

Leadership Letter for Global MIL

Redefining School Communities **02**

In this issue of Connections, we discuss schools as online and offline communities, and how media literacy skills can empower students to actively and responsibly address the difficult topics and risks of our day. We share front-line insights from National School Walkout Day, with a case study on media literacy in action. We also explore how to help students understand their own part in communities, with parent involvement.

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Redefining School Communities

How School Communities Address Risk through Media Literacy

School communities today are faced with perils that must be addressed online and off – and at the same time, they must leverage the power of communication for the greater good and continue operating in the belief that indeed, people themselves, overall, are good. To operate otherwise is to betray the hope and trust of our children, and in our possibilities as a people. We must have faith in the power of the positive, while managing the shared risk that we all have as social creatures – and we must have the vision, the philosophies, the guidelines and the systems in place to support the power of the positive. To do so, we must be mindful of our fears while also suspending them.

The power shift behind an infinite amount of content being available for use by all people, anywhere, anytime has created an environment where the purpose of education, and the relationships and the communication surrounding schools, needs to be renegotiated. No longer are schools a place where content knowledge is only being imparted and disseminated – instead, schools serve as curators of content and a locus for exploration and for acquiring lifelong skills for lifelong learning in a rapidly changing world. Learning is more about making meaning, about creating shared knowledge and acquiring a vocabulary for discussion, than it is about memorization or digestion of content alone. Learning is not just an individual process – it is a shared social endeavor that is shaped by social opportunities, and while technology enables more individualized learning, collaboration is essential in amplifying and applying that learning through problem solving and projects.

The idea that a school is a community – and all that community-building entails – means more communication, more voice, more media, more participation, and more responsibility for all concerned. And given how students are more empowered to have a voice than ever before, primarily because of social media, students must be prepared with the skills and the know-how to function effectively in a community where their voice matters – where they are co-creators of knowledge rather than merely passive recipients of it. This vision of the formation of citizens prepared to thrive resiliently in their media-driven worlds honors students throughout their educational careers; the whole child philosophy has long pointed toward supporting children in all aspects of their lives, in engaging with their communities and the world at large. From the community's perspective, such an approach adds up to individual citizens contributing to a whole that is greater than the sum of its individual parts.

Citizens are not instantly “made” when they turn 18 and are eligible to vote, however. It takes a great deal of care, practice, know-how and time to develop as a responsible citizen. Students need to understand what guidelines and expectations their communities have for them; they need practice in negotiating and undertaking responsibilities and in making decisions, alone and together, and they must experience consequences. They need to experience the weight of conflict and decision-making, the exhilaration of success, and the

disappointments along the way. And they need to feel connected, cared for and supported as part of a healthy community.

School communities and online worlds are ideal environments for such practice, yet such empowerment is not common. For example, adults generally make the internet rules for students. When they do so, they deprive students of much-needed chances to flex their ethical muscles. If students aren't allowed to frame the system that guides their use of technology and the internet, then they tend to game the system. (Prevention Science: A Framework for Positive Digital Citizenship, 2017.)

Simply telling students what to do or think or feel or believe – directing them rather than guiding them and setting agreed-upon standards – invites passivity and problems, and teaches few if any skills and lessons. To engage with life – whether online or off – means repeatedly going through the cycle of Awareness, Analysis, Reflection and Action – the Empowerment Spiral of media literacy, a cycle fueled by students' natural curiosity and agency. To make meaning, students need to be empowered with a healthy skepticism and the confidence that comes with making informed choices, and seeing the connections between risk and reward. These are all skills that media literacy contributes to, and though these skills are never truly “mastered,” early practice provides a foundation for life.

In this issue of *Connections*, we explore how Connecticut Public has strengthened communities through its innovative Thinkalong program, which helped provide students with foundational media literacy skills that they employed during recent student discussions and protests regarding gun control. We also provide an example of how students can begin to learn about their online responsibilities regarding their school technology use, and through the Acceptable Use Agreements that students typically sign at all schools. Through using the AUP Online program, even kindergartners begin to learn that a contract is a contract – and what their signature really means. Our MediaLit Moments activity is about emojis, a lively topic for students and one that makes advertisers 😊.

