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## Youth Participation in Media Literacy

*"We must prepare young people for living in a world of powerful images, words and sounds." UNESCO, 1982*

Although ALL people benefit from acquiring the skills that media literacy provides, the field has long focused on delivering media literacy education in schools, serving young people globally. Encouraging youth voice and participation is an important aim of media literacy education – yet often, adults don't seek out young people's opinions or involvement when designing and implementing media literacy programs.

Thanks to the spread of media literacy globally, and the urgency that is now being accorded media literacy education, young people are becoming more vocal champions and enablers of media literacy – as veterans of social media, they recognize the importance of media literacy more than many adults, regardless of their geographic location. Indeed, in a survey conducted in autumn 2017 in Latvia by Guna Spurava, the UNESCO Chair on MIL of the University of Latvia, surveying 1203 Latvian children and adolescents aged 9-16, the survey found that almost all respondents (92%) possess a smartphone and use it for internet intensively; 78% of the respondents also use the internet on smartphones at school or in other education institutions. Yet the majority of adolescents interviewed for the study indicated that at school, nothing is taught about issues related to fake news or media literacy in a country which calls for media literacy education as part of its national policy.

The contrast between policy and practice is pronounced but not exceptional. While media literacy is recognized as an important initiative by the U.S. abroad, for example, with media literacy being funded through programs at U.S. Embassies throughout the world, there is no such policy for domestic media literacy, probably due to the decentralized approach to education in the U.S. that relies on the disparate policies of 50 states and more than 17,000 local school districts to drive educational offerings.

Yet young people appreciate media literacy and hope for opportunities to learn: in other studies of youth led by Joseph E. Kahne, the Ted and Jo Dutton Presidential Professor for Education Policy and Politics at the University of California, Riverside, youth express interest in learning about media literacy, and those who have had the benefit of media literacy are more actively engaged and more likely to vote.

In this issue of *Connections*, we interview young media literacy advocates who are making a difference globally. Their perspectives give an important and timely glimpse into the state of media literacy education, and the hope for providing media literacy for a generation that is embracing media and seeing the need for education that meets today's needs.

## Interview Highlights

### Interview with Co-Founders of the Global Disinformation Initiative University of St. Andrews, Scotland



**Polen Turkmen** is a final-year Philosophy student at University of St. Andrews. She is originally from Romania and Turkey, but has called multiple other countries across the globe home. Alongside Adam and Friedrich, she co-founded the Global Disinformation Initiative after winning the Global Challenges Competition 2018 organized by the International Relations department at her university.

**Friedrich Rothe** is currently doing his Master's Degree in International Relations at University of St. Andrews in Scotland, where he also obtained his undergraduate degree in Economics and International Relations.

**Adam Stromme** is a recent graduate of the University of St. Andrews, where he studied Economics and International Relations. Originally from Minnesota, he has since moved to the D.C Metro area to do work for the Center for American Progress.

**Center for Media Literacy (CML):** Your generation has come of age in a new era of information and communication. A youth perspective on media literacy's role in helping people to manage information couldn't be more important. Right now, your generation has the opportunity to make choices that lead to a better-informed public that is educated to make wise choices about media consumption, production and sharing. We understand you presented at the UNESCO Global MIL Week Feature Conference 2018 in Lithuania and Latvia this October. Can you tell us about the topic of your presentation?

**Friedrich Rothe (FR):** Yes, we gave two presentations at the Global MIL Week conference: One about the challenge of technology and its connection to media and information literacy, and another about our own global disinformation initiative currently underway.

**CML:** Such important topics. We're pleased that you're working on this and made your findings known to the people who attended the conference. Can each of you tell us about the backgrounds that you bring to this work?

**Polen Turkmen (PT):** My name is Polen Turkmen, I'm from both Turkey and Romania. I'm currently in my final year of studies at the University of St. Andrews studying political philosophy. My interest in multidisciplinary research regarding disinformation originates from

epistemic questions on the nature of truth.

**Adam Stromme (AS):** My name is Adam Stromme. I grew up in Minnesota, but I now live in Washington DC. I'm a graduate of the University of St. Andrews. My degree is in economics and international relations, and I'm interested in disinformation from the perspective of propaganda campaigns.

**FR:** I'm Friedrich Rothe, and I am from Hamburg, Germany. Alongside Adam, I graduated from the University of St. Andrews this summer with a degree in economics and international relations. Now, I'm working on my master's degree in the international relations with a focus on political theory.

