons 1, 2 and 3?

Now that we have completed the aspect of 'understanding' we are going to proceed with your own approach: attitude. Try to answer the following questions (in small groups):

- Do I always realise properly that the media manipulates? When / when not?
- Do I dislike manipulation / do I have the feeling of being lied to?
- Has manipulation been pointed out to me before? For example by my parents during adverts?

We will look at two fragments from students (homework for lesson 1) and/or examples from the teacher. Note down your answers to the following questions:

- To what extent has manipulation taken place?
- Is that bad? What do I think about it, what do my fellow students think about it, what does 'society' think about it?
- Does your attitude influence your behaviour? How?

1. _____

Fragment 2 from a student (homework from lesson 1) or an example from the teacher. Note down your answers to the following questions:

- To what extent has manipulation taken place?
- Is that bad? What do I think about it, what do my fellow students think about it, what does 'society' think about it?
- Does your attitude influence your behaviour? How?

Attitude

You have now had four lessons about the theme of manipulation. The subject of attitude came up for discussion in lesson 4. In this lesson we are going to investigate the theme of attitude further. For the following statements state whether you 'agree' or 'disagree' with the statement. Then of course state your reason why.

Statement 1: Young people have to be better protected against manipulation in adverts.

Disagree / Agree, because:

Statement 2: I understand well that there is manipulation in adverts and in the news, amongst other things, that is why it has no effect on my attitude.

Disagree / Agree, because:

Statement 3: There is no limit to manipulation, everything is permitted.

Disagree / Agree, because:

There is space below to add more about statement 3. This now concerns the following question: where, in your opinion, is the limit for manipulation? What should be allowed / what should not be allowed and why?

During lesson 1 (point 5) we discussed a fragment from AT5 about a woman with a burkah. In appendix 2 (after lesson 8) you can find a reaction to this from a professor, Mr Shadid. In your opinion is there a difference between manipulation in advertising and manipulation in the news? For example, do you find it 'more logical' that advertisements pimp things up and do you think, for example, that the news and other current affairs programmes (EenVandaag, etc.) have to be 'more honest' and should not manipulate? Does the news influence you / your behaviour and opinion because you believe it 100%?

To conclude lesson 5 we are going to discuss fragments from the NOS news. The first relates to an error in translation. On purpose? And the second fragment relates to the location: in Tunisia or is it Egypt? Is this bad?

- 1. NOS news, 22-01-2009: Error in translation
- 2. NOS news, report about Tunisia is from Egypt
http://www.telegraaf.nl/binnenland/8735654/__NOS-verslag_Tunesi_komt_uit_Egypte__.html?p=4,2

Subject 3:

Sexualising the media:

Sex sells! This is a term that is used often in advertising. A product that is recommended by an attractive young woman or handsome young man is sold more often than a product that is recommended by an “ordinary” person. In the current youth culture, sex and everything associated with it is viewed as something normal. Video clips on MTV or other music channels often show semi-naked women and men. It seems that young people are apparently not bothered by this.

Research has shown that these days’ young people have more access to sexual content in the media than prior to the arrival of the new media. Whereas you previously had to secretly by a magazine, all you need to do now are a few simple clicks in order to find sex on the Internet. Presenting yourself has become very important in the online world. Seeing and being seen on social media such as Hyves or Facebook is almost a matter of life or death.

It seems that young people often profile themselves as being older than is actually appropriate for their age, for example girls of 12 who post up poems on their profile which have a sexual slant. It appears that young people are *self-objectifying* themselves more and more. They view themselves and others as an object. In this series of lessons we examine how young people deal with this sexualisation and they are taught to think critically about how they present themselves online.

In this phase of life one experiments with sexual feelings. Your first love, your first sexual experience. One person can be more mature than another. This is a completely natural process. Modern media also used frequently within this process. Virtual sex or *cyber-sex* is often experienced as being safer and more enjoyable than physical sex. The question is of course “Do you occasionally think about what you are showing of yourself online?”.