Interview with Rose Pierre-Louis of Connecticut Public

Rose Pierre-Louis is an Education Specialist at Connecticut Public, the state's only locally-owned media organization producing TV, radio, print, and web content for Connecticut's wide-ranging and diverse communities. She works with middle and high school students, facilitating discussions on media literacy and current events. Her favorite classroom moments are when students ask each other for their sources.

Tessa Jolls (TJ): Given the freshness of all the safety issues in schools today, what has it been like to be on the front lines in schools?

Rose Pierre-Louis (RPL): We work with mainly middle and high school students and I think I've seen these students become more aware of issues that affect them. They see tragedies like the Parkland (Florida) school shooting on the news again and again, they're ready for action, and they're realizing that they have a very important role in this discussion.

TJ: What did you observe with students in regards to the National School Walkout Day?

RPL: Connecticut Public has a relationship with Hartford Public Schools, so we serve as a satellite campus for the Journalism & Media Academy in Hartford, which means we work with students every day. Our students did some powerful interviews on National School Walkout Day and how they were being affected. They told us themselves that they were concerned about their fellow students, they're tired of the same school shooting story that seems to keep repeating itself, and they don't understand how other students their age could cause such a colossal amount of hurt to their own peers and communities. You don't have to hear this from me. In the spirit of championing student voice, here is the link to the very short video of their response: <https://bit.ly/2ILeQpB>

TJ: What happened when you realized that National Walkout Day was scheduled?

RPL: An administrator, Michelle Puhlick, at the Hartford Public Schools District actually gave us the idea that teachers would be looking for a way to give context to the National Walkout Day protest – either to find some constructive ways to talk about it or to access resources that they could give to their students to think about or discuss the events. Our media literacy program, Thinkalong, is a tool built for that: it takes current events topics and breaks it down to a few trusted public media sources that give a balanced pro/con view, then it asks students to have a civil discussion on the topic using the media sources to support their claims. So, we made a Thinkalong module on assault rifles and the question was, "Should Congress ban assault rifles?" In all cases, the resources are packaged together in a way that gives both sides of the issues while specifically asking the students to be thoughtful about other peoples' experiences and worldviews and how that might impact the way they see an issue. It's an exercise in sensitivity and civil discourse, but it's also a way to encourage students to

empathize with people they may not agree with.

We made this module specifically for the National Student Walkout Day, but we also had a module on social movements and protest that we made available online. Looking at the analytics, we can see that those two modules are the most frequently used this month and they were specifically used on March 14th, the day of the school walkouts. That tells me we were successful - we made a useful tool for students and teachers to engage in difficult real-world conversations.

TJ: How did your previous work prepare students and lay a foundation for the National Student Walkout Day discussions?

RPL: A senior member of Connecticut Public said it perfectly – it’s not a matter of luck, it’s a matter of preparation. We obviously weren’t prepared for a tragedy like this, but we were prepared to teach students how to speak to each other about difficult topics. We know the students already talk about serious events like this and other controversial topics with each other as well as their parents and teachers. We wanted to create a platform that would enable them to do so with the facts at hand. We already had middle and high school students talking about whether younger people needed more voting responsibility, whether social movements actually created change, and how the second amendment could be interpreted by different people. This wasn’t activist training – it was teaching kids about civics with a foundation in current events. We were making these topics relevant to them, so by the time March 14th came, a lot of our students already had the tools in hand to speak their minds. We were more concerned with sharing these tools as widely as we could, so that other students could join the conversation and bring different perspectives.

TJ: What is Thinkalong?