**CML:** How did the three of you begin working together?

**PT:** We came together through a competition called the Global Challenges Project at our university, which centered around answering a simple question: What can we as societies and as individuals do to combat the phenomenon of fake news? I have a philosophy background, while Adam and Friedrich have international relations and economics backgrounds, and this really provided the perfect trio of disciplines to formulate some kind of answer. We began by cataloging and evaluating all of the kinds of existing approaches, finding that they could consistently be classed into one of three categories: technological, pedagogical and legislative. We found that all three approaches have merit, but they also all have flaws.

**CML:** Can you tell us about the report that came out of that contest, which you also discussed at the UNESCO MIL Conference?

**AS:** Sure. It dealt with the interplay of organized propaganda campaigns and the unhealthy state of media systems. When the three of us worked together to compile it, we were very careful with the language around fake news. It's a term that I'm seeing used abusively against "inconvenient truths," instead of information that is actually false. It's a rhetorical strategy used to demean a free press and protect the powerful from journalists. In contradistinction to 'fake news', disinformation is a real threat. It involves the deliberate misleading of citizens, which hinders the public's ability to get accurate, actionable information. Our report stressed that it is impossible to have a healthy liberal democracy without a functioning press.

**CML:** That is a very important question that is being asked right now. Polen, you mentioned the three approaches to fighting disinformation. What did you find?

**PT:** They all work independently of one another. For instance, educators who are addressing disinformation rarely engage with tech companies or engineers who are addressing the same topic. Our presentation was about creating an international, institutional solution to bring the people working with these three approaches together. That would provide an opportunity for multidisciplinary research. After all, disinformation is an international and interdisciplinary

challenge.

**AS:** When we broke the approaches down into categories -- technological, pedagogical and legislative -- we found that we didn't really think that any one of them was going to be sufficient to solve the problem. A core part of our proposal was trying to bring them together so that they could all be more effective by working in tandem with one another. By getting legislators and educators in the same room, along with social media companies and technological experts, we believe they can create better solutions.

**CML:** Where did you find that media and information literacy comes in?

**AS:** When we addressed pedagogical-based solutions, we kept coming back to media and information literacy. It was a recurring theme in our findings. We believe the strength of media literacy lies in its decentralization. It doesn't rely on power structures that can have self-reinforcing negative tendencies. You're not creating a "truth bank," or some sort of Orwellian structure where those in power get to determine what is true and what is false. Media literacy educates people and gives them the skills to think critically and decide for themselves. The drawback that we saw in this approach, ironically, comes from its strength: It doesn't change the ecosystem of information that people are trying to sort their way through right now. If people could swim in a very clear media ecosystem, a lot residual problems with disinformation wouldn't exist. We absolutely need media literacy to help people engage with media more responsibly. But, we also have to work on balancing freedom of speech considerations with real legislation that helps improve the quality of information. So, our take on media and information literacy is that it plays an important role, but we are skeptical of relying only on pedagogical-based approaches.

**CML:** It's also true that people see things, messages and ideas in different ways. They hold differing versions of the "truth." What are your thoughts on that?

**PT:** That's true. Also, people have individual psychological predispositions towards accepting disinformation over truth or real news. Now more than ever, it's crucial for citizens to not just have access to information, but also be trained in media and information literacy. I would caution against completely distrusting media. But people do need to think critically about messages they receive and create. They need to know that it is possible to generate a different message than the one that was originally sent by the sender, which is very difficult to discern with our own human capacities. For example, it's getting more and more difficult to identify real videos and images vs. created or doctored ones. So, along with media literacy, we believe educators need to deliver information on the potential of virtual reality, algorithms, etc., including how this technology disseminates disinformation.

**CML:** Do you believe that people who are better educated about media capabilities and technology are better equipped to use media and information literacy skills?

**PT:** Exactly. I'm repeatedly shocked by what technology can do. Journalists are now able to

use virtual reality to deliver news. Before, I never thought that was possible.

**CML:** That's because it wasn't!

**PT:** It wasn't! We need to keep up with this, and media and information literacy has a big role in that by teaching us what to be aware of and what to look out for when it comes to the growing capacities of technologies.

**CML:** Yes, because technology will continue to change. We can't possibly imagine what will exist in the next decade, the next generation, etc. But media literacy stands as a foundation for critical thinking regardless of what comes next. Perhaps it cannot be relied upon as the total solution, but it is a part of any solution.

