



**BREAKFAST EIPHANIES:
PROJECT-BASED LEARNING THROUGH MEDIA
LITERACY AND NUTRITION**

STUDENT/TEAM WORKBOOK

Student Name:

Names of Team Members:



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Introduction

This Student/Team Workbook contains information and worksheets associated with the five lessons in *Breakfast Epiphanies*. Use the materials found here to create and assess your work as an individual, and as a team member. Collaboration and cooperation are key components of the learning experience and will add to the enjoyment for the whole class.

The two documents on the following pages, Q/TIPS and The Empowerment Spiral, form the basis for understanding CML's framework for media literacy. Refer to these pages throughout all lessons.

The final pages are intentionally blank and available for notes or journal entries. Be creative!



**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 CML MediaLit Kit™

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 angles, 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.

Daily Expectations

Class Prep Day

- Take Pre-Test
- Review the Team Norms and Choices for Conflict Resolution
- Review Team Job Descriptions and determine roles (especially Team Recorder)
- Login to Glogster EDU; Explore the program and view the Video Tutorials
- Set up User ID's on ChooseMyPlate.gov website

* *Show What You Know* Scenarios and Mash worksheets are located at the back of this book.

Note: Glogster's word for Mash is Glog.



NORMS

1. Be respectful of one another, the ideas shared and our learning community.
2. Make your creative space a “safe” space.
3. Listen to understand.
4. Be open to new ideas without judging the idea or the person presenting the idea.
5. Do not share inappropriate personal stories.
6. Actively participate in all lessons and activities.

Conflict Resolution Choices

Negotiate: to discuss with another so as to settle some matter

Mediate: to act as someone in the middle so as to settle some matter between other parties

Compromise: to settle differences by agreeing to mutual concessions

Collaborate: to work jointly with others

Avoid: to keep away from

Delay: to postpone, put off, act slowly

Surrender: to yield, to give up completely

Get Help: to ask for assistance from another or others

Team Job Descriptions

When working in a collaborative setting, it is critical that everyone's ideas are heard. All roles are important and every contribution counts. Please take the role you were assigned seriously and carry it out to the best of your ability to assist your team in reaching their goals.

Note: These job descriptions may be combined or changed, depending upon the size of your group.

Media Literacy Specialist—Your primary job is to make sure that the media messages your team creates throughout the week can hold up to the QTIPS evaluation tool. Tip: Don't be too critical, but use QTIPS to guide your team's work and ensure that the messages your team creates address the target audience.

Artist—Your primary job is to see that your team has the artwork and digital assets needed to be able to mash. You may be cutting out images, copying images, or creating images to help your team.

Lead Animator—Your primary role is to take the video assets and animate them with the Glogster EDU tools so that you are effectively telling the story your team has developed. The end product goal is for the audience to “get” your story.

Production Manager—Your primary role is to lead your team toward productively completing the media messages you create. You will need to keep track of time limits and keep your team focused to make sure you have enough time to complete your activities. You also need to make sure everyone has a chance to work in Glogster EDU.

Team Recorder--Your primary job is to record your team's work in the team journal and help capture your team's ideas when using storyboards to create your media messages and Public Service Announcements. This is a critical step in proper time management and capturing creative ideas.

Conflict Resolution Specialist--Your primary role is to make sure your team works productively and solves any conflicts that arise in a timely manner. It is important to listen to each person's side, but ultimately, you may have to make final decisions in the best interest of your team's goals to make sure your team is able to remain on task and solve disputes in a timely manner to facilitate completion of work.

Daily Expectations

Day One – Lesson Activities

- Understand the MyPlate recommended daily servings for each food group
- Evaluate a healthy breakfast using the MyPlate recommendations
- Apply the Website Checklist to the MyPlate site. Does it meet your standards?
- Create and evaluate an effective nutritional message using Glogster EDU, Q/TIPS and Assessment: Mash Checklist. Focus on Key Question #1: *What am I **authoring**?*
- Collaborate with peers using Glogster EDU

KWL

What makes a healthy breakfast?

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

Checklist on Website Quality

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).

ASSESSMENT: MASH CHECKLIST

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 MASH)

- 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 _____

Daily Expectations

Day Two – Lesson Activities

- Understand serving sizes as they relate to the MyPlate guidelines
- Analyze a healthy breakfast
- Apply nutritional concepts to modify your breakfast food choices if needed
- Focus on Key Question #2, *Does my message reflect understanding in **format**, creativity and technology?* Collaborate with peers using Glogster EDU.

KWL

What do you know about “how much” you should eat of healthy foods?

