

# K-5 Media Literacy Lesson Plans



# K-1 INTRO TO MEDIA

**Objective:** Students will understand the basic concept of media and identify various forms of media in their environment.

## MATERIALS

Picture books containing media references  
Media collage materials (magazines, newspapers)  
Large paper and crayons  
Stickers or stamps  
Pre-made media flashcards with pictures of TV, radio, computers, newspapers, etc.  
Media exploration stations (optional: actual media items like a radio, a smartphone, tablet, TV, etc.)

### 1. INTRODUCTION (10 MIN)

**Read Aloud:** Start with a picture book that includes references to different forms of media (e.g., characters watching TV or using a computer).

**Discussion:** Ask questions like, "What is the character using to watch a show?" or "What is the character reading?"

### 2. ACTIVITY 1 (20 MIN)

**Create a Media Collage:** Provide magazines, newspapers, and other physical media for students to explore.

**Instructions:** Ask students to cut out or draw pictures of different forms of media and glue them onto a large piece of paper.

**Extension:** Add stickers or stamps to their collages to decorate.

#### Additional Activities:

- **Media Role Play:** Have students act out using different types of media (e.g., pretending to listen to a radio, read a newspaper, or watch TV).
- **Media Scavenger Hunt:** Create a scavenger hunt where students find items or images representing different types of media around the classroom or at home.
- **Media Story Time:** Create a simple story as a class using different types of media as elements in the story. For example, "Once upon a time, there was a magical TV that could show anything you wanted..."

#### Additional Discussion Topics:

- **Different Media for Different Purposes:** Discuss how different media are used for various purposes (e.g., books for reading stories, TV for watching shows, radio for listening to music).
- **Media and Feelings:** Talk about how media can make us feel different emotions (e.g., happy from a funny show, excited from a favorite book).
- **Media in Daily Life:** Explore how media is part of their daily routines (e.g., listening to music during playtime, watching cartoons on weekends).

### 3. ACTIVITY 2 (15 MIN)

**Set Up Media Exploration Stations** (optional): Create stations with different media providing items (e.g., a toy TV, a real radio, a tablet with a media app open, etc.).

**Explore and Share:** Let students rotate through the stations and explore the different media. Have them share what they find at each station with the class.

### 4. ACTIVITY 3 (15 MIN)

**Media Matching Game:** Flashcards: Use pre-made flashcards with pictures of different media types.

**Instructions:** Mix up the flashcards and have students match them to real-life examples or pictures of the media types they've learned about.

### 5. DISCUSSION + CLOSURE (15 MIN)

- **Where Do You See Media?:** Discuss where students see or use different types of media at home (e.g., TV at home, books at school).
- **Favorite Media:** Ask students what their favorite media is and why (e.g., "What's your favorite TV show?" or "What book do you like to read?").
- **How Does Media Help Us?:** Talk about how media helps us learn or have fun. For example, "How do you learn new things from TV or books?" or "How does listening to music make you feel?"
- **Review:** Summarize the different types of media discussed.
- **Share:** Invite a few students to share their collages or what they learned from the media exploration stations.
- **Wrap-Up:** Reinforce the idea that media is everywhere and helps us in many ways, but that we also need to be mindful of its presence in our everyday lives.

# 2-3 THE HIDDEN MESSAGE

**Objective:** Students will learn that media messages can be designed to persuade or inform and can be misleading.

## MATERIALS

- Short videos or commercials (age-appropriate)
- Media message worksheet (with a simple graphic organizer: "What is the message?", "Who is the audience?", "What techniques are used?")
- Markers and stickers
- Large poster board or whiteboard
- Example media messages (ads, PSAs, short clips)
- Media message creation kit (paper, markers, props for role-play)

### 1. INTRODUCTION (10 MIN)

**Watch and Discuss:** Show a short, age-appropriate commercial or video clip (e.g., a commercial for a toy, a public service announcement).

**Discussion Questions:** Ask students questions like, "What is this commercial trying to tell us?" or "Who do you think this message is for?"

### 2. ACTIVITY 1 (20 MIN)

**Worksheet Activity:** Hand out the media message worksheet. Have students watch a second short video or look at an ad. Fill out the worksheet as a class or in pairs, identifying the message, the target audience, and the techniques used (e.g., bright colors, catchy jingles).

**Share Findings:** Discuss the answers and thoughts as a class. Use the large poster board or whiteboard to create a class summary of the findings.

#### Additional Activities:

- **Media Message Detective:** Create a scavenger hunt where students find and analyze different media messages around the classroom or from magazines and newspapers.
- **Media Message Sorting Game:** Provide students with various media examples and have them sort them into categories (e.g., ads, news, entertainment).
- **Media Message Collage:** Have students create a collage using pictures from magazines or printouts to represent different media messages (e.g., ads, news, educational).

#### Additional Discussion Topics:

- **Media Influence:** Discuss how media messages can influence our choices and opinions (e.g., choosing products, making decisions).
- **Evaluating Media:** Talk about how to evaluate whether a media message is trying to sell something or provide information.
- **Personal Media Use:** Explore how students use media in their daily lives and how they can apply what they've learned to their own media consumption.