**AS:** Also, you can't just convene a committee to improve media and information literacy. It has to come from things like a stronger emphasis on it in the schools and more funding for programs that focus on media and information literacy. Simply passing legislation may feel good, but it's not that simple with media and information literacy.

**CML:** Right. Just putting a stamp of approval on legislation and then thinking, "Okay, we're done. Let's move on," is unrealistic.

**AS:** That's true.

**CML:** So, now that you've given your presentation at the UNESCO MIL conference, what's next?

**FR:** We have started an initiative to find ways to combat disinformation. If we want to tackle this problem, we have to work together with media and information literacy specialists. Our hope is to implement our project at the University of St. Andrews in cooperation with UNESCO.

**AS:** Our way of adding more kindling to it is getting a research function set up at St. Andrews, as well as an outreach program with some of the pedagogical elements. Also, we've been talking to other stakeholders and seeking funding sources. We've been working on this for about a year, but now it's really about building durable networks of collaborators.

**CML:** That is an impressive undertaking! What would you ultimately like this initiative to look like? What will it do?

**FR:** We were asked to come up with a solution for fake news. There are so many possible solutions -- amazing initiatives coming from all different directions. But, we realized that there is very little communication between these initiatives. Our project is really an invitation for collaboration and communication. It brings different stakeholders together. We'll do that by

creating three components to our projects: research, education and participation. The research component will exist at the University of St. Andrews. We'll add to the existing literature in the field and create new multi-disciplinary research domains. The education component will include media and information literacy. We hope to work more with organizations like GAPMIL. Right now, we're working with GAPMIL youth to follow-up with the education/media and information literacy part of our initiative. The participation component of our project aims to bring together stakeholders from many fields, increase communication and allow for exchange. We want to facilitate sharing approaches to solving problems related to disinformation. We expect participation from the tech industry, as well as governments, academia and the public.

**PT:** For the participation component, we are looking to establish a social media presence, and we're working on our website where we will have an archive of the existing research on this issue.

**CML:** Your project sounds like something many would find appealing, and it seems like media and information literacy can not only be helpful with the education component, but the other two, as well –especially participation, by offering participants a framework to analyze and deconstruct information as they contribute to solutions. But, disinformation has always existed. Why do you think now is the time for this initiative?

**AS:** Because now we are concerned with maintaining the health of liberal democracies and free societies. Our initiative aims to find solutions to disinformation and uphold the pillars of democracy, such as freedom of the press. We believe that promoting media literacy is one of the most helpful steps we can take to accomplish this.

**CML:** Media literacy is an effective way of making people more informed consumers and producers of messages and communication. Research has proven that. And, informed citizens are vital to a functioning democracy. That is very important with the issue of lack of trust we face today.

**AS:** Oh, unquestionably. I'm sympathetic to people who look at the status quo and say, "You know, I don't trust mainstream sources of information. I don't think that I'm being told the truth by my elected officials." And, there are in fact ways to manipulate others to encourage them to be passive and apathetic in the face of very powerful entrenched interests that can do harm to people. I see media and information literacy as a way to give people access to information and a way to analyze it. That is a powerful check on potential information manipulators. It enables people to think critically about their dissatisfaction with the status quo, and take action in constructive ways. Unfortunately, we are seeking lots of negative things in the US right now – demagoguery, scapegoating and violence. If you want to change that, it starts with access to meaningful information and the skills to deconstruct and analyze it.

**CML:** Yes, it starts with building the skills to recognize it, and to understand who is sending

messages and why. What techniques are they using to get your attention? What is their purpose in sending the message? How does each message help them to achieve it? That is the foundation of media literacy. And, media literacy is the most democratic way to address the problem -- to empower people to wisely decide for themselves. That's a pillar of the liberal democratic model.

**PT:** Exactly, you cannot have a functioning democracy without citizens who can make informed judgements for themselves.

**AS:** With our initiative, we are very aware of a possible side effect: Managing disinformation in an undemocratic manner.

**PT:** That's why we are a bit suspicious of fact checking efforts or fact checking websites.

**CML:** Who's checking the fact checkers? Media and information literacy may not be the whole answer. But starting with it as a foundation is the best way to stay aligned with our democratic ideals.

**FR:** Definitely. Media and information literacy is indispensable when it comes to enabling people to form their own opinions freely.

