

Lights, Camera, MEDIA Literacy!

Lesson Plan # 2

Topics:

**Journal Writing
Me and Media assignment
Modalities**

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will express understanding of directions for the Me and Media CD case assignment.
Students will discuss the three main modalities of learning.
Students will determine their strongest modality of learning.
Students will create a production showing characteristics of the three modalities of learning.

Materials:

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

Teacher: **Me and Media CD grade sheet**

HANDOUTS: Me and Media CD Case Directions
Learning Modality Survey
Learning Modality Descriptors and Suggestions
Recording Modality Examples

New Vocabulary: modality, visual, auditory, kinesthetic

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

What are your hopes and expectations for this class?

II. Me and Media Assignment (20)

1. Review together directions for the first homework assignment.

HANDOUT: Me and Media CD Case

(Add a due date that is one week away.)

2. Review the directions with the students.
3. Hand out a **blank CD jewel case** to each student and explain that this case is on loan for the assignment.

III. Modalities (50)

1. Review with students the meaning of the words **MEDIA** and **MEDIUM**.

2. Ask students if...

- ... they've ever been asked to do a chore at home and not remembered to do it.
- ... they've ever been asked to recall something shown to them and they couldn't remember the details.
- ... they've ever been told to stop moving around during a lecture or a service while others were sitting still.

Tell students their answers to these questions might give them insight as to how they most easily access media...their strongest **LEARNING MODALITY**. Ask if anyone knows what this means.

3. Explain that people vary in the way they learn and usually have a strongest way of learning. Some learn easiest by:
 - **looking** at information (**VISUAL LEARNER**)
 - **hearing** information (**AUDITORY LEARNER**)
 - **moving** when information is presented...or... **viewing movement** as the information is presented (**KINESTHETIC LEARNER**)
4. Tell students that they will complete a questionnaire designed to show their strongest learning modalities.

HANDOUT: Learning Modality Survey

(Note: Read each item aloud as students complete the survey.)

5. Ask students to tell you their three scores aloud and record these for later access. As the rest of the class listens to the scores, they will realize the wide range of learning styles.
(This encourages an acceptance and respect for all and allows you to have insight into the behavior and learning patterns of your students. This information is helpful for planning purposes, grouping, and parent conferences.)
6. Review the modality descriptors and suggestions together.

HANDOUT: Learning Modality Descriptors and Suggestions

*Discussion might lead to such ideas as "If you are a strong visual learner and your parents **tell you** to empty the dishwasher and later wonder why you didn't do it, ask them to **write a reminder** for you instead.)*

IV. Recording Modality Examples (60)

1. Tell students you are going to place them into new filming groups based on their learning modalities. Establish groups (of 3 or 4) by placing at least one visual, one auditory, and one kinesthetic learner in each, if possible.

2. Review the direction sheet with students.

HANDOUT: Recording Modality Examples

3. Allow students time to plan and film. All editing is done within the camera (no computer editing at this time).

V. Viewing Modality Examples (40)

1. Show each completed production to the entire class.
2. Have students guess the modality of each character.
3. Allow time for discussion.

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about the differences in
the way people respond to media?**

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.