RPL: Thinkalong (thinkalong.org) is a web-based platform for classroom teaching of media literacy, critical thinking, and debate skills to middle and high school students in an active learning environment. The program uses curated resources from PBS, NPR, and other public media stations in lesson modules that engage students in discussions about current events. Each module focuses on a single topic – for example, voting rights, digital privacy, or immigration reform – that forms the basis of three activities: Investigate, Contemplate, and Debate. In teaching media literacy, Thinkalong uses the 5 Key Questions from the Center for Media Literacy. We also do classroom outreach so that teachers can think along with their students about important topics.

TJ: Can you give us an example of using a CML media literacy Key Question?

RPL: When we ask students about whose points of view are left out, they’re astonished the first few times. It’s a very big deal that they get to critique a story that a professional wrote and provide suggestions for whose perspective could add to the meaning of the story. Just the act

of critiquing and suggesting changes and additions demonstrates to them one of the main principals of media literacy – a message was created with a specific type of audience in mind. Sometimes they're in that audience and sometimes they're not. Either way, they need to be able to understand and analyze the message.

When they're talking about how different people can understand this, they're really honest about it. They're like, "People might not care. People might think this has nothing to do with them," and then at that point, they get to ask themselves why. It's incredible that they get to ask why and go deeper, and deeper, and deeper into that why until they're satisfied. I didn't get many opportunities like that as a middle schooler or a high schooler. I'm really proud to be able to provide this to students now.

TJ: So this idea of practice, do you see some change in students when you first start working with them?

RPL: Definitely! The first few times, both the middle and high school students are clearly uncomfortable with having to ask all 5 media literacy questions for every article, video, or podcast they encounter in the module. It seems like a chore, but it's purposeful – it's so they can encode these questions and learn how to ask them all the time no matter what they're reading or watching. When they do the very first debates in class, it takes a while to get it going but they get the hang of it with practice. We essentially show them how to ask questions, how to support a claim, what a claim even is. We're doing activities that really support student learning, and we just packaged and gamified it into this fun experience. By the end of it, you can clearly see that the students have much more confidence asking questions out loud and stating an opinion out loud.

But it's not just their ability to respond to claims and think critically about other people's ideas. It's also about seeing how easily they begin to incorporate the media literacy filters into their understanding of the topic and preparation for discussion. For example, we have a module with the debate question, "Should school districts ban contact sports with potential for concussion?" The news sources included in that module had references to concussion studies, youth sports, and parent concerns. One of our 6th grade classes that used to take the information given with no question learned to inquire immediately. They were already asking, "Well, when was this published? Who was in this study? What happened here?" It's incredible because these aren't questions that you imagine a sixth grader would naturally know to ask, but they were asking that after the media literacy practice.

TJ: What feedback have you gotten from the students, first of all? Then let's talk about the feedback you've gotten from teachers or parents?

RPL: Feedback on Thinkalong has been amazing from both students and teachers. Actually, one of the teachers has two kids who apparently are completely disengaged, and whenever we come in, that's the most he's seen those kids talk all year. So hearing that is really

gratifying. You know that you're doing something impactful for a student.

We built the program with constant input from teachers, so we knew that we were on the right track for them, but student voices actually had a very strong impact on how Thinkalong works. The students were very candid about what they liked and what needed improvement. So, with the students in mind, we chose shorter stories to curate so that they could get a basic idea and do a deeper dive in manageable pieces. We created graphic organizers based on what they told us they needed in class. We made a meaningful educational experience that students genuinely enjoy and all we had to do was listen.

Interview with Mary Ann Sund, Ph.D. VP and Founding Partner of Lersun Development

Mary Ann Sund, Ph.D., has over 30 years of experience in public education including teaching, curriculum development, administration at school and district levels, project management, and technology development. Presently, she is Vice President and one of the principal founders of Lersun Development Company:

“At Lersun Development, we believe that schools MUST teach students the knowledge and skills necessary to be digitally literate and safe, to recognize and handle bullying and cyber bullying, and to develop safe and appropriate personal behaviors when using social networking and online resources.”

TJ: So much instruction is dependent on technology. What does it mean for student learning and success?