**AS:** A discriminating news and information consumer will demand news that is actionable and true. These days, it is less reasonable to expect the public to always recognize a message that comes from a dishonest media producer, because it is not always transparent. But, media literacy does give people a much stronger foundation.

**CML:** Media literacy education, while not a perfect guard against disinformation, is a way for people to better manage risk.

**PT:** It's a way to minimize risk and maximize freedom.

**CML:** I do see possibilities in seeking interdisciplinary solutions.

**FR:** That's why we are very honored to work with the University of St. Andrews on this. We have support from the school of international relations, the school of philosophy, school of economics, school of management, school of computer science and school of psychology and neuroscience. We are bringing all of these perspectives together, and we've had very interesting conversation. Of course, they all have different ideas, but that is what we believe will ultimately allow us to find the best solutions.

**CML:** What else would you like to see come of your initiative? How will it evolve in the future?

**AS:** We are in negotiations with the University right now, to set up a multi-disciplinary

research center that will allow us to combat the problem of disinformation from all possible angles. We also would like to strengthen our ties with GAPMIL, to implement effective educational measures and to improve media and information literacy.

**FR:** We have called our project the Global Disinformation Initiative. It aims to be a platform for worldwide connection and exchange, as well as offer a bridge between differing approaches to countering disinformation. We're headed in a great direction so far. We have the University of St. Andrews on board as well as UNESCO's GAPMIL. We eventually want to approach technology players and other stakeholders.

**CML:** We're thrilled that you, as students and young professionals, are taking on such a bold and important project.

**PT:** At the current moment, I'm just very grateful. The support that we've received from the university, GAPMIL and others has been overwhelming. My hope for the future is that the stakeholders that we bring together take ownership collectively for this program and work on it individually and with the groups we form. Only then can we truly seek some kind of solution to disinformation together.

**FR:** This is a very ambitious initiative. What we really want to communicate is that it will only work if all of the stakeholders participate. That includes the media and information literacy community that is already doing such amazing work. What we want to do is enable all of the disciplines that approach this issue to be more powerful together. So, our project is really an invitation to collaborate.

## Interview with Veronica Barriga, Broadcast Journalist California State University, Northridge



*Veronica was born and raised in Los Angeles, California. She began her journey in the entertainment industry as an aspiring actor. Soon after she found a different niche as a reporter & on camera personality. Currently, you can watch Veronica on "TMZ on TV" a primetime entertainment news show on FOX. She also appears on the popular digital network AfterBuzz TV, where she interviews people of public interest for "Spotlight" segments, and contributes to panel discussions. Veronica has an A.A degree in TV Production and is currently studying Broadcast Journalism at California State University, Northridge.*

**Center for Media Literacy (CML):** Veronica, would you please start by telling us about your background and how you became aware of media literacy?

**Veronica Barriga (VB):** I've always been interested in media. I graduated from Pasadena Community College with an AA in TV production. From there, I was able to find work as a freelancer for TV web outlets and on the production side for films. Eventually, I decided I really wanted to focus on journalism. So, now I'm enrolled at California State University, Northridge (CSUN), where I am in my final year as a broadcast journalism student.

**CML:** Congratulations.

**VB:** Thank you. It's been quite a journey, but so worth it. I was first introduced to the topic of media literacy when I took Dr. Bobbie Eisenstock's Media and Diversity class at CSUN; the Center for Media Literacy partnered with Dr. Eisenstock on a community engagement program. Honestly, I had never heard of media literacy before, which was kind of shocking. Media literacy is such an important topic, and to think that I never heard anything about it until I was a university student really says something! Of course, I had thought about "fake news," and I had an idea about the importance of analyzing messages. But, I didn't understand that media literacy was an actual field with Concepts behind it that can be taught and shared. That was new to me, and I quickly came to believe that it needed to be taught more widely.

**CML:** Your experience is not uncommon. Many people have a certain instinct about taking care when they consume and produce media. But, they don't necessarily understand that there is a proven framework and set of skills to help them do that, and that those skills can be taught and shared.

**VB:** That's what really fascinated me. After learning about media literacy, I saw it as a tool that can empower people. I see where media literacy can be a part of change when it comes to the epidemic of "fake news" and disinformation. These are problems that can have large negative effects, such as influencing elections. I see the connection between media literacy and empowering people to fight propaganda. It builds understanding that we can be selective

about accepting the messages we receive.

