MediaLit KIT™

EDUCATOR GUIDE

BREAKFAST EPIPHANIES

Project-based learning through
media literacy and nutrition

Middle School Unit

BREAKFAST EPIPHANIES: PROJECT-BASED LEARNING THROUGH MEDIA LITERACY AND NUTRITION

Middle School Unit

Produced by Center for Media Literacy (CML)
Tessa Jolls, Editor and Publisher
President and CEO

Acknowledgements: *Breakfast Epiphanies: Project-based learning through media literacy and nutrition* is a curriculum that reflects the pioneering approach that the Center for Media Literacy has developed, utilizing the CML Core Concepts and Key Questions (with Questions/TIPS™), and the Empowerment Spiral of Awareness, Analysis, Reflection and Action as the basic structures on which the lessons are built and the avenues through which students can acquire and process content knowledge regarding nutrition.

The production of this curriculum was possible due to the consistent and excellent editorial attention given to it by Beth Thornton, CML's Director of Communications, along with Tessa Jolls, CML's President and CEO. Kimberly Brodie, an education consultant who is formerly Chief of Staff of the Office of Innovation and Improvement at the United States Department of Education, designed the original Pilot components and the team approach to learning that the curriculum emphasizes. Thanks also go to the teachers who participated in the pilot program in 2009-2010 that offered a test of the curriculum – especially to Donna Landin, in the State Dept. of Education in West Virginia, and Brad Koepenick, at the Champs Charter School in Los Angeles.

Background Information: *Breakfast Epiphanies* is a team-based curriculum that provides for project-based learning. It rests on the idea that through media production, students can access, analyze, evaluate and express information that they acquire through gaining and applying media literacy skills – skills that can be applied to *any* subject, anytime, anywhere to critically evaluate content.

In this case, students gain knowledge about nutrition while exploring the subject through media information and media production. *Breakfast Epiphanies* was successfully field-tested in three schools: two in Los Angeles, and one in West Virginia, in 2009-2010. Various technologies can be used to create media content in the curriculum; we suggest Glogster because it allows for the creation of a collage that can be designed by a small team of students. As with all media literacy efforts, the learning in the curriculum comes from applying media literacy skills and critical thinking while using technology as a tool for creation.

Status of Curriculum Evaluation: All of CML's curriculum have lessons that meet the Common Core State Standards, and are based on CML's research-based framework for deconstruction, featuring the Five Core Concepts and Key Questions of media literacy (http://www.medialit.org/sites/default/files/Injury%20Prevention%20Journal%202013.pdf)

Breakfast Epiphanies: Project-based learning through media literacy and nutrition has been field tested in three locations, two in Los Angeles and one in West Virginia.

In West Virginia, two separate implementations by middle school students were completed and evaluated through pre-post tests in 2009-2010. Three classes completed the curriculum in each of the implementations, for a total of six classes.

Data was collected and reported through a pre-post test and team and student workbooks for an implementation in West Virginia in 2009. Overall, the curriculum was successful in reaching students about the importance of a healthy breakfast. Donna Landin, who led the curriculum implementation, reported that 95% of students take part in free or reduced-price lunch programs, and about 75% of the students went to the cafeteria for breakfast, which represented a big increase from the usual participation of about 30%.

Students themselves realized that they needed to change their behavior regarding nutrition and exercise. Students reported an average of 13.7 changes in their behavior as being needed – although these changes were self-reported student perceptions, the curriculum was successful in challenging students to think and reflect upon their daily habits and the impact of those habits on their own lives.

Regarding pre-post tests, there was an overall variance between the pre and post tests of 6%, with 68% of students reporting correct answers overall on the pre-test, and 74% reporting correct answers overall on the post-test. A closer analysis reveals some large swings in responses, broken down by questions addressed to nutrition, general media literacy and media literacy Key Questions. For example, there was a general improvement of 73% between pre and post tests on nutrition questions; only 1% on general media literacy questions, and 35% on media literacy Key Questions. This wide variation is probably due to the amount of time classes were able to devote to particular parts of the curriculum, with the majority time spent on nutrition and the majority of pre-post test questions (10 of 17) being on nutrition, as well.

Comments of the students were telling. In answer to the questions, "What makes a healthy breakfast?" and "What have you learned?" students were insightful. For example:

"Poor nutrition affects the behavior of children with school attendance, performance and overall development."

"Avoid trans fat!"

"Keep food safe to eat."

"You will lose weight when the calories you eat and drink are less than the calories you burn."

When asked their suggestions for leading a healthy life, students were thoughtful:

"I play soccer, walk the dog, ride my bike and play Wii."

"My mom plays soccer with me and my sisters. We also dance a lot."

"My Mom walks my Dad."

When asked about challenges they expected, students were specific:

"When you get home, you're hungry and want a snack. So you look in the fridge and see a bag of carrots and a chocolate cake. Which do you choose? That's the real challenge."

"The thing in the way is Temptation."

"The challenges I face are all the nice tasty snacks, like junk food."

Students were highly engaged in the lessons, according to Ms. Landin, and some thanked the teacher for being able to participate in the Pilot program.

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ACTIVATE, DISSEMINATE, PARTICIPATE!

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Basic Organization of Manual

Breakfast Epiphanies is designed to provide students with a process of inquiry that applies to media production in a team setting.

The Educator manual is organized into four major sections:

1. Overview and Background. This initial introduction gives teachers the philosophical and pedagogical foundations of the curriculum as well as background in media literacy, basic nutrition guidelines resources for production tools, and connections to skills identified as necessary for the 21st century. This initial section also addresses the teaching strategies employed throughout the curriculum and a Pre-Post test for administration before and after delivery of lessons.

2. Five Lesson Plans with Complete Background Information. The curriculum includes five lessons (45-55 minutes each) with reference materials and detailed instructions for educators. The lessons are to be presented consecutively.

Please NOTE: Although the education standards presented in these lessons address Middle School, the lessons can be delivered to Elementary, Middle and High School students, as the lessons can easily apply to all, with minor adjustments on the teacher's part.

3. Student Materials: Student/Team Workbook. Small group collaboration is essential throughout the lessons. Specific guidelines for behavior as well as worksheets for gathering group ideas and responding to tasks is organized in the Student/Team Workbook. Also included are reflective opportunities for individual students through daily homework questions and worksheets for logging food and physical activity choices.

Teachers are encouraged to review students' work throughout the lessons and should feel free to grade the work if they choose.

4. Professional Development Module
Professional development is provided in the slide presentation titled *Media Literacy: A System for Learning Any Time, Any Where* which introduces the foundation for CML's approach to teaching media literacy. Order this through CML's online store.

I. OVERVIEW AND BACKGROUND

Introduction

Youth obesity is a major public health problem in the United States. It is estimated that in the United States alone nearly 25 million young people are currently obese or overweight and that this trend is growing. Educators are well aware of the impact healthy eating habits and physical activity can have on today's youth leading balanced lives and having the energy to participate fully in school.

Lack of mutual awareness as well as increased media exposure and commercial branding can play a role in the food choices students and their families make which can lead to a pattern of poor food choices, unbalanced eating, and insufficient nutrition. While advertisements and branding are by no means the only issue contributing to unhealthy eating habits in today's youth, it is important that students develop the ability to think critically about the messages they receive through media and advertising and combine those skills with a sound foundation in basic nutrition to empower them to make wise choices that support them in leading healthy, balanced lives.

Public concern over today's youth obesity rates and increased sedentary lifestyles is nothing new. Typically media literacy education is not among the strategies employed in contributing to today's students making healthier choices about balanced nutrition and daily physical activity.

This program aims to rectify that oversight. By combining the critical thinking skills of media literacy with a nutrition theme that is tied to Common Core State Standards for middle schools in language arts, health and technology, it is hoped that this curriculum and engaging, interactive technology platform will demonstrate that media literacy and student collaboration can be an effective approach toward empowering students to lead healthier lives.

Breakfast Epiphanies Components

Breakfast Epiphanies is comprised of the following major components:

- Educator Guide highlighting the curriculum and instructional approaches
- Five-Lesson Curriculum for classes (with suggestions for a prep session and review session with students)
- Student/Team Workbook
- Pre-Post Test

- Suggested video clips for classroom use

This Educator Guide contains the Five-Lesson Curriculum, Student/Team Workbook, and a Pre-Post Test.

Pioneering Approach to Curriculum Development and Student Learning: A Changing Role for Educators

This program represents a pioneering approach to curriculum development and student learning -- integrating multiple disciplines while reinforcing media literacy process skills and technology calls for a student-centered process of inquiry leading to production. Through this process, the teacher sets goals, parameters, and assignments while providing guidance to students. Students learn from each other and through the resources provided them through an active exploration using technology tools. In some cases, the students become "teachers," in that their expertise in technology or in certain content arenas becomes known and valued.

Because this way of teaching and learning is new to most classrooms, we encourage you, as educators, to contribute to the education community's understanding of how this process works and how it can be improved. We really do want your feedback!

We have structured lessons in ways that build from our experience in providing process-oriented learning skills, but adding in interactive and collaborative media components certainly brings a whole new dimension to teaching and learning! We are excited to have the opportunity to work with you and participate in a true collaborative learning community.