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

Daily Expectations

Day Three – Lesson Activities

- Understand the role of physical activity in a healthy lifestyle
- Plan a mash (find Scenarios and Story Board on final pages of workbook)
- Using Glogster EDU tools add creativity to your mash
- Make sure your mash stands up to the Assessment: Mash Checklist. Focus on Key Question #3, *Is my message engaging and compelling for my target **audience**?*

KWL

What do you know about the role of physical activity in a healthy lifestyle?

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

ASSESSMENT: MASH CHECKLIST

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 MASH)

- 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 _____

Daily Expectations

Day Four – Lesson Activities

- Understand the different ways corporate marketing and the media influence your decisions about the foods you eat
- Identify the difference between foods you are encouraged to like because of branding and those that are naturally good for you
- Use Glogster EDU and the Assessment: Mash Checklist to create and evaluate an effective message geared toward teaching your parents/guardians about the importance of sharing mealtime together. Focus on Key Question #4, *Have I clearly and consistently framed values, lifestyles and points of view in my **content**?*
- Collaborate with peers using Glogster EDU

KWL

What do you know about strategies companies use to influence your food choices and what the companies' motive(s) might be?

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

What is a Brand?

A *brand* is a collection of images and ideas representing organizations, 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.

Examples of Brand Names

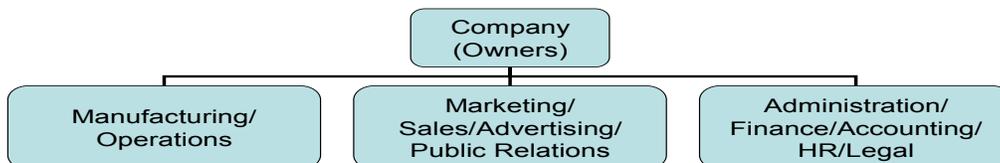
Brand names reflect how companies/organizations are organized:

<u>Product Description</u>	<u>Marketing Name</u>	<u>Company Name</u>
Toasted rice cereal	Rice Krispies	Kellogg's
Harry Potter books	Harry Potter & the Goblet of Fire	Scholastic, Inc.



<u>Operations/Manufacturing</u>	<u>Marketing/Sales/ Advertising/PR</u>	<u>Owners/Executives Administration</u>
Make the product or provide the service	Sell the product or product(s)	Finance and oversee/advise Operations/Manufacturing and Marketing/Sales

Organization Chart Showing Structure/Responsibility:



ASSESSMENT: MASH CHECKLIST

Score each of the indicators (bullets) on a 1-5 scale, one being a low score and 5 being a high score:
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- Call to action?? If included 1 2 3 4 5
- Organization of story or idea 1 2 3 4 5

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- 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 _____

Daily Expectations

Day Five – Lesson Activities

- SHARE your mash with another team using Glogster EDU. *Focus on Key Question #5, Have I communicated my **purpose** effectively?*
- Complete the Production Platform Evaluation to show what you were able to do using the technology platform
- Hand in Workbooks
- Finish Post-Test to see how much you know!

Production Platform Evaluation

Yes/No

- We were able to create a mash
- We were able to work as a team to create a mash
- We were able to use several different tools
- We were able to drag existing images into a screen
- We were able to resize photos
- We were able to include video
- We were able to add sound
- We were able to share our work with others

Some of our challenges with the production platform included:

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.

Mash Creative Concept Worksheet

1. What is your message? Write one sentence addressing the topic of your “show what you know” scenario:

2. What production tools would you like to use for your message? (For example, video, text, mash):

3. Who is the target audience for your message? (Make sure that your target audience matches the tools you wish to use, so that the target audience will receive your message!)

4. Who are the characters of your story (if it’s a story involving people) and what do they look like?

5. Work with your team to write a paragraph illustrating the message or story you want to tell in addressing the “show what you know” scenario your team chose. *(For example, to illustrate “Teaching Kindergarten students tips for healthy eating” you might write the following story: “Children often love sweets but they really need healthy foods to grow strong. Young children also look up to older siblings. To show them how to eat right, we will depict two older children eating fruits and vegetables, AND enjoying them! We will show them strong and healthy with a short message that states: “We care about you and want you to be healthy too!” “Eat your fruits and veggies so you can grow up to be strong like us!”*

6. Now use the Story Board sheets at the end of this section to quickly sketch your content or story. You can make short notes on what’s happening in the story, too.

STORY BOARD

Use to Plan Mash

#1 (Hook the Audience!) Establish character(s) and setting through "Establishing Shot"	#2	#3	#	#5 (Summary/Conclusion)
NOTES:	NOTES:	NOTES:	NOTES:	NOTES:

STORY BOARD

Use to Plan Mash

#1 (Hook the Audience!) Establish character(s) and setting through "Establishing Shot"	#2	#3	#	#5 (Summary/Conclusion)
NOTES:	NOTES:	NOTES:	NOTES:	NOTES:

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NOTES:	NOTES:	NOTES:	NOTES:	NOTES:

