

Press Play

On Wonder Media!




Today's Presenters





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Today's Outcome Goals



- Be aware of the content of Wonder Media and its programming resources.
- Acquire additional tools, techniques and knowledge of media literacy and news literacy.
- Feel equipped to share media and news literacy resources and knowledge with their communities.

Slides:
[01 | Press Play Wonder Media](#)



Press Play: Whack a Fact!



Library Extension Project

Activity: Whack a Fact

Created by Andrea Cochran, The Children's Library System, 688 Hoover - Parkside Mills Park Library, 700 Elm Street, Detroit, Michigan 48207

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Small adaptation: "There are any number of adaptations for adults as possible adults."

Objective: After completing this activity, participants will better understand the difference between facts and opinions.

Required Tools: Green foam sticks, Whack-a-Fact cards, Paper, and markers with the color of the foam sticks. Can be substituted with colored index cards, if necessary.

Procedure: Divide into 4 or 5 teams and assign members to write on the Whack-a-Fact cards. The person who writes the facts should be the only one who can read the facts and write the opinions. The person who writes the opinions should be the only one who can read the opinions and write the facts. The person who writes the facts should be the only one who can read the facts and write the opinions. The person who writes the opinions should be the only one who can read the opinions and write the facts.

Whack a Fact at Ypsilanti District Library



Whack a Fact at Ypsilanti District Library



Fact or Opinion?

- > Health care costs per
- > Spending on Social Security
- > Democracy is the greatest
- > ISIS lost a significant
- > Increasing the federal
- > Immigrants who are ir
- > Immigrants