Curriculum Structure
Philosophy of Education and Frameworks

The *Breakfast Epiphanies* team has focused on designing curriculum for 21st Century education. Among the challenges of the curriculum design were:

- Combining knowledge of several disciplines: media literacy, which includes media arts production, nutrition guidelines, interactive technology platform and teaching strategies that support a process of inquiry and discovery.
- Integrating the *process skills* of media literacy (accessing, analyzing, evaluating and creating media information) with *content knowledge* on nutrition and technology literacy while meeting Common Core State standards.
- Meeting the demands of frameworks for 21st Century education advocated by leading groups such as the Partnership for 21st Century Skills and the

Center for Media Literacy. Keeping the curriculum content consistent and fairly short so that educators can commit the time and energy to it.
- Insuring that the technology demands and teaching strategies used meet the capacity of a wide spectrum of educators.
- Using a research-based approach - Center for Media Literacy's Five Key Questions. These Five Key Questions are validated as an effective way for students to gain content knowledge and as a health intervention strategy through a seven-year longitudinal study completed by UCLA in 2009.

Below is a list of frameworks used to design the curriculum. This theoretical foundation has informed all of the work done on this project:

- CML's Philosophy of Education
- CML's Empowerment Spiral
- CML's Five Core Concepts and Five Key Questions of Media Literacy – Q/TIPS
- Framework for 21st Century Learning (Partnership for 21st Century Skills)
- "Are They Really Ready to Work?" This study calls for critical thinking skills, more professionalism in individual and team behavior, and awareness of health and wellness. (see 21stcenturyskills.org)
- "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century," by MIT's Henry Jenkins (see www.henryjenkins.org); white paper calls for training on media access, transparency and ethics.
- United States Department of Agriculture 2005 Food Pyramid Guidelines (www.mypyramid.gov)
- "The Impact of Technology on Character Education," by Tessa Jolls, commissioned paper prepared and presented at Symposium on Character Education by U.S. Dept. of Education, 2008.

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CML's FIVE CORE CONCEPTS AND KEY QUESTIONS
FOR CONSUMERS AND PRODUCERS
Media Deconstruction/Construction Framework

CML's Questions/TIPS (Q/TIPS)				
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#	**Key Words**	**Deconstruction: CML's 5 Key Questions (Consumer)**	**CML's 5 Core Concepts**	**Construction: CML's 5 Key Questions (Producer)**
1	**Authorship**	Who created this message?	All media messages are constructed.	What am I **authoring**?
2	**Format**	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in **format**, creativity and technology?
3	**Audience**	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target **audience**?
4	**Content**	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my **content**?
5	**Purpose**	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my **purpose** effectively?

THE EMPOWERMENT SPIRAL

Choices are a part of every-day life. Even deciding to do nothing is a choice! The **Empowerment Spiral** shows a way of thinking about ideas, media and choices so that you understand more, evaluate more and finally make judgments that will be more successful for you. The following will describe each of the steps involved in making choices:

Awareness
In this step of learning, you will see things in a different way. You will become "aware" of ways of looking at familiar things in a new way. You will experience "ah ha" moments in this stage of learning. When you apply this step to thinking about media in your life, you will become aware of all of the kinds of media and messages you experience every day.

Analysis
This part of your learning will be where you begin to look at the different aspects of an issue. You will begin to understand the "how" and the "what" of experiences to learn the meaning and significance of what you see, hear and read. When you apply this to media, you will learn how different techniques, camera angle, music, dress of the characters, color etc. that media creators use will affect you differently. You will learn that people who make the media you experience have specific ways that they use deliberately to have a specific effect on you.

Reflection
At this stage of your learning you will begin to understand the values of what you are seeing and hearing and begin to personally evaluate events for yourself, and understand the effect they have on you as a person. You will learn to ask the question, "so what". What does this mean for me and my behavior?

Action
This is the stage of your learning where you will continue to expand your learning by making choices and by doing. You will begin to apply what you have learned in the first three stages to your own actions in your own life. In this stage of your learning, you will determine what you may want to do that will make your life with the media different. You may decide to take big actions to change your life or very small actions to improve your awareness, your exposure or the effect of media in your own personal life.

Materials, Equipment and Resources Needed by Participants

Materials
There are some materials that teachers will need to acquire before beginning the curriculum and make available to their classes. Each lesson has a listing of materials needed and also background materials for educators.
Please check each lesson prior to delivery to be sure you have the materials needed. Workbooks are needed throughout the week and should be copied/distributed before beginning any lessons.

Equipment
Because access to equipment such as computers varies from school to school, this curriculum is designed to accommodate classrooms with at least one computer per four students. The lessons can be easily modified if your school has access to more technology by allowing each group of students to do some individual work on their own computer. If modifying, it is important to still include collaborative/small group work, as this is a critical 21st century skill student's need that has been intentionally utilized throughout the curriculum.

Media Sources
A list of necessary websites is provided for each lesson. It is important that you ensure that your school allows access to these websites. We recommend using Glogster EDU for the production pieces of this curriculum simply because it is accessible and educationally-minded, there are, however, other choices for production programs, and it is up to the teacher/school to determine which to use.

Find out about **Glogster EDU**
http://edu.glogster.com/what-is-glogster-edu/
Because Glogster EDU is easy for students to use and an inexpensive resource, CML is citing it in this curriculum as a tool for students to create mashes. Glogster EDU refers to mashes as Glogs.

A brief list of links to breakfast-related commercials is offered on the final page of the Educator's Guide.

Glossary
A glossary of terms is provided in each lesson for consistency.

Lesson Outline: All 5 Lessons
Activate, Disseminate, Participate!

The goal of *Breakfast Epiphanies* is to increase awareness of nutrition recommendations and strategies for leading a healthy lifestyle by encouraging students to engage the subject critically using media literacy tools for both deconstruction and construction. A basic premise of this curriculum is that, by increasing critical thinking skills, students will begin to make wiser personal choices in terms of their nutritional intake and exposure to commercial messaging.

Breakfast Epiphanies contains five lessons, with one "student prep day," each of about one class period (45-55 minutes), providing an exploration of nutrition, interactive technology and media. Although it is not called for in the curriculum provided, teachers may also want to allow additional time in a class after the curriculum completion for reflection and results of the pre-post test, to give students feedback on the "correct" answers and to be sure that all students have a chance to discuss their experiences. Each lesson uses the *Empowerment Spiral* as a foundation for organizing the lesson, so that students acquire skills for gaining awareness, conducting analysis, engaging in reflection and taking action – the essence of project-based learning.

The "student preparation day" is designed to offer students an opportunity to explore Glogster EDU or whichever technology platform is selected, and review the tutorials so they can learn what the technology platform has to offer. Students will also begin to gain a preliminary awareness of media literacy concepts. By using this day to explore and set up the technology appropriately, our hope is that the five-days of lessons will run much smoother with students having enough time to make great strides for creative production.

The five lessons provide students with a methodology for critical analysis of their nutritional choices and activity level, and the possible impact media and advertising may have on them, using the Five Key Questions of Media Literacy as a tool for understanding and analysis and the Q/TIPS tool for analysis of their own media messaging. The Student Journal allows for reflection throughout and includes daily homework assignments to check that students are beginning to think critically about the messages they receive and how they may impact their nutrition and lifestyle choices.

Here is an outline of Key Ideas in each lesson:

OUTLINE OF 5 LESSONS/KEY IDEAS

Lesson Title	Media Literacy Process	Nutrition Theme	Technology Competencies
1. What did you have for breakfast?	Starting to explore components of media presentations Applying critical analysis Creating simple media messages	Introduction to MyPlate Recommended Guidelines	Utilizing Glogster EDU or similar program with collaborative tools to share ideas
2. Rate What You Ate Today: Do Portions Count?	Creating simple media presentations Applying critical analysis Utilizing Q/TIPS to effectively evaluate media messages	Further exploration of serving sizes in MyPlate Guidelines	Utilizing collaborative tools Creating/Sharing simple media messages
3. Get Moving: How Does Physical Activity Impact Nutrition?	Developing more complex media messages Applying critical analysis Evaluating sample Public Service Announcements and more complex media messages using Q/TIPS	Introduction to impact of physical activity on leading a healthy lifestyle Recommended daily amount of physical activity Strategies for increasing physical activity Impact of physical activity on what you can eat	Utilizing collaborative tools Creating/Sharing media messages Importing assets Adding Sound Creating Mashes Casting media messages
4. Media and Branding: Are You Sold On The Foods You Eat?	Critically evaluating media and branding messaging using 5 Key Concepts Applying critical analysis Creating complex media messaging	Exposure to intentional messaging/advertising and the potential impact it can have on one's food choices	Utilizing collaborative tools Creating/Sharing media messages Importing assets Adding Sound Creating Mashes Casting media messages
5. Putting It All Together: Sharing What You Learned	Applying critical analysis Evaluating effective media messages using Q/TIPS	Incorporating nutrition concepts learned to create a healthy day	Same as above

Structure of Lesson
Each lesson is structured as follows:

Lesson Number/Title: At top of page

Teacher Background Information

Key Learnings: These always pose questions that define the major objectives of the lesson with the intent that students will be able to address these questions after completing the lesson

Media Literacy and Technology Competencies: Identifies the connections the lesson will make and the technology skills learned/used

Nutritional Knowledge: Identifies the connections the lesson will make to nutrition

Common Core State Standards English/Language Arts

National Health Education Standards

National Education Technology Standards (ISTE)

Objectives for Students: Cites understanding/tasks students will accomplish

Language of the Discipline: Provides terminology important for both teachers and students

Materials: Identifies Background Materials and Worksheets to be used, Websites and any Equipment needed. All recommended websites have been screened for school use. The KWL Chart is introduced in Lesson 1 and is used throughout the week. All other references to the KWL Chart in subsequent lessons refer back to the one in the first lesson, so students will add to their KWL Chart as they move forward through the Lessons.