Dos & Don'ts of online flirting.

The teacher writes on the board: *Online flirting*. The board is divided into 2 sections. One side for boy's comments and the other side for the girl's comments. The "Do's" (what do you do on the Internet?) and "Don'ts" (what do you not do/think is overstepping the mark for you personally?) are placed in the sections for both the boys and the girls

What are the comments on the board?

Boys:

Girls:

The Top 3 of "Do's" and "Don'ts" for the boys:

Do
1.

Don't
1.

- 2.
- 3.

- 2.
- 3.

The Top 3 of “Do’s” and “Don’ts” for the girls:

- Do
- 1.
 - 2.
 - 3.

- Don’t
- 1.
 - 2.
 - 3.

Is there a difference between the boys and the girls? Explain why there is a difference.

Cartoons

In this lesson we will be looking at a number of cartoons depicting situations. Questions will be answered on the basis of the cartoons.

Strip 1: Revenge

“That was great last week in front of the webcam, wasn’t it?”

“That was the last time. I’ve got someone else. It’s over. No cam-games for me anymore.”

“Huh? I hate you. I’ll get you back.”

Naked images posted up in the school canteen. Boy calls his friend on his mobile phone.

“You’re famous, man. Boy, have you’ve got a tiddler!”

Questions

1. How would you have felt if you had been that boy?

2. Do you know similar stories? (You of course don’t have to mention names)

3. What would you have done if you were that boy?

4. If the boy goes to the police, can he then report it?

5. How can you prevent naked images from being distributed? Do you have any tips?

Strip 2: Boundless love

Lisa is very much in love.

“Do you love me?”

“Yes, I love you. Take something off.”

“I don’t know if I want to. I’m not ready yet. I think.”

“So you don’t love me?”

“Yes I do!”

“Take off your shirt. For me.”

Lisa exposes her upper body.

Questions

1. Do you think that young people will go further than they want to when they are in love? Why’s that? Do you know of any examples of this?

2. Should Lisa have exposed her upper body or not? Why should she or why should she have not?

3. What is your online limit? When do you say: "Stop, this far and no further?"

Strip 3: A familiar face

Marvin is in his bedroom and is watching a girl via the webcam. She has the cam pointed at her breasts (in t-shirt).

"Can I see them? I'll then strip for you. OK?"

He drops his pants and poses in front of his own cam. There's a shout:

"Marvin, your sister is asking if she can borrow your scooter ... Give her the keys will you"

He's cheesed off, but gets dressed again and goes downstairs.

He then realises who he stripped off in front of. Shit...

Questions

1. Do you think that this could happen in real life?

2. Why could it happen or why not?

3. Think of similar situations that could *definitely* happen.

4. Have you ever experienced chatting or gaming with someone who was not who you initially thought it was?

Strip 4: Peeping Tom

Terence is going to amuse his girlfriend.

“I’m making this film for you, babe!”

Mother comes in with baby sister in her arms.

“Hello Pretty Boy. Would you mind to turn down the music when you’re your stripping?”

Questions

1. What should Terence have done to prevent this?

2. Terence’s mother discovered what he was up to but responded fairly matter-of-fact about it. Would you have found such a response nice or not? And why?

3. What do you actually think about the role of 'parents' when it comes to things you do online. What responses are nice and not nice?

The PowerPoint presentation

In the last 2 lessons you will be working in pairs to give a presentation to the class about what you have learned in the previous lessons. What kind of things do you encounter in the media? What things did you find interesting? What made the biggest impression on you? How are you going to deal with this subject in the future?

Planning, agreements, content of the presentation

Subject 4:

Codename Future/Splitzz:

How do you make sure that your star gets the most attention from the public? In this online game you control the character that you can develop completely as you see fit. You will now get to see precisely how the media works and what effects (good and bad) publicity can have. Your teacher will explain the game and the explanation is also available online.