MAS: If the teacher is giving a student an assignment and that assignment requires research on the net, I think the teacher, and the school, has an obligation to have taught the students some basic process principles, basic concepts and safety techniques about using that resource. That teaching doesn't always take place because it's the content that teachers are always focused on, and yet the process principles are even more important than they were when textbooks were the foundation. Now, students are on their own, and if they don't have the skills of analysis and evaluation and judgment of information, they're in a much more precarious place than they were when just reading from the textbook. But there are not simple, clear answers about what to do in the classroom -- there are differences with kids of different ages and there are differences throughout the country.

TJ: It seems like teachers are reexamining their whole relationship with technology, with how technology relates to teaching. We have newer technologies available, such as social media -- students are using them, teachers are using them. Now that people have a little more experience with the technology, we're in a better position to step back and say, “Okay, how

does this technology affect our everyday life in schools?”

MAS: Right. There used to be, way back when, classes in technology and technology use. Now, students and teachers still need to learn how to use the technology, but it's becoming a much more integral part of the instruction, which means that the guiding principles about using technology might get lost because these principles become integrated into instruction. We still need to teach students basic principles about using any technology, and I hope that it's not being lost because it's becoming more integrated.

Technology still needs to be taught, but it's not teaching what button to push. It's the literacy that needs to be taught -- about what you're reading and seeing and the ability to evaluate it in terms of where it comes from, why was it produced, and what is it telling me. That is so much more critical than it was ten or fifteen years ago.

TJ: Please tell us a little bit about your experience in schools today.

MAS: About ten years ago, some of my colleagues and I had concerns about what students were learning about internet safety in the classrooms, and what we found was that the information students had was dependent on the interests and the skills of the teacher. So we said, “How can we be sure that every student in every grade and every classroom in the schools has some fundamental basic safety information about using the internet?” As part of that, we did focus groups with teachers and with students.

I was in a fourth grade classroom and I was asking the students about what they knew -- they were signing off a school agreement every year that they would abide by certain rules regarding internet safety. I asked the students about personal information. To a person, the students knew they were not allowed to share personal information online -- that doing so was a bad idea. Then as I drilled down, I realized very quickly that the students had no idea what personal information was and they had no idea of what a stranger was online. They didn't know their home address was personal information; they didn't know their telephone number was personal information... And they thought that if they had chatted with somebody online two or three times, that person was no longer a stranger. So one of the things, when we were determining the content of our instructional program, was to ask: do the students have a basic level of understanding about what we are asking of them? Do they know what personal information is? Do they know the fundamentals?

We created an instructional program from kindergarten through 12th grade that's very fundamental. It's interactive, it's online, and the schools that are using it can be sure that their students have some basic information about internet safety and digital citizenship, and can begin to evaluate information and reflect on their decisions. It's a start and it's a place where we can be sure that every single student in every single classroom, regardless of the skills of the teacher, knows fundamental online safety information and can appropriately evaluate information as they move up the grade levels.

The program progresses to meet student needs in particular grade levels. With kindergartners, for example, there's not a lot of reading; there's voice-over and animation. But the sign offs for kindergartners are happy faces and sad faces, so they don't even have to be able to read to sign off. They take their sign-off very seriously.

One of the things that we incorporated into the middle school program is the ability for the students to create an online journal so that they can reflect and think about some of the issues, and to make some notes for themselves. Within the program, they can click to a personal journal and keep notes about their thoughts and then they can either e-mail it to themselves or print it. But the whole idea of personalizing and reflecting was something we wanted to encourage. The middle school program in particular has the personal reflection option because that's really the age level where we see the big shift in activity and experiences from elementary to middle school level students.

The feedback from teachers about the program has been very positive. They like the simplicity, they like the direct approach, and they like knowing that kids have the fundamentals. As some of them said, "We would stand up and read this agreement to the kids and know that they didn't understand it all, but we didn't have the resources to teach it all either." The very conscientious teachers are happy to know that the grade level instruction is a part of the AUP sign-off.