Lesson: All five lessons are sequenced, and directions for the teacher presentation and estimated time for the major student activities are provided for the teacher.

Homework: Daily reflective assignments encourage students to reflect on concepts learned throughout the day and to incorporate them into leading a healthier lifestyle.

Student/Team Workbooks: The workbooks contain team behavior expectations and job responsibility explanations, as well as worksheets and tasks needed for team collaboration and activities. Individual student worksheets are also contained here.

Lesson Design

The lessons in this curriculum are intended to provide information to students as well as to allow them time to work with concepts -- and especially time to talk – in making connections to their personal lives. Students are actively involved in the lessons.

Teachers will find that the design of the lessons allows the teacher to present basic information to students and assist them in initiating thoughtful analysis. However, the focus of these inquiry-based lessons is to provide students with opportunities for collaboration, discussion, critical thinking, analysis, creating and discovery in a structured and organized way. The instructional strategies empowering students to lead their own exploration and discovery through project-based learning may feel foreign to some teachers. This is normal! Further information about the benefits of inquiry-based learning can be found in some of the organizations and materials referenced earlier. In addition, when using an interactive technology platform it is expected that students will work at different paces and some will go much further with the tools. While students must stay on task and work productively, it is important that teachers understand that it is not simply the "end product" they must focus on to analyze student understanding, but rather their ability to thoughtfully work through the project processes and use the technology tools of their choice to share ideas.

Lessons should take about one class period (45-55 minutes). Lessons are activity-based and utilize collaborative learning strategies. Reading, writing, speaking, listening, viewing and representing, and critical thinking skills are emphasized.

Process of Inquiry

A focus on CML's Five Key Questions (Q/TIPS Tool) helps students build the habit of routinely subjecting media messages to a checklist of questions as a starting point for inquiry. These questions, and learning to apply them to media content, provide students with a lifelong method for navigating their way as citizens in a global media culture. These questions are just a beginning for critical analysis, but they are a beginning rooted in sound media studies theory.

Here are some questions for educators:

1. Am I trying to tell the students what the message is? Or am I giving students the skills to determine what they think the message(s) might be? *In using the Five Key Questions of media literacy, students embark on a guided journey of inquiry and discovery.*
2. Have I let students know that I am open to accepting their interpretation, as long as it is well substantiated, or have I conveyed the message that my interpretation is the only correct view? *Key Question #3 encourages multiple perspectives; however, it is important that students acquire the skills to provide evidence for their point of view. They need to learn the difference between what they see and hear and what they might think, believe or feel.*
3. At the end of the lesson, are students likely to be more analytical? Or more cynical*? Lessons are designed to encourage skepticism and to acquire new skills of analysis. Cynics assume; skeptics question.*

What Media Literacy is *NOT*

- Media Literacy is NOT media bashing
- Merely producing media is NOT media literacy
- Just bringing videos or CD-ROMS or other mediated content into the classroom is NOT media literacy
- Simply looking for political agendas, stereotypes or misrepresentation is NOT media literacy
- Looking at a media message or experience from just one perspective is NOT media literacy
- Media literacy does NOT mean "don't watch"

Close Analysis

To stop and look at how a media message is put together takes multiple viewings or experiences from several different perspectives and is called *Close Analysis*. Part of the goal in a close analysis is to separate out what viewers are actually seeing and hearing from what they think, feel and believe as they engage with the media text, or product.

At its most basic, a close analysis has four steps: The first two emphasize description of the text; the second two emphasize interpretation of the text.
1. Look only at visuals
2. Listen only to sounds
3. Apply the Five Key Questions
4. Review Insights

As the first two steps are undertaken, a neutral way for the teacher to start the process of inquiry is by asking the question, *"What did you notice?"* This question avoids leading the audience to conclusions or opinions and instead invites them to identify evidence from the text itself.
(A detailed overview of how to do a close analysis is provided in Lesson 5.)

Empowerment Spiral

The Empowerment Spiral gives students a way to go about making choices, through Awareness, Analysis, Reflection and Action. Each lesson features steps in the Empowerment Spiral; labeling these steps helps students connect to *why* they are engaged in a particular activity during the lesson. You will find that each segment of the lesson refers to the skills in the Empowerment Spiral that are used in that particular segment.

As you use the Empowerment Spiral model and the Five Key Questions, refer to them and label them for students so that a new "habit of mind" starts forming for the class. With practice, students become accustomed to labeling the question(s) as "# 1" or "# 5" as they come across media messages. Students may also learn that before making a choice, being conscious of awareness, analysis or reflection can be beneficial in their decision-making process before taking action (or not).

Recommended Instructional Techniques

Classroom Organization
The curriculum emphasizes analysis, reasoning, critical thinking and evaluating rather than memorizing facts and statistics or parroting information given to them in a lecture format. The goals of this curriculum are realized through whole group lessons, small group discussion, activities, and team problem solving. Consider your classroom environment when implementing this curriculum; try a circle or small table groups. Use a variety of modalities as you present lessons and watch videos, so that students are actively engaged.

Norms
Before implementing the curriculum, it is helpful to set ground rules to govern discussion and sharing within the classroom. These are designed for classroom management, but also to protect middle school students from themselves. It is important to create a safe environment in which students can contemplate, consider alternatives and connect to their own lives. But, it's important that students NOT tell their peers personal stories that are more appropriately told in private. Suggested norms are included.

Teachers may find that it is helpful to review norms for behavior before each of the lessons begins, especially for the first few lessons, so that students become used to these norms being part of the expectations for behavior, setting ground rules that will govern discussion and sharing in the classroom. Suggested norms are provided, but teachers should feel free to adjust, expand or change these as they may best fit their classroom needs.

These Norms are:
1. *Be respectful of one another, the ideas shared and our learning community.*
2. *Listen to understand.*
3. *Be open to new ideas.*
4. *Do not share inappropriate personal stories.*
5. *Actively participate in all lessons and activities.*

KWL Chart
Using the graphic organizer provided, students write what they <u>KNOW</u> about a given topic then share with a peer. Next, students write what they <u>WANT</u> to know. This they then share with the class while the teacher records suggestions. Finally, at the end of the unit, students write what they <u>LEARNED</u> about the topic. They check to see if there were misconceptions in the <u>KNOW</u> column and make corrections; they also check to see if their questions in the <u>WANT</u> column have

been answered. Teachers may add another column or use the back for the KWL to record 'unanswered questions'; this will encourage additional research.

Note: Students will use the same KWL Chart from Lesson 1 throughout all the lessons.

My Journal
The main purpose of Journal pages is to encourage students to reflect and to articulate their understanding of the terms and concepts presented. A My Journal page is included at the end of each lesson in the Student Book.

PNI Chart (Positive, Negative, Interesting)
While students watch a video clip or participate in a conversation or activity, they jot down their personal responses in either the **Positive** column (positive response), the **Negative** column (negative response) or the **Interesting** column (interesting ideas).

Three-Minute Pause
Students watch short excerpts of videos, no longer than 3 minutes. At pre-determined spots the teacher stops (pauses) the video. Students work in pairs or small groups to summarize, clarify understanding, ask questions and predict what is next. (These are reciprocal teaching strategies and can be combined with a PNI chart or other techniques.)

Think Pair Share
Students are presented with a question or idea. Allow 2 minutes of think (or wait) time for students to think alone. Ask students to share with a partner (pair) to clarify understanding and then share either in a small group or whole group.

Numbered Heads Together
Students number off (1-2-3-4). Then, propose a question or new idea to the class. Students think independently first and jot down notes. Then, (1) pair odds or evens or (2) ask students to pair with the same number or (3) number the corners of the room. Have students report to the appropriate numbered corner or meet with the appropriate person/team and discuss the question or new idea. Share with the whole class.

Pre-Post Test
Since the overall challenge is to teach children to contribute to global society through wise, effective, safe and responsible choices through the use of communication systems and tools, it is imperative to evaluate whether these goals are being met or not in connection with the expenditure of precious time

and resources in delivering curricula. Although assessment of media literacy is in a primitive state, CML has devised some pre-post tests that assist with providing some traditional measures of learning with the following goals:

Pre-test: To provide an evaluation of media literacy learning and a baseline for the future.

Post-test: To determine whether students improved their understanding of the Five Core Concepts and Five Key Questions of Media Literacy and if they are able to apply those concepts to *the particular* messages in *the particular* content area that they've been assigned to study. Assuming that students have practiced applying the Five Key Questions during the course of their studies and internalized the process of inquiry, it is likely that they can apply this methodology to *any* message in *any* content area.

The complete Pre-Post Test is contained on page 26 of this Guide.

Student Prep Day

Use this time to offer an overview of the collaborative nature of the unit with your students.