### 3. ACTIVITY 2 (25 MIN)

**Create Your Own Media Message:** Divide students into small groups and provide them with materials to create their own media message. Each group will design a simple media message, such as an ad for a new toy, a public service announcement, or a poster promoting a healthy habit.

**Present and Discuss:** Have each group present their media message to the class. Discuss the intended audience, the message, and any techniques used.

### 4. ACTIVITY 3 (15 MIN)

**Role-Play:** Students will role-play being different types of media (e.g., a commercial, a news report, or a public service announcement). In groups, students will prepare a short skit or presentation using media techniques like persuasion, information, or entertainment.

**Perform and Reflect:** Perform the skits and discuss how each role-play used media techniques and what message they were trying to convey.

### 5. DISCUSSION + CLOSURE (20 MIN)

- **Persuasion vs. Information:** Discuss the difference between media that is meant to persuade (like ads) and media that is meant to inform (like news reports).
- **Understanding Techniques:** Talk about colorful images, music, or slogans, and how they might affect what we think or feel.
- **Critical Thinking:** Emphasize the importance of thinking about what we see in media and asking questions about the messages we encounter.
- **Review Key Points:** Summarize what students learned about media messages and techniques.
- **Reflection:** Ask students to share one thing they learned or found interesting about media messages.
- **Wrap-Up:** Reinforce the idea that being aware of how media messages work helps us make better decisions and understand the world better.

# 4-5 MEDIA POWER

**Objective:** Students will create their own media messages to understand the power of media influence as well as learn about media production techniques.

## MATERIALS

- Smartphone (or other) cameras or tablets (if available)
- Storyboard templates (graphic organizer with sections for planning)
- Art supplies (markers, paper, props, etc.)
- Example media messages (e.g., commercials, PSAs)
- Video editing software (optional but beneficial for advanced classes)
- Props and costumes (optional, for role-play)

### 1. INTRODUCTION (10 MIN)

**Discuss Media Production:** Talk about how media messages are created and used to inform, persuade, or entertain. Show examples of media messages (e.g., commercials, public service announcements, news clips).

**Discuss Techniques:** Explain some basic media production techniques, such as using catchy slogans, appealing visuals, and engaging storytelling.

### 2. ACTIVITY 1 (20 MIN)

**Analyze Examples:** Show a few different media messages (e.g., an ad, a PSA, a short news clip). Discuss their purpose, target audience, and techniques used.

**Group Discussion:** Have students work in small groups to analyze a media message and complete a worksheet with questions about the message's purpose, audience, and techniques.

### 3. ACTIVITY 2 (25 MIN)

**Storyboard Planning:** Divide students into small groups and provide them with storyboard templates. Each group will create a storyboard for their media message (e.g., a short commercial for a fictional product, a public service announcement about a community issue, or a news report about a school event).

**Create the Message:** Using art supplies, props, and digital tools (if available), have students create their media message based on their storyboard. If digital tools are available, they can use video editing software to create a short video.

### 4. ACTIVITY 3 (20 MIN)

**Present and Share:** Each group presents their media message to the class. They should explain their storyboard, the message they aimed to convey, and the techniques they used.  
**Class Discussion:** Discuss each presentation, focusing on the effectiveness of the message and the techniques used. Encourage students to give constructive feedback.

### 5. DISCUSSION + CLOSURE (25 MIN)

- Impact of Media Messages:** Discuss how different media messages can influence people's opinions and actions. Ask questions like, "How can an ad make you want to buy something?" or "How can a PSA make you think differently about an issue?"
- Ethical Considerations:** Talk about the responsibility of media creators to provide accurate information and avoid misleading their audience. Discuss how media messages should respect diverse perspectives and avoid stereotypes.
- Real-World Applications:** Explore how students can apply their media literacy skills to evaluate messages they encounter in their everyday lives (e.g., advertisements, social media posts, news stories).
- Review Key Concepts:** Summarize the main points learned about creating and analyzing media messages.
- Reflection:** Ask students to share one thing they learned or found interesting about the media creation process.
- Wrap-Up:** Reinforce the idea that creating and understanding media messages helps us communicate effectively and think critically about the media we consume.

#### Additional Activities:

- Media Message Debate:** Have students debate the effectiveness of different media messages. For example, compare two ads for similar products and discuss which one is more persuasive and why.
- Media Message Gallery Walk:** Create a gallery of the students' media messages around the classroom. Have students walk around, view each message, and leave feedback or questions on sticky notes.
- Media Critique:** Choose a well-known commercial or PSA and have students critique it based on the techniques discussed. They can suggest improvements or alternative approaches.

#### Additional Discussion Topics:

- Media Bias:** Discuss how media messages can sometimes be biased and how to recognize biased information. Talk about the importance of seeking out multiple sources for balanced perspectives.
- Audience Analysis:** Explore how different audiences might react differently to the same media message and how to tailor messages for specific groups.
- Media Literacy in Daily Life:** Discuss how students can use media literacy skills to critically assess media messages they encounter in their daily lives, including on social media and in advertisements.