It was gratifying when a school district said, "We sent a letter home to parents that said, 'Watch these instructional lessons with your children and talk about them.'" We didn't change the program at all; the parents just went through the lessons with their children, and it opened conversations that may not have happened had they not had an online program to prompt discussion.

TJ: Does this program require an installed user base within the school?

MAS: Each student has an individual login. The program is in the cloud. We are able to give school districts reports about which students have completed the program, when, date and time of day that they completed the program, and whether or not they've done the program at home. It's a simple login system and a simple reporting system for the technical staff support, and it's very inexpensive; it's only \$0.50 a student per year for the program delivery, and that's kindergarten through 12th grade.

The parents expect school to be a safe place and if the school districts are part of the federal E-Rate system, they require a safety filter as well as having the student acceptable use agreement for technology. But such agreements can't be effective without instruction tied to the agreement, so that students know what they are signing. If you have a first grade, second grade, third grade, fourth grade student signing off an agreement when you have not had meaningful instruction, then the agreement is really worthless. It doesn't have value.

TJ: Do parents have to sign off on the acceptable use agreement as well?

MAS: Not in many, many districts. Very often, districts will send the agreement to parents for their information, but it's the student that actually signs off. The federal government has said that school districts who participate in E-Rate do have to provide instruction, but they don't say what that instruction has to be. It's up to the school districts to have responsible, meaningful, interactive instruction with every student, and our program is one way to do that. There are others certainly, but ours is a high quality instructional program that is not expensive and includes digital reporting. We help students understand how to deal with one of the first contracts that they ever have in their lives.

By signing off on a technology use agreement – with accompanying instruction – students are saying, “I'm taking responsibility for this, and by signing off, I understand what kind of work is demanded of me.”

In some school districts, they've really moved beyond the basics... they've moved beyond the signing of an agreement and they have teachers who are trained to incorporate technology into instruction in meaningful ways. There are some school districts that have innovative teams of teachers and technology professionals who are creating new ways to have meaningful instruction in content areas where the technology enhances the instruction. Then you have all the way at the other end where you have school districts who want to check the box to say that they have students signing off on the acceptable use agreement, but instruction is spotty. The resources in many districts continue to be spent and focused on test scores and simple content regurgitation as opposed to process skills and individualized instruction and incorporation of technology. I think that's a worry because those are the districts where the children need instruction on process skills the most – skills intended to create a base for analysis and evaluation and personal responsibility. Those kinds of process skills, I'm afraid, get lost when test scores are the total focus.

TJ: What do you see in terms of the community aspects of helping kids understand the environment of technology and how that context affects them?

MAS: Innovative school districts open the system. They share. They use technology to share information, to share questions, to create an environment where parents and students and teachers are involved with grappling with some of the questions. They create user groups and work groups that include parents and teachers. The technology allows that to happen in such a convenient way, but to do that effectively, school districts have to recognize the support that they have to give an open system.

One of the ways school districts are trying to do this is by tying their technology staffing and budgeting to functions of the technology. There is a function to involve the community, and so there is a budget in the staffing to do that. There is a function that technology will bring

teachers together who are working on the same issues, but you need a support system – it's not going to happen without a technology support person.

One district has a technology innovation person tied to a very cutting edge team of teachers who come up with ideas, and the expertise of the technology person helps make these ideas happen. If districts see part of their function as creating a technical community within all of the people who are vested in that system, some very creative things can happen, but it will not happen without an allocation of resources. Those are hard decisions for districts to make, but they are critical if you want to have that kind of open system and shared system and kind of cutting edge system; it's the allocation of the resources. The resources are not just money; they are expertise, time and focus.

TJ: Who do you typically deal with in school districts?

MAS: Typically, I deal with two groups. One is the curriculum content group and the other is the technology group. Rarely do I deal with the library group except through the technology people. But I have to say that if I were to point to one of the critical groups of people, it would be the library group. It's just unfortunate that they have been cut back for so many years. In many elementary schools, I see library clerks. These are not trained librarians. They do the very best job they can for their students, there is no question, but a library person, I think, is essential on a technology team. The librarian who is cutting edge can offer a school district incredible insights into effective ways of teaching students all of the application skills and all of the process skills. From my point of view, those people are so rare in school districts anymore that they are almost not part of the conversation.