- Review Norms for behavior.
- Give the Pre-Test prior to handing out any materials.
- Upon collecting the tests, distribute the workbooks and place students into small work groups.
- Ask each group to create a profile on Glogster EDU or other technical platform. Make time for students to watch the introductory tutorials for the platform.
- Within the groups, students should choose a note taker and assign other jobs as necessary.

Now you're ready to begin the lessons.

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NORMS

1. Be respectful of one another, the ideas shared and our learning community.

2. Listen to understand.

3. Be open to new ideas.

4. Do not share inappropriate personal stories.

5. Actively participate in all lessons and activities.

CML

Mission: Media Literacy

BREAKFAST Epiphanies
Nutrition Pre-Post Test

This test is to assess your knowledge of nutrition and media literacy.
Circle the best answer for each question.

1. The main goal of an advertisement or commercial is to…
   a. Entertain
   b. Sell
   c. Teach
   d. Make you laugh

2. To keep my body healthy, eating in a healthy way is important and so is…
   a. Watching TV
   b. Reading cookbooks
   c. Physical activity
   d. Taking a shower every day

3. How much physical activity does the United States Federal Government currently recommend that the average person get each day? * (Or please substitute your country's recommended requirement)
   a. 15 minutes
   b. 30 minutes
   c. 45 minutes
   d. 60 minutes

4. Which drink is the healthiest choice?
   a. Soda
   b. Energy drink
   c. Water
   d. Sports drink

5. I should use critical thinking skills and thoughtful analysis when viewing commercials or seeing cool branding labels for foods because…
   a. All corporations lie and are out to trick me
   b. Commercials and branding can never be trusted because there is always the ulterior motive of them trying to sell to me.
   c. I make better choices when I am thoughtful about who is selling the product and what their messaging is trying to say. I can then evaluate if the food or product is right for me and my goals for healthy living.
   d. It is fun to be critical of other's work

6. "Good eating habits" means…
   a. Eating everything I can
   b. Eating anything I want
   c. Eating a balance of different foods
   d. Eating everything on my plate

7. Food ads look fun, with bright colors and music, because…
   a. The food is fun to eat
   b. Parents like the ads
   c. Fun ads get my attention
   d. Watching food ads will make you a fun person

8. It is important to ask questions about what advertising tells us because…
   a. Advertising makes us do things
   b. Advertising is bad
   c. Asking questions helps us make better choices
   d. The teacher told me

9. If I am committing to eating healthy it is a good idea for me to…
   a. Eat all recommended servings of each food group during my first meal of the day so I don't have to worry about it later in the day.
   b. Stop going to fun places with my friends who eat junk food.
   c. Discuss my goals with my family and plan my meals ahead of time so I can be sure to get the right servings and nutrients throughout an entire day.
   d. Replace meals with protein shakes that say they are packed with vitamins and minerals.

10. As long as I am eating healthy foods, I can eat as much of them as I want and still be healthy and balanced.
    a. True
    b. False

11. Everyone should follow the same MyPlate guidelines without modifications in order to lead a healthy lifestyle.
    a. True
    b. False

12. Eating meals with family and friends that share my goal for healthy living can help me develop healthy eating habits and attitudes toward food.
    a. True
    b. False

13. What item is considered a "serving" of fruit?
    a. Fruit snacks, like fruit-flavored candy
    b. An apple
    c. Fruit-flavored drinks
    d. All of the above

14. Foods that should be *occasional* treats – NOT every day foods -- include:
    a. Cookies
    b. Ice Cream
    c. Bacon
    d. All of the above

15. It is important to consider who created the advertising message in order to…
    a. Know who to blame
    b. Find the bias that always exists
    c. Find out who created the music on the commercial

16. The Internet, TV and radio news tell us…
    a. Only the truth
    b. Only lies
    c. Only some of the information
    d. Everything we need to know

17. Media messages affect me.
    e. True
    f. False

Answer Key: Pre-Post Test

1. B   Sell (KQ#5)
2   C   Physical Activity
3   D   60 minutes for the United States
4   C   Water
5   C   I make better choices…(KQ#3)
6   C   Eating a balance…
7   C   Fun ads get my attention (KQ#2)
8   C   Asking questions helps us…
9   C   Discuss my goals…
10 B   False
11 B   False
12 A   True
13 B   An apple
14 D   All of the above
15 B   Find the bias… (KQ#1)
16 C   Only some of the information (KQ#4)
17 A   True

II. FIVE LESSONS WITH COMPLETE BACKGROUND INFORMATION
(45-55 minutes each)

Activate, Disseminate, Participate

Lesson 1: What did you have for breakfast?

TEACHER BACKGROUND INFORMATION

Key Learnings
- What constitutes a healthy breakfast?
- What food groups need to be represented in a balanced, healthy breakfast?

Media Literacy & Technology Competencies
- Introduction to what makes an effective media message
- Focus on Key Question #1: What am I **authoring**? (Producer) Who created this message? (Consumer)
- Evaluating your team's project using the Assessment: Production Checklist Tool
- Creating a short, effective media message using Glogster EDU that shares what you ate for breakfast and rates if healthy or not
- Introduction to peer collaboration using the technology platform

Nutritional Knowledge - MyPlate Guidelines
- Awareness of recommended daily guidelines for each food group
- Knowledge of how to analyze one's breakfast choices to determine if healthy or not

Common Core State Standards Grades 6-8
- ELA Speaking and Listening, Comprehension and Collaboration SL.6.1, 7.1, 8.1--Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-level] topics, texts and issues, building on others' ideas and expressing their own clearly.
- ELA Anchor Standards, Writing, Research to Build and Present Knowledge--8
  Gather relevant information from relevant print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ELA Anchor Standards, Speaking and Listening--7
  Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA Reading Informational, Text
  RI.6.1--Cite textual evidence to support analysis of what the text says.
  RI.7.1--Cite several pieces of textual evidence to support analysis.

RI.8.1--Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- ELA Speaking and Listening, Comprehension and Collaboration, Grade 8
  SL.8.1b--Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

- ELA Speaking and Listening, Presentation of Knowledge and Ideas
  SL.7.5--Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
  SL.8.5 -- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- ELA Writing Standards, Production and Distribution of Writing
  W.8.6-- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with each other.

National Health Education Standards Grades 6-8
- Standard 1, Students will comprehend concepts related to health promotion and disease prevention to enhance health
  1.8.1--Analyze the relationship between healthy behaviors and personal health.

- Standard 5, Students will demonstrate the ability to use decision-making skills to enhance health
  5.8.4--Distinguish between healthy and unhealthy

- Standard 3, Students will demonstrate the ability to access valid information, products, and services to enhance health
  3.8.1--Analyze the validity of health information, products, and services
  3.8.2 --Access valid health information from home, school, and community.

- Standard 4, Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks,
  4.8.1--Apply effective verbal and nonverbal communication skills to enhance health

- Standard 8, Students will demonstrate the ability to advocate for personal, family and community health
  8.8.1-- State a health-enhancing position on a topic and support it with accurate information
  8.8.2--Demonstrate how to influence and support others to make positive health choices.
  8.8.3--Work cooperatively to advocate for healthy individuals, families, and schools.

National Education Technology Standards (ISTE)
- Standard 1, Creativity and innovation
  1b--Create original works as a means of personal or group expression
- Standard 2, Communication and collaboration
  2a--Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  2d-- Contribute to project teams to produce original works or solve problems
- Standard 3, Research and Information Fluency
  3a--Plan strategies to guide inquiry
  3b--Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  3c-- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks
- Standard 4, Critical thinking, problem solving, and decision making
  4a -- Identify and define authentic problems and significant questions for investigation
  4b--Plan and manage activities to develop a solution or complete a project
  4c-- Collect and analyze data to identify solutions and/or make informed decisions

Objectives:
Students will:
- Define foods they had for breakfast
- Analyze their breakfast foods using the www.choosemyplate.gov website
- Apply Key Question #1
- Complete K and W in a KWL Chart: What makes a healthy breakfast?
- Share their individual breakfast findings with others using the collaborative tool of their choice
- Collaborate with teammates to create a media collage that addresses the "Show What you Know" scenario and share it with others using Glogster EDU.

Language of the Discipline

Media: The term refers to the industries that communicate information and entertainment through newspapers, television, radio, films, magazines, etc. The term media also refers to the form and technology used to communicate information and entertain.

Mash: A blending of multi-media elements that are combined with digital technology to communicate a message. Glogster refers to mashes as Glogs.

Critical Thinking: Critical thinking is the set of intellectual skills, abilities and dispositions that lead to content mastery and deep learning. Critical thinking is also related to Bloom's Revised Taxonomy (Levels of Thinking) and includes knowledge, comprehension, application, analysis, synthesis and evaluation. In media literacy critical thinking consists of analyzing and evaluating messages embedded in media, and involves reflecting upon the variable meanings of messages. The methodology for teaching critical thinking is using the CML Five Core Concepts and Five Key Questions of media literacy for production/construction and deconstruction (called Questions/Tips - Q/Tips).

Collaboration: The act of working with others to accomplish a given task.

ChooseMyPlate: The current guide for daily serving recommendations of healthy foods from each of the identified food groups as designated by the United States Department of Agriculture.

Food Groups: Categories used in the United States to identify the types of healthy foods individuals need on a daily basis to receive proper nutrients. These include fruits, vegetables, grains (whole), and dairy.