**CML:** Part of media literacy is learning to identify the purpose of each message. That is important for consumers of media, as well as media producers. And, you are also a professional content producer, correct? You work as a freelance journalist?

**VB:** Yes, and I also work part-time at TMZ, an entertainment news company.

**CML:** Has learning about media literacy changed the way you work as a professional?

**VB:** That's a great question. As a journalist, you're taught to be objective, fair, and above everything else, factual. I've always tried to abide by that. But, media literacy opened my eyes to something else: Different people interpret messages differently, regardless of a journalist's intent, or the facts. People bring their own perceptions, opinions and life experiences to what they see and hear. I've learned to be more careful about what I put out there, knowing that people will read different things into it. That wasn't clear to me before I learned about media literacy.

**CML:** Do you have any examples of when that came up for you?

**VB:** Well, this is related: I share a lot of articles on Facebook when they come from what I consider to be a reliable news source. I see people reacting differently, simply based upon the headlines of those articles. When I post an article, people assume my intent. Some people automatically assume I'm critical of what the article says. Others assume I'm championing the message in the article. I leave very little commentary with my posts – often just - "I'm just going to leave this right here." And yet, people make their own decisions about my intent, and those decisions vary widely. It's very interesting.

**CML:** We do have to be aware when we create a message that it will likely be received in a variety of ways, depending upon an individuals' points of view.

**VB:** I've certainly learned that lesson.

**CML:** Please tell us more about your part-time job at TMZ?

**VB:** Well, I work there as a tour guide entertainer, and I often see celebrities out and about. TMZ gives tour guides an opportunity to pitch celebrity stories to their newsroom. If they believe our stories are newsworthy, I get to follow up and report the story on-air. Basically, I have to create stories from scratch. So, I occasionally do on-the-spot interviews, and then find a way to pitch them.

**CML:** That's a very good job for an aspiring journalist.

**VB:** Yes. I never know who I might run into, and whether I'll get the chance to report on TV.

**CML:** It will be interesting to see how journalism changes as you advance in your career. Your generation is unique in that you have grown up in an era where communication flows very differently than in the past. Also, the quantity of messages received has exploded. What do you think that means for your generation and the one that comes next?

**VB:** It means the world is at our fingertips. That can be good, and that can be bad. Anyone can learn about far-away places, people and concepts much more easily now. But, there are far fewer gatekeepers ensuring the quality of information. If someone wants to start a blog full of harmful propaganda, it can travel fast on the internet, and people with lower rates of media literacy may give that as much credibility as more reliable sources.

**CML:** When people are educated in media literacy, they learn about authorship. So, perhaps they will be more inclined to seek out who is behind messages, and make wiser choices about credibility.

**VB:** Yes, that's where media literacy can help people become more discerning.

**CML:** You recently created and reported a segment on media literacy for CSUN News.

**VB:** That was my first full TV reporting package. I chose to report on media literacy because I approach journalism as a means to empower people through information. Media literacy is the very essence of that. So, I thought media literacy would be the ideal topic to report on in order to introduce my reporting style and cover something that is so vital today. I wanted to let more people know that media literacy exists, because too few people are aware of it. To me, there's something very wrong about that. So, if I can help to spread the word, I will.

**CML:** We definitely agree that we need to create more awareness about media literacy, so thank you for your efforts. Especially now, when California has just passed its first media literacy education legislation. It's a good first step toward raising awareness and increasing access to media literacy education. What are your thoughts about children beginning to receive media literacy education at the earliest part of their educational experience?

**VB:** As I said, I think it's a shame that I didn't know about media literacy until I got to university. So, I'm 100% behind starting media literacy education as early as possible. We live in a digital world. We see babies who can't even speak yet looking at iPhones, and toddlers with iPads in their hands – people are looking at screens at younger and younger ages. So, I think age-appropriate media literacy should be taught early on.

**CML:** It would be ideal if children learned fundamental media literacy skills at the same time they learned to read. That way, they would learn to analyze information at the same time they learn to take it in.

**VB:** Also, young people's brains can take in much more than older people's. For example, it's easier for a young kid to learn multiple languages at the same time than it is for us as adults. So, early media literacy education could be a real advantage.

**CML:** Imagine a future when people do have access to media literacy education starting at a very young age. What do you imagine would be different in the world?

