

Lights, Camera, MEDIA Literacy!
Lesson Plan #1

Topics:

Welcome
Journal Writing
Media Time Capsule
Camcorder Basics
Filmed Interviews
Conjecture: How Media Got Its Start

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will individually answer three questions about media.
Students will introduce themselves to classmates via a video recording.
Students will operate a video camera.
Students will develop and film an interview of a fictitious early media expert.
Students will use background knowledge to guess which media information is factual and which is fictional.

Materials:

Writing journals
Camcorder
Tripod
Mini-dv tapes or memory cards
LCD projector
Chart paper
Post-its
Individual student pocket folders
One envelope per student

HANDOUTS: **Media Time Capsule**
Interview Planning sheet
Fact vs Fiction

New Vocabulary: *(Teachers create a word wall with words in this manual.*

Word are added each day, so that students may refer to the words throughout the course.)
camcorder, LCD projector, composition, close-up, extreme close-up, sound level, production, rough cut, media, medium

Sequence of Events:

I. Welcome and Organizational Items (30)

Name tags, ground rules, bathroom, question bin

II. Journal Writing (20)

1. Review ground rules for journals:

Emphasis on content

Not graded

Not revised

Not read aloud in class

Teachers only will read.

(Teacher should respond to one fifth of the students' entries per day, so that each student receives written content feedback each week.)

2. Put names on outside of journals.

3. Today's Prompt #1 :

Why did you decide to enroll in this course?

4. Collect journals and keep in a visible spot, so that each day when students arrive, they get their journal and respond to the prompt on the board without being directed to do so.

III. Time Capsule (10)

1. Tell students that they will be responding to three prompts.
(*Note: These are handed out one at a time.*) Students are not to share their answers with anyone, but rather, they will place the sheets in an envelope which will be sealed until the last LCML! class session. They have exactly two minutes to respond to each prompt. Words and phrases are preferred over sentences.

HANDOUT: Time Capsule (*Note: Cut sheet into thirds!*)

2. Give each student an envelope on which they write their name and class period.

3. Remind students that they have two minutes to answer the prompt. If they finish early, they remain quiet until time is up. Time students as they complete "Words that Relate to Media."

DO NOT SHARE ANSWERS.

Note: It is recommended that the teacher circulate among the students to get a sense of students' media awareness.

4. Next the students complete "Free Flow of Media Thoughts and Ideas." Again allow two minutes and do not share answers.
5. Now students complete "Ways that Media Affects Your Life." Again allow two minutes and do not share answers.
6. Tell students to place all three sheets of paper in the envelope and to seal it. Collect and store envelopes until they are next used...in session # 40, the last session of the LCML! course.

IV. Camcorder Basics (20)

1. Determine random groups of four. Each group member should become # 1, #2, #3, or #4.
2. Show the class how to carefully take the **CAMCORDER** out of its case.
3. Tell them that #1's are to come get a case and repeat what you just did.
4. Show how to label a DV-tape or memory card. Tell #2's to do this.
5. Show how to put the tape or card in the camera. Tell #3's to do this.
6. #4 gets the camera. Show the main controls of the camera:
On/off
Record vs. play setting
Removal of the lens cap
#4 sets up the camera with these three controls.

7. Show how to record, and then stop the recording.
Each student gets a turn to try this.

V. Using the Camera for Introductions (45)

1. #1 films #2 who states:
 - a) full name
 - b) their hopes/expectations for this course
 - c) prior filming experiences
2. Camera is passed to #2 to film #3 and so on...
...until everyone has been filmed.
3. In turn, #2's in each group bring their camcorders to connect to an **LCD PROJECTOR**. #2 connects the LCD cable to their camcorder and shows all four introductions of their group members.
4. After all class members have been introduced via the video...
Discuss differences noted regarding how the introductions were shot regarding such topics as **COMPOSITION, CLOSE-UP VS. EXTREME CLOSE-UP, SOUND LEVEL**... Tell them that when the class watches a **PRODUCTION** -even **ROUGH CUTS**- there will be time for analyzing and critiquing, so that everyone can learn from what they've seen and improve their filmmaking techniques.

VI. Students Conjecture: How Media Got Started (60)

1. Ask students to define the two words "**MEDIA**" and "**MEDIUM**." Make sure students understand that the definitions used in this class refer to how information is transferred from one person to another.
2. Direct groups to produce a video of an interview with a fictitious renowned professor who lists a timeline of media. No research is allowed. Students use their background knowledge and imagination only. *(Any editing at this point is done in the camera by refilming. NO use of computer editing at this time.)*

HANDOUT: Interview Planning Sheet

3. Watch the group videos together. Students record any information mentioned in the videos that they think are factual and store these in their folders for later review.

HANDOUT: Fact vs Fiction

VII. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What are your reactions to today's filming?

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.