Balanced Meal: A meal that represents the appropriate portions of each food group to insure proper nutritional servings are met.

Materials
1. One laptop or computer per student team with access to the Internet
2. Glogster EDU or technology platform of choice
3. Student/Team Workbook

Lesson #1:

IF students have not yet completed the pre-test, please give it to them BEFORE doing any lessons. This is very important!

Review Norms for Student Behavior and Participation

1. ***(Set Up)* (5 min)**
   - Break students into their designated groups
   - Have students take out their student workbooks
   - Break students into their designated groups and have a Team Recorder take notes
   - Have each team member log into the technology platform
   - Direct students to www.myplate.gov website

Teacher Asks:
   - ✓ How many of you think you ate a healthy breakfast this morning?
   - ✓ Using the daily food log located in your student journals write down everything you ate and drank for breakfast this morning
   - ✓ Using the KWL chart found in your workbook collaborate with your teammates to record what you "know" about what makes up a healthy breakfast and what you "want to know" about what makes up a healthy breakfast under the "K" and "W" sections of today's KWL chart

2. Team Share - Definition of a healthy breakfast (5 min)
   - Think/Pair/Share: Students share their knowledge of a "healthy breakfast" with their team and discuss what they had for breakfast
   - Team discusses why it was healthy or unhealthy
   - Team analyzes everyone's breakfasts and determines who ate the "healthiest" breakfast that morning

3. Students visit the www.choosemyplate.gov website to explore the government recommended foods for a healthy lifestyle and gain greater understanding of the different food groups and recommended servings each should have throughout the day.   (10 min)
   - Team reviews Q/TIPS tool, focuses on Key Question and Core Concept #1, and applies the Concepts to brainstorm and answer the question: "Do you think the MyPlate website is a reputable source for information?" Team can also refer to the Checklist for Website Quality to compare the Checklist to the MyPlate website. Explain your answers in your workbook.
   - Students collaborate to help one another make quick changes to their individual breakfasts to make them healthier.   Students record these

modifications in their individual journals to create a "healthier" version of their breakfast. (Remind students to work quickly)

(Transition) Teacher Asks:
Has each group helped their team members modify their breakfast to make sure it is healthy?

Now we are going to go to the Glogster EDU platform to practice sharing your breakfast changes using the collaborative tools. If you finish early, work with your team to build and share a mash using the "Show What You Know" scenario. Your team has 20 minutes to explore the program and read through any necessary tutorials.

Using Glogster EDU or other technology platform (15 minutes)

4. **Required Activity: Team Members Practice Sharing Their Breakfast Choices With Classmates Using Simple Collaboration Tools (Text or video)**
   - Teacher reminds students to revisit tutorial options if necessary
   - Teacher instructs students that each member of the team needs to get a chance to communicate using the program and the team must document that each team member knows how to use a collaborative tool to communicate their message with a friend

5. **Desired Goal: *Show What You Know* Activity (Scenarios appear at end of lesson)**

   - Students work in their groups to create a basic mash that solves the scenario they have been assigned. Students should be reminded that they will only have time to create a simple message, and that they should use the Assessment Checklist as a way of assessing the quality of their message

(Analysis) **(5 min)**
6. **Debrief- Share your media message with a friend.**
   Ask each group to evaluate their team member's success at using the collaborative tools.

(Reflection) **(10 min)**
7. **Share Your *Show What You Know* Message and Complete What You Learned With Your Team**
   - Students share with small group what they learned about nutrition and creating a successful media message.

- As a team, students complete "Learned" section of today's KWL chart. Teacher moves around the room listening to student conversations/ teacher provides feedback (teacher will need to decide how to best provide feedback to students, depending on teacher style and student needs).
- If students finished a mash, have it evaluated using the Assessment: Mash Checklist, either by another team or with the "Project Manager" on their team.

MEDIA TRIANGLE

PRODUCTION:
Everything that goes into making a media text

M
E
D
I
A

TEXT:
A media product

AUDIENCE:
Those who engage with a media text
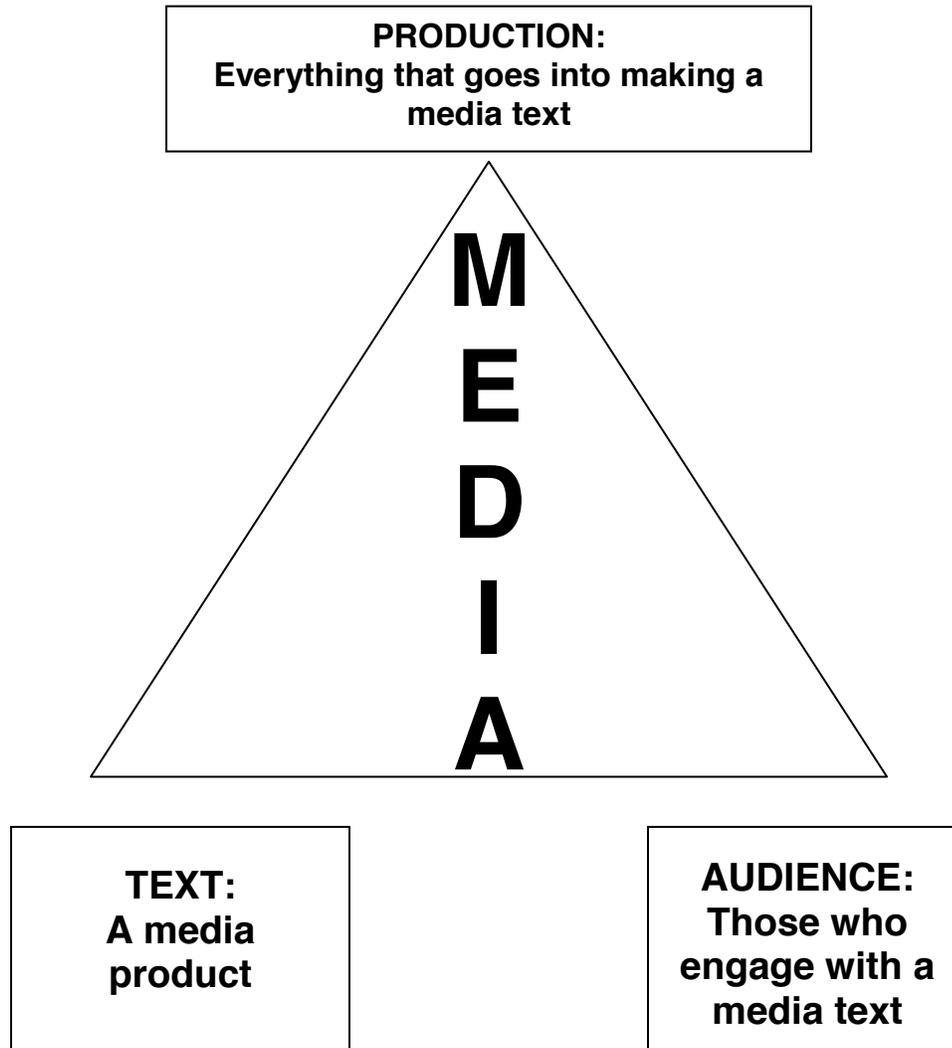
The meaning of a media text or product is determined by the relationship between the Audience, the Text and the Production.

Model developed by Eddie Dick, Media Education Officer for the Scottish Film Council.

CML
Mission: Media Literacy

MediaLit KIT™

KWL
How does media influence you?

K	W	L
What do you KNOW?	**What do you WANT to know?**	**What have you LEARNED?**

Checklist on Website Quality
Based on CML's Key Questions for Media Literacy

Key Question # 1: Who created this message?
- I can identify a group or individual responsible for the content on this site.
- I have verified that the site's authorship is consistent with its .com, .org, .net, .edu, .gov domain extension.
- This site is maintained by a person or organization that I know is credible outside of the internet.
- This site has been updated in the past 3 to 6 months.
- This site has a phone number or mailing address that I could use for contacting the person or organization for more information.

Key Question #2: What creative techniques are used to attract my attention?
- This site contains many misspellings and/or broken links.
- This site has no external links.
- This site contains clear graphics and explanations.
- This site has a well-organized navigation system and makes things easy to find.

Key Question #3: How might different people understand this message differently?
- This site contains external links to other credible websites.
- I have verified the information on this site using reliable online or offline resources.
- This website is relevant to my questions and interests.

Key Question #4: What values, lifestyles and points of view are represented in or omitted from this message?
- This site is clearly biased toward a specific opinion or point of view.
- This website is branded.
- This website uses copyright ethically.
- This website is socially responsible.

Key Question #5: Why is this message being sent?
- This website is trying to sell me a product or service – or not.
- The main purpose of this site is to provide facts (not opinions).

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Show What You Know Scenarios

You and your teammates will be using Glogster EDU to complete some of the scenarios listed below throughout the week. You may use the Glogster EDU tools of your choice when completing each activity. It is recommended that you try to use as many of the tools as possible throughout the week, increasing your level of expertise as you learn more.

Scenario #1:
Design a mash targeted at teaching young children (age 5-8) what a healthy breakfast looks like. Remember to keep it relatively simple for this age group. If necessary, review the recommended food guidelines listed on the www.choosemyplate.gov website.