**VB:** I would hope that, along with a more media literate public, social media sites would be held more accountable. I read recently that about 50% of people get their news on Facebook. I know Facebook didn't set out to be a news aggregator, but that's how things have evolved. In my opinion, that comes with a responsibility. We need to hold social media companies accountable. I know that Twitter is taking action against fake accounts and bots. That's a start. I hope that accountability, along with a more media literate population, makes a big difference in our future information environment.

**CML:** Social media accountability is important, but so is the power of an informed public that demands quality information.

**VB:** An informed public is important to me as a citizen and as a journalist. It is not just journalists creating content these days. We are all content creators, whether we know it or not. When we post a picture of our pets, we are creating content. When we use social media to show pictures of our vacation, we are content creators. There is practically no way to avoid creating some type of content these days. So, whether we are in the journalism business or not, we need to know how to think about what we are putting out there.

## Commit2MediaLit!



**MEDIA LITERACY**  
YOU ARE A MEDIA PRODUCER  
IF YOU:

COMMUNICATE VIA SOCIAL MEDIA SITES  
Instagram

BLOG, EMAIL OR COMMENT ONLINE

MAKE AND POST PHOTOS & VIDEOS FOR FAMILY AND FRIENDS

WORK IN THE BUSINESS OF TV, MOVIES, RADIO, PUBLISHING, ADVERTISING, ETC.  
HOLLYWOOD

WE ALL MAKE MEDIA!  
BE SMART ABOUT THE MESSAGES YOU SEND

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### Commit2MediaLit! Videos from Media Literacy Week

Once again during Media Literacy Week, CML collected video responses to the question: Why do you Commit2MediaLit? Thank you to [Connecticut Public](#) and [TVSB](#) for participating.

### Tessa Jolls Webinar on Gender and Media Literacy

CML's Tessa Jolls was invited by the Special Libraries Association (SLA) Education Division to speak via webinar on the topic of Gender and Media Literacy. You can listen [here](#).

### More Infographics...

Media Literacy infographics are available on the [CML website](#). This one addresses Production. Media Literacy is about consuming *and* producing media. We are all media producers!

### About Us...

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

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

**CONSORTIUM**  
for **MEDIA LITERACY**

*Uniting for Development*

## Resources for Media Literacy

### Youth Participation in Media Literacy

Media Literacy of the Inhabitants of Latvia: <https://www.km.gov.lv/en/media-policy/research>

Children and Parents: Media Use and Attitudes Report, Ofcom 2017:  
<https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-parents-2017>

Research by Professor Joseph Kahne, UC Riverside  
<https://profiles.ucr.edu/app/home/profile/jkahne>

The Global Challenges Program at St. Andrews:  
<https://www.st-andrews.ac.uk/~wwwir/globalchallenges/winners.php>

UNESCO GAPMIL: <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/>

CSUN Valley View News [October 22, 2018 report on media literacy](#) by Veronica Barriga. Segment begins at 10:05 in the news cast.

Podcast by Gabriela Gonzalez: [Media Literacy Among Adolescents in Austin, TX](#). Student project audio documentary seeks to understand what opportunities Austin adolescents have to develop their media literacy skills.

CML website: [Student-made media](#) page features work by students of all ages.

# MediaLit Moments

## Commit2MediaLit!

Each year for Media Literacy Week, CML collects short video clips from students, teachers, librarians and the community stating why they Commit2MediaLit. For this activity, review the Five Key Questions and Core Concepts for media producers. Producing media is an excellent way to gain valuable skills and learn the concepts of media literacy.

*Show an example of a Commit2MediaLit video then create your own!*

**AHA!:** Being media literate is about consuming *and* producing media.

**Grade Level:** 5-12

**Materials:** Video camera (iphone or other). [Q/TIPS chart](#). Sample clips from students in CML's [Commit2MediaLit! Campaign](#) and [What is Media Literacy?](#) video, if desired.

CML's Questions/TIPS (Q/TIPS) © Center for Media Literacy www.medialit.org				
#	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?

**Activity:** Using iphones or a school video camera, make your own Commit2MediaLit video. Have students work together to film each other answering a specific question (choose one) and conclude each interview with an enthusiastic "Commit2MediaLit!" Each clip should be no longer than 30 seconds. Suggested questions: *Why is media literacy important for young people? What age do you think media literacy should be taught in schools? What does it mean to Commit2MediaLit?*

Compile the clips and post for students, teachers and parents to enjoy. This is a fun activity that teaches media literacy through media production. Send us a copy or a link and we will post your class work to CML's student-made media page.

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