In today's environment, safety is a huge issue. Parents expect their children to be safe not just physically, but they expect a certain amount of precaution about what their students are exposed to online. If administrators think about a continuum as a high level of controls on one end and a set of student processing skills on the other -- if they can begin to move their thinking about school controls toward the processing skills attainment -- they can begin to look at their procedures and their instructional program differently.

Today, safety issues are imperative, but with the attainment of process skills, students will be safer on their own and apart from the school. The more the students have that process skill set, the less is needed on the control side.

Online learning is also changing parent choices. Online resources make home schooling much more effective. Parent demand may also change schools' and school districts' attitudes about what they offer and how they offer it to students, and begin to break down some of the barriers to access.

It's really about creating an adult person who has the ability to analyze his world and to make judgments about it that have more than a "what" -- they have a "why" and a "how" connection,

and there are choices and decisions; there are personal responsibilities that come with those choices and decisions. I think that the whole goal of education is to have an adult who is able to make informed decisions and take personal responsibility for the decisions and to function independently in the world we live in. It's a huge responsibility but more important than ever, more important today than it was ten years ago or twenty years ago. To create an adult with that skill set is almost essential to being successful in the world.

TJ: There is a movement from schools just being a place where kids learn content. In the past, that was the primary mission of the school -- to impart the content and build that foundation of content knowledge for kids. Now, for lots of different reasons, school is more about formation. That formation is a combination of qualities -- it's the content knowledge, but it's also the process skills, it's the character formation, it's the resiliency, it's all of these qualities that make for that notion of the whole child. It seems like we are moving toward a deeper understanding of what that really means.

MAS: Now students who leave the K-12 school system need the ability to look at information, to look at data and to analyze it to make some judgments and know why they are making those judgments, to then make decisions and understand the consequences, to think ahead before they act will serve themselves well. They will serve their family well, and their country well. If they go into a world without that skill set, then they will become the victims of propaganda, of people and systems, and they will never be able to control their own destinies and their own lives. They will be buffeted about by systems they don't understand. I think the schools have an obligation to give students a skill set that allows them some control over their lives and understanding of where they are and what they are doing.

About two or three years into putting our program into school districts, I got a call from a dean of students at a high school who said, "I can't tell you how much I appreciate having the information from this program." I said, "What are you talking about?" He said, "Well we had a major --" He did not tell the actual details but, "We had a major disciplinary issue with students using our technology, and they claimed they didn't understand what the rules were." And he said, "I was able to pull up the instructional program that the student went through and the exact day and minute that they went through it," and he said, "The parents' attorneys left. We had a sound case because we could concretely show that this student went through this program."

Education is a very challenging job. We have to help parents understand, to teach parents, if they don't already know - I think many parents already understand this - of what the goals are. The goals may not be so concrete anymore; they are more difficult to grapple with. We have an obligation, and it's really incumbent upon us to give individuals those skills that allow them to benefit from their adult lives and to enjoy it and be successful, however they want to define success. But with skills and the means to learn on a lifelong basis, they can choose and they understand why they are making choices, and what the choices are.

CML's Tessa Jolls on Panel at UC Hastings College of the Law

Cybersecurity, Fake News & Policy: Dis- and Mis-Information was the 2018 topic of a day-long Symposium on February 23 in San Francisco, sponsored annually through the Hastings Law Journal. The opening panel addressed Free Speech vs. Fake News, with comments by Andrew Bridges, a Partner at Fenwick & West, CML's Director, Tessa Jolls, and Jill Bronfman, the panel moderator and program director of the Privacy and Technology Project at the Institution for Innovation Law and Adjunct Professor of Law and Data Privacy at UC Hastings.