Scenario #2:
Design a mash that teaches 3 key tips for creating a healthy lifestyle. This should include tips on food choices and physical activity. Your target audience should be your parents/guardians. If necessary, review the recommended food guidelines listed on the www.choosemyplate.gov website.

Scenario #3:
Design an advertisement "selling" your fellow classmates on incorporating three healthy foods into their breakfast choices. If necessary, review the recommended guidelines listed on the www.choosemyplate.gov website and/or the healthy breakfast choices your teammates made throughout the week.

Scenario #4:
Work with your team to create a healthy meal using the tools on the www.choosemyplate.gov website. Create a mash that shares your team's healthy meal.

Scenario #5:
Design a public service announcement teaching your fellow classmates about the importance of physical activity when creating a healthy lifestyle. If necessary, review the concepts taught about physical activity on the www.choosemyplate.gov website.

Scenario #6:
Design a media "tip sheet" with three ways your classmates can increase their physical activity each day. If necessary, review the concepts taught about physical activity on the www.choosemyplate.gov website.

Lesson 2: Rate What You Ate Today: Do Portions Count?

TEACHER BACKGROUND INFORMATION

Key Learnings
- Did today's breakfast choices provide balanced nutrition?
- How much of a healthy food is too much?
- Do you tend to eat primarily from one food group, and is this a wise choice?

Media Literacy and Technology Competencies
- Focus on Key Question #2: Does my message reflect understanding in **format**, creativity and technology? (Producer) What creative techniques are used to attract my attention? (Consumer)
- Successfully utilizing the MyPlate Menu Planner to "rate what you ate" today
- Going a step further using collaboration tools: Can you create and share an effective media message that uses a different production tool than yesterday?
- Rate one of the short PSA's from the ChooseMyPlate.gov website using the Assessment Checklist

Nutritional Knowledge – MyPlate Guidelines
- Awareness of general serving sizes in one's breakfast choices based on the MyPlate Menu Planner
- Knowledge of how to analyze and plan a balanced breakfast that incorporates recommended MyPlate guidelines

Common Core State Standards Grades 6-8
- ELA Speaking and Listening, Comprehension and Collaboration SL.6.1, 7.1, 8.1 --Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-level] topics, texts and issues, building on others' ideas and expressing their own clearly.
  SL.8.1d. --Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.
- ELA Anchor Standards, Reading, Integration of Knowledge and Ideas -- 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- ELA Anchor Standards, Writing, Research to Build and Present Knowledge--8
Gather relevant information from relevant print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- ELA Writing, Production and Distribution of Writing
W.7.6 --Use technology, including the Internet, to produce and publish writing and to cite sources, as well as to interact and collaborate with others, including linking to and citing sources
W.8.6 -- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- ELA Reading Literature, Integration of Knowledge and Ideas
ELA RL.7.7 -- Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

National Health Education Standards Grades 6-8
- Standard 1, Students will comprehend concepts related to health promotion and disease prevention to enhance health
1.8.1--Analyze the relationship between healthy behaviors and personal health.
- Standard 3, Students will demonstrate the ability to access valid information, products, and services to enhance health
3.8.1--Analyze the validity of health information, products, and services
3.8.2--Access valid health information from home, school, and community
- Standard 5, Students will demonstrate the ability to use decision-making skills to enhance health
5.8.4--Distinguish between healthy and unhealthy alternatives to health-related issues or problems
- Standard 8, Students will demonstrate the ability to advocate for personal, family and community health
8.8.1--State a health-enhancing position on a topic and support it with accurate information
8.8.2--Demonstrate how to influence and support others to make positive health choices
8.8.3 --Work cooperatively to advocate for healthy individuals, families and schools

National Education Technology Standards (ICTE)
- Standard 1, Creativity and innovation
  1b--Create original works as a means of personal or group expression
- Standard 2, Communication and collaboration
  2a--Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  2d-- Contribute to project teams to produce original works or solve problems
- Standard 3, Research and Information Fluency
  3a--Plan strategies to guide inquiry
  3b--Locate, organize analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  3c-- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks
- Standard 4, Critical thinking, problem solving, and decision making
  4a -- Identify and define authentic problems and significant questions for investigation
  4c-- Collect and analyze data to identify solutions and/or make informed decisions

Objectives:
Students will:
- Define foods they had for breakfast today. (Did you make better choices?)
- Analyze their breakfast foods using the menu planner on the www.choosemyplate.gov website
- Create healthy alternatives to their standard breakfast
- Complete K and W in a KWL Chart: How many servings of each food group should I have?
- Share today's individual breakfast findings with their team and discuss healthy alternatives
- Apply Key Question #2
- Collaborate with teammates to create a media message using Glogster EDU that shares your group's healthiest breakfast

Language of the Discipline

Portion: In general terms, the size of the amount of food you eat.

Serving: While this is related to the size of the amount of food you consume, this term more specifically describes the exact amount (often in ounces) of the

portion/size you are eating. The MyPlate website offers specific
recommendations for servings in each of the food groups.

Ounces: A unit of weight equal to one sixteenth of a pound

Materials
1. One laptop or computer per student team with access to the Internet
2. Glogster EDU program or similar technology platform
3. Student/Team Workbook

Lesson #2:

Review Team Norms for Student Behavior and Participation

1. *(Set Up)* (5 min)
   - Break students into small group teams of four students each
   - Have students take out Student/Team Workbooks
   - Students Log into Glogster EDU
   - Students visit www.choosemyplate.gov website

   Teacher Asks:
   - ✓ How many of you think you ate a healthier breakfast this morning?
   - ✓ Using your daily food log in your student journal write down everything you ate and drank for breakfast this morning.
   - ✓ Using the KWL chart found in your workbook collaborate with your teammates to record what you "know" about the right amount of portions and servings necessary to make up a healthy breakfast and what you "want to know" about the right amount of portions of servings to make up a healthy breakfast under the "K" and "W" sections of today's KWL chart.

2. Team Share - Definition of healthy breakfast (5 min)
   - Think/Pair/Share: Students share their knowledge of portions and servings with their team and discuss what they had for breakfast and the general amount of food they consumed
   - Team discusses why they think it was a healthy or unhealthy portion
   - Team analyzes everyone's breakfasts and determines who ate the "healthiest" breakfast today

3. Students visit the www.choosemyplate.gov website and enter their breakfast in the Menu Planner tool located on this website to understand if their breakfast portions were truly healthy. (10 min)

   - Students copy down in their own journals what they would add or take away from their breakfast to make sure they get the right amount from each food group.

(Transition) Teacher Asks: Has each group identified which member of their team ate the healthiest breakfast and why? Has each team member identified ways they would change their breakfast if necessary to make it healthier?

Now we are going to build a message conveying why your breakfast was chosen as the healthiest of your group as it relates to portions and servings. **Tip:** Keep

your message fairly simple. Organize your thoughts and try to increase your technology competencies by using different tools today.

- Team reviews Q/TIPS, thinks about Key Question #2, and applies the concepts to brainstorm and answer the question: "Do you think the My Plate website is a reputable source for information? Team can also refer to the Checklist for Website Quality to compare the Checklist to the MyPlate website. Explain your answers in your workbook

Using Glogster EDU (15 minutes)

4. Team Members Practice Sharing Their Breakfast Choices With Classmates Using Simple Collaboration Tools (Text or video)

- Teacher reminds students to revisit tutorial options if necessary.
- Teacher instructs students that each member of the team needs to get a chance to communicate and the team must document that each team member knows how to use a collaborative tool to communicate their message with a friend.

-or-

Show What You Know Activity

- Students work in their groups to create a basic collage using Glogster EDU that addresses one of the Show What You Know Scenarios. Students should be reminded that they will only have time to create a simple message, and that it must successfully cover the Assessment Checklist for a quality media message.

(Analysis) (5 min)

5. Debrief- Share your media message with a friend.

(Reflection) (10 min)

6. Share Your *Show What You Know* Message and Complete "What You Learned" With Your Team

- Students discuss with teammates what they share with small group what they learned about portions/servings and creating a successful media message, focusing on Key Question #2.
- As a team, students complete "What We Learned" section of today's KWL chart, addressing what they learned about portions/servings. Teacher moves around the room listening to student conversations.

- If students finished a collage, have it evaluated using the Assessment Checklist, either by another team or with the "Project Manager" on their team.

Lesson 3: Get Moving! How Does Physical Activity Impact Nutrition?

TEACHER BACKGROUND INFORMATION

Key Learnings
- What role does physical activity play in a healthy diet?
- How can I easily increase my physical activity so I can eat more throughout the day and still remain healthy?

Media Literacy & Technology Competencies
- Focus on Key Question #3: Is my message engaging and compelling for my target **audience**? (Producer)   How might different people understand this message differently? (Consumer)
- Review of what makes an effective media message
- Evaluating your team's nutritional mash using the Assessment: Mash Checklist
- Creating an effective media message using Glogster EDU that shares what you know about the role physical activity plays in developing healthy eating habits
- Begin creating a more complex mash in Glogster EDU

Nutritional Knowledge - MyPlate Guidelines
- Awareness of how important physical activity is in helping you stay healthy
- Knowledge of approximately how much physical activity is needed daily and simple ways to increase the amount of physical activity you exert each day

Common Core State Standards Grades 6-8
- ELA Speaking and Listening, Comprehension and Collaboration
  SL.6.1, 7.1, 8.1--Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-level] topics, texts and issues, building on others' ideas and expressing their own clearly.
  SL.8.1b--Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
  SL.6.2 -- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study
  SL.7.2 -- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study

- ELA Anchor Standards, Writing, Research to Build and Present Knowledge--8
  Gather relevant information from relevant print and digital sources, assess the
  credibility and accuracy of each source, and integrate the information while
  avoiding plagiarism
- ELA Reading Informational Text, Integration of Knowledge and Ideas
  ELA RI.6.7 -- Integrate information presented in different media or formats (e.g.,
  visually, quantitatively) as well as in words to develop a coherent understanding
  of a topic or issue.
- ELA Writing Standards, Production and Distribution of Writing
  W.6.4, W.7.4, W.8.4 -- Produce clear and coherent writing in which the
  development, organization, and style are appropriate to task, purpose and
  audience
  W.7.5, W.8.5 --With some guidance and support from peers and adults, develop
  and strengthen writing as needed by planning, revising, editing, rewriting or trying
  a new approach, focusing on how well purpose and audience have been
  addressed.
  W.8.6-- Use technology, including the Internet, to produce and publish writing
  and present the relationships between information and ideas efficiently as well as
  to interact and collaborate with each other.
- ELA Speaking and Listening, Presentation of Knowledge and Ideas
  SL.7.5--Include multimedia components and visual displays in presentations to
  clarify claims and findings and emphasize salient points.
  SL.8.5 -- Integrate multimedia and visual displays into presentations to clarify
  information, strengthen claims and evidence, and add interest.

National Health Education Standards Grades 6-8

- Standard 1, Students will comprehend concepts related to health promotion and
  disease prevention to enhance health
  1.8.7--Describe the benefits and barriers to practicing healthy behaviors
- Standard 3, Students will demonstrate the ability to access valid information,
  products, and services to enhance health
  3.8.1--Analyze the validity of health information, products, and services
- Standard 5, Students will demonstrate the ability to use decision-making skills to
  enhance health
  5.8.4--Distinguish between healthy and unhealthy alternatives to health-related
  issues or problems
- Standard 8, Students will demonstrate the ability to advocate for personal, family
  and community health
  8.8.1--State a health-enhancing position on a topic and support it with accurate
  information
  8.8.2 --Demonstrate how to influence and support others to make positive health
  choices
  8.8.3 -- Work cooperatively to advocate for healthy individuals, families and
  school

National Education Technology Standards (ICTE)

- Standard 1, Creativity and innovation
  1b--Create original works as a means of personal or group expression
- Standard 2, Communication and collaboration
  2a--Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  2d-- Contribute to project teams to produce original works or solve problems
- Standard 3, Research and Information Fluency
  3a--Plan strategies to guide inquiry
  3b--Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  3c-- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks
- Standard 4, Critical thinking, problem solving, and decision making
  4a -- Identify and define authentic problems and significant questions for investigation
  4b--Plan and manage activities to develop a solution or complete a project
  4c-- Collect and analyze data to identify solutions and/or make informed decisions

Objectives:
Students will:

- List the approximate amount of physical activity they currently have each day.
- Analyze if this is enough based on information read on the www.myplate.gov website
- Complete K and W in a KWL Chart: Why is physical activity important?
- Apply Key Question #3.
- Collaborate with teammates to create a more complex mash using Glogster EDU that addresses a different "Show What you Know" scenario than previously used. Students will have tomorrow to finish this mash and must be prepared to share it with classmates on Friday.
- Incorporate Q/TIPS to make sure their mash will stand up to these guidelines

Language of the Discipline

Physical Activity: Another term for exercise. In addition to many different types of physical activity, there are different levels, often referred to as light, moderate or strenuous. Your calories burned while doing physical activity will relate to the level at which the activity is performed as well as the length of time.

Materials

1. One laptop or computer per student team with access to the Internet
2. Glogster EDU program
3. Student/Team Workbook

Lesson #3:

Review Team Norms for Student Behavior and Participation

(Set Up) (5 min)
- Break students into their designated groups
- Have students take out their workbook
- Have each team member log into Glogster EDU
- Direct students to www.ChooseMyPlate.gov website and locate the physical activity section.

   Teacher Asks:
   - ✓ How many of you think you get enough physical activity each day?
   - ✓ Using the physical activity log in your student journal write down everything you think was "physical activity" or exercise yesterday and approximately how long you did each.
   - ✓ Using the KWL chart found in your workbook collaborate with your teammates to record what you "know" about what constitutes a "healthy" amount of daily physical activity for an average person and what your team "would like to know" about how to increase physical activity under the "K" and "W" sections of today's KWL chart.

2. Team Share – How much physical activity am I getting? (5 min)
- Think/Pair/Share: Students share their knowledge of physical activity with their team and discuss how much they think they need to stay healthy.
- Team discusses if they think one another gets enough activity each day

3. Students visit the www.ChooseMyPlate.gov website to explore the physical activity pages to gain greater understanding of the recommended amount of physical activity needed and tips for increasing their activity level.   (10 min)

- Team reviews Q/TIPS chart and brainstorms answers to the question: "Do you think the MyPlate website is a reputable source for information?" Focus on Key Question #3! Team can also refer to the Checklist for Website Quality to compare the Checklist to the MyPlate website. Explain your answers.

- Students collaborate to help one another make quick changes to their physical activity level based on what they learned and what each likes to do. Students record any changes they think they should make in their student journals.

(Transition) Teacher Asks:

Now we are going back to the technology platform to begin building a mash that you will work on today and tomorrow. It needs to be more complex and you should try to use as many collaboration tools as possible. Your team will need to spend more time planning this media message and should use the storyboard templates in your workbooks to organize your thoughts and ideas. You can choose the "Show What You Know" scenario of your choice, but be prepared to share this mash with another group and have it evaluated.

Using Glogster EDU or other technology platform (15 minutes)

4. Required Activity: *Show What You Know* **Activity**

- Students work in their groups to create a more complex mash using Glogster EDU that solves the scenario they have chosen. Remind students that all team members need to be actively involved.

(Analysis) **(5 min)**

5. Debrief - Is Your Mash following the Assessment: Mash Checklist?
- Ask each group to evaluate their team member's success at using the collaborative tools.

(Reflection) **(10 min)**
6. Complete What You Learned With Your Team

- As a team, students complete "Learned" section of KWL chart, thinking about Key Question #3.Teacher moves around the room listening to student conversations. Teacher may also ask one team to share with the rest of the class

Lesson 4: Are you sold on the foods you eat?

TEACHER BACKGROUND INFORMATION

Key Learnings
- Do certain foods appeal to me because of how they are portrayed on television?
- Am I attracted to certain foods I see in the grocery store because of the way they are packaged?
- Do I ever think a food is healthy because of how it is branded?
- How can I tell the difference between a truly healthy food and one that is just being branded as a healthy option?

Media Literacy and Technology Competencies
- Focus on Key Question #4: Have I clearly and consistently framed values, lifestyles and points of view in my **content**? (Producer) What values, lifestyles and points of view are represented in or omitted from this message? (Consumer)
- Peer collaboration using the technology platform
- Continue building an effective, accurate PSA using the technology platform
- Applying concepts for what makes an effective media message using Q/TIPS tool
- Development of critical analysis of branding/advertising messages one receives that may have an impact on their consumer food choices.

Nutritional Knowledge - ChooseMyPlate Guidelines
- Awareness of intentional commercial advertising and branding strategies

Common Core State Standards Grades 6-8
- ELA Speaking and Listening, Comprehension and Collaboration
SL.8.1b--Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
SL.8.1d --Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented
SL.8.2-- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- ELA Reading Informational Text, Integration of Knowledge and Ideas
RI.7.6 -- Evaluate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ELA Reading Informational Text, Key Ideas and Details

RI.8.3 -- Analyze how a text makes connections among and distinctions between individuals, ideas and or events (e.g., through comparisons, analogies, or categories).

- ELA Speaking and Listening, Presentation of Knowledge and Ideas
  SL.7.5--Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
  SL.8.5 -- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- ELA Writing Standards, Production and Distribution of Writing
  W.8.6-- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with each other.

National Health Education Standards Grades 6-8

- Standard 2, Students will analyze the influence of family, peers, culture, media technology and other factors on health behaviors
  2.8.2--Describe the influence of culture on health beliefs, practices, and behaviors
  2.8.5--Analyze how messages from media influence health behaviors
- Standard 8, Students will demonstrate the ability to advocate for personal, family and community health
  8.8.1--State a health-enhancing position on a topic and support it with accurate information
  8.8.2--Demonstrate how to influence and support others to make positive health choices
  8.8.3--Work cooperatively to advocate for healthy individuals, families and schools

National Education Technology Standards (ICTE)

- Standard 1, Creativity and innovation
  1b--Create original works as a means of personal or group expression
- Standard 2, Communication and collaboration
  2a--Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  2d-- Contribute to project teams to produce original works or solve problems
- Standard 3, Research and information fluency
  3b -- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
- Standard 4, Critical thinking, problem solving, and decision making
  4a -- Identify and define authentic problems and significant questions for investigation
  4b--Plan and manage activities to develop a solution or complete a project
  4c-- Collect and analyze data to identify solutions and/or make informed decisions

Objectives:
Students will:
- Define foods they like/buy because of commercial advertising or popularity
- Analyze if these are actually healthy foods or products that need to be "branded" and "marketed" as such because they aren't truly very healthy
- Complete K and W in a KWL Chart: What do you know about marketing strategies used by companies to get you to buy certain foods?
- Apply Key Question #4
- Collaborate with teammates to finish your powerful mash

Language of the Discipline

Brand: A brand is a collection of images and ideas representing an organization, products or services. It refers to the concrete symbols such as a name, logo, slogan and design scheme as well as the associations and expectations people have about the owner of the brand.