Update on Media Literacy Legislation

Two bills are working their way through the California legislature this spring. Senator Jackson introduced SB 947 calling for Media Literacy and Digital Citizenship, and Senator Dodd introduced SB 830 calling for a media literacy curriculum in social studies. CML is supporting these efforts. Please get involved by writing your representative to ask him/her to support media literacy education in K-12 education. Several states have passed media literacy bills (WA, RI, CT, UT) and legislation is pending in Massachusetts, Virginia, New York, New Jersey and Hawaii. It's time to make media literacy a priority in our schools.

About Us...

The Consortium for Media Literacy addresses the role of global media through the advocacy, research and design of media literacy education for youth, educators and parents.

The Consortium focuses on K-12 grade youth and their parents and communities. The research efforts include nutrition and health education, body image/sexuality, safety and responsibility in media by consumers and creators of products. The Consortium is building a body of research, interventions and communication that demonstrate scientifically that media literacy is an effective intervention strategy in addressing critical issues for youth.

<http://www.consortiumformedia literacy.org>

Resources for Media Literacy

Resources for this issue: Redefining School Communities

Prevention Science: A Framework for Positive Digital Citizenship.

<https://www.imperosoftware.com/us/resources/white-papers/a-framework-for-positive-digital-citizenship/>

Education Resources Recommended and Developed by Embrace Civility. Excellent information on creating a positive school climate and parent support

<http://www.embracecivility.org>

Connecticut Public Thinkalong (thinkalong.org) is a web-based platform for classroom teaching of media literacy, critical thinking, and debate skills to middle and high school students in an active learning environment.

Lersun Company: AUP *online*, Acceptable Use Policy instructional program for K-12 students provided by Lersun Development, gives school districts efficient and cost effective instruction as well as automatic electronic time/dated documentation of individual student participation. www.lersun.com

Family Online Safety Institute: <https://www.fosi.org>

Med!aLit Moments

Emojis For Sale

It recently became known that Twitter has been selling information to advertisers about the emojis their customers use. Advertisers use this information to target specific audiences based upon the emotion or likes/dislikes expressed by the emoji. For example, if you use the football emoji, you might see ads related to sporting events or sports equipment. Use the high-heeled shoe emoji and you might expect to see ads for fashion; a pizza emoji could result in everything from food-to-vitamins-to-exercise programs even if you simply chose it on a whim because your stomach was growling. When you tweet an emoji, advertisers buy that information and attempt to categorize your feelings.

Ask students to identify the ads they might see based upon their emoji choices

AHA! Advertisers think they know me because of my emojis!

Grade 7-12

Key Question #2: What creative techniques are used to get my attention?

Core Concept #2: Media messages are constructed using a creative language with its own rules.

Key Question #3: How might different people understand this message differently?

Core Concept #3: Different people experience the same message differently.

Key Question #4: What values, lifestyles and points of view are included or omitted?

Core Concept #4: Media have embedded values and points of view.

Materials: smart phone, tablet or computer to check individual twitter accounts. Paper and pencil. WUNC Podcast for reference, "That emoji you just tweeted could determine the next ad you see." <http://www.tinyurl.com/ycwbj7dp>

Activity: Have each student look at their individual tweets from the last few days or weeks. If students don't have Twitter accounts, they can team with a classmate who does, or reference their emoji use for texting on a different platform.

Ask each student to draw and label (to prevent confusion) their 5 most-used emojis. Collect and create one master list for the class. Are there certain emojis being used by large numbers of students? List the 5 most-used emojis on the board. Then as a class guess which advertisers would most likely target this group. Reference the Key Questions and Core Concepts, as well as the money section of the article listed above.

Ask students: Do your emoji choices accurately portray your emotions? Is it okay for Twitter to sell your information? How do you feel about being targeted by advertisers? Does it violate your privacy or is it good business? How will this knowledge change your behavior?

The Five Core Concepts and Five Key Questions of media literacy were developed as part of the Center for Media Literacy's MediaLit Kit™ and Questions/TIPS (Q/TIPS)™ framework. Used with permission, © 2002-2018, Center for Media Literacy.