Advertising: Advertising is a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service.

Brand Loyalty: Brand loyalty is the ultimate goal of any brand as customers purchase a brands' products even if they are sometimes more expensive than a comparative product. A good example of brand loyalty is choosing Coke over Pepsi or Mac over PC.

Marketing: A discipline involved in moving goods from producer to consumer.

Profit: Profit = Income – Expenses.

Materials
1. One laptop or computer per student team with access to the Internet
2. Glogster EDU program
3. Student/Team Workbook

Lesson #4:

Review Team Norms for Student Behavior and Participation

1. (Set Up) (5 min)
- Break students into small groups and have them take out their workbooks
- Direct students to branding outline in student journals

Teacher Asks:
- ✓ How many of you think your food choices are influenced by branding, commercial advertising and marketing?
- ✓ Record what you ate for breakfast today in your food log
- ✓ Using today's KWL chart write down everything your team "knows" about strategies used by companies to influence you into buying a certain type of food and what their motives might be under the "K" section of the KWL chart. Next write down everything your team "wants to know" about food marketing under the "W" section of the KWL chart.

2. Team Share – Brainstorm: Branding/Marketing Influence on Food Choices (5 min)
- Think/Pair/Share: How many of you think what you ate for breakfast today was NOT influenced by any commercial branding or advertising? Think about Key Question #4. And what values, lifestyles and points of view that their food choices reflect with the branding that their food may have.
- Team shares what they had for breakfast and discusses their thoughts on if they were influenced to "buy", "eat" or "like" any of these products through commercial advertising.

3. Students visit the branding worksheet and begin to understand what is meant by "branding", as well as the basic intentional structure used by many corporations to "market" their products a particular way so that they are influenced to buy them. (10 min)

- Students discuss these concepts with their group with the goal of beginning to understand why it is important to think critically about the messages they receive and evaluate them by the Q/TIPS tool they have been using to become thoughtful consumers in today's global marketplace. What lifestyles, values and points of view are represented in their breakfast choices? Focus on Key Question #4.

(Transition) Teacher Asks:

Now we are going back to the production platform to allow time for each team to finish their mash. Your team has most of the remainder of the class period to do so, and

should be prepared to share the mash tomorrow. **TIP:** Work collaboratively and productively to maximize time.

(Analysis) **(5 min)**
4. **Does your finished mash stand up to a quality media message, using the Assessment: Mash Checklist?**

- Remind students that this will be evaluated by another group tomorrow using this tool.

(Reflection) **(10 min)**
5. **KWL Chart: Commercial Branding/Advertising- How it influences your food choices**

- Students work together to finish the "L" section of today's KWL chart to record what they learned about branding/advertising/corporate structure and intent to influence them.

Lesson 5: Putting It All Together: Sharing What You've Learned

TEACHER BACKGROUND INFORMATION

Key Learnings
- Delivery of a complex mash that utilizes collaborative tools
- Team Review of what you were able to do in Glogster EDU

Media Literacy and Technology Competencies
- Focus on Key Question #5: Have I communicated my **purpose** effectively? (Producer) Why is this message being sent? (Consumer)
- Does your mash stand up to the Assessment: Mash Checklist?
- Can you build it and share it effectively in Glogster EDU?

Nutritional Knowledge - MyPlate Guidelines
- Post-test of concepts learned. Do you know more?

Common Core State Standards Grades 6-8
- ELA Speaking and Listening, Comprehension and Collaboration SL.8.1b--Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- ELA Speaking and Listening, Presentation of Knowledge and Ideas SL.7.5--Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.8.5 -- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- ELA Speaking and Listening, Comprehension and Collaboration SL.8.2-- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- ELA Writing Standards, Production and Distribution of Writing ELA W.6.4, W.7.4, W.8.4 -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
- ELA Writing Standards, Research to Build and Present Knowledge W.6.7 -- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate W.7.7 -- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

National Health Education Standards Grades 6-8

- Standard 4, Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
  4.8.1--Apply effective verbal and nonverbal communication skills to enhance health
- Standard 8, Students will demonstrate the ability to advocate for personal, family, and community health
  8.8.2--Demonstrate how to influence and support others to make positive health choices
- Standard 1, Students will comprehend concepts related to health promotion and disease prevention to enhance health
  1.8.1--Analyze the relationship between healthy behaviors and personal health.
- Standard 5, Students will demonstrate the ability to use decision-making skills to enhance health
  5.8.4--Distinguish between healthy and unhealthy alternatives to health-related issues or problems

National Education Technology Standards (ISTE)

- Standard 1, Creativity and innovation
  1b--Create original works as a means of personal or group expression
- Standard 2, Communication and collaboration
  2a--Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  2d-- Contribute to project teams to produce original works or solve problems
- Standard 3, Research and information fluency
  3b--Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Standard 4, Critical thinking, problem solving, and decision making
  4b--Plan and manage activities to develop a solution or complete a project

Objectives:
Students will:

- Be able to apply nutritional concepts learned successfully on Post-Test evaluation
- Be able to apply Key Question #5
- Be able to show they learned a great deal of tools throughout the week by using the Team Evaluation
- Be able to show the value in collaborating with others to complete creative tasks
- Be able to show that they have started to understand media literacy concepts and how to think critically about media messages they receive
- Have a common vocabulary through which to share their critical analysis, media and technology use

Materials
1. One laptop or computer per student team with access to the Internet
2. Glogster EDU program
3. Student/Team Workbook
4. Post-Test Evaluation Handout

Lesson #5:

Review Team Norms for Student Behavior and Participation

1. *(Set Up)* (5 min)

- Break students into small group teams and have them take out their workbooks
- Have students quickly identify whom they will share their mash with to have it evaluated

Teacher Instructs:
- ✓ Get working quickly on sharing what you learned this week by delivering your mash
- ✓ Reminder that those evaluating mashes should be respectful of the work and creative ideas of others

2. Team Share – Delivery and Evaluation of Mashes (15 min)
- Think/Pair/Share: Share your mash and have it evaluated for feedback.

(Transition) Teacher Asks:
How many of you feel you learned a great deal of material this week?

Now we are going to have you provide some feedback sharing what you learned. In your groups, go to the mash evaluation worksheet in your workbooks and discuss and record what your team was able to learn how to do using Glogster EDU. You need to work quickly, as I will be collecting your workbooks and student journals in 10 minutes.

(*Teacher collects student work and asks teams to break apart and put desks back in their original spots.*)

(Analysis) (10 min)
3. Debrief of Technology Tools Learned. (Stated above)

4. *(Reflection)* (10 min)
Individual Post-Test Evaluation
- Students complete their post-test evaluations to show what they learned by completing the five lessons.

EVALUATION: MASHUP

Evaluators should score each of the indicators (bullets) on a 1-5 scale, one being a low score and 5 being a high score.

WHAT AM I **AUTHORING?**   (A MASHUP)

- Story or idea posed clearly   1   2   3   4   5

- Call to action?? If included   1   2   3   4   5

- Organization of story or idea   1   2   3   4   5

DOES MY MESSAGE REFLECT CRAFTSMANSHIP IN **FORMAT**, CREATIVITY AND TECHNOLOGY?

- Persuade, inform, entertain, participate
  1   2   3   4   5

- Visual, aural, dance/movement, theatre, storytelling
  1   2   3   4   5

- Use of digital tools
  1   2   3   4   5

IS MY MESSAGE ENGAGING AND COMPELLING FOR MY TARGET **AUDIENCE**?

- Target(s) is clear   1   2   3   4   5

- Appealing to target   1   2   3   4   5

- Engagement throughout   1   2   3   4   5

HAVE I FRAMED MY **CONTENT** CLEARLY AND CONSISTENTLY?

- Framing is evident   1   2   3   4   5

- Message is clear   1   2   3   4   5

- Message is consistent   1   2   3   4   5

HAVE I COMMUNICATED MY **PURPOSE** EFFECTIVELY?

- Message is persuasive   1   2   3   4   5

- Message prompts action (if called for) 1   2   3   4   5

OVERALL, HOW WELL HAS THIS Mash ACCOMPLISHED ITS GOAL?

1   2   3   4   5

COMMENTS: _____

MEDIA SAMPLES

Media samples are easy to find by going directly to the websites of cereal brands, or YouTube. Here are a few ideas to get you started.

http://www.youtube.com/watch?v=nn1IGSCp2yI&feature=related
EggMcMuffin

http://www.youtube.com/watch?v=oRAF99Pk0wc
Fruit Loops

http://www.poptarts.com/videos#gaO4W_n8tdk
Pop Tarts (English and Spanish)

http://www.kelloggskrave.com/who-are-the-chocovores.html
Krave Chocolate cereal

Take photos of packaging at your local grocery store. Note that this cereal box includes an image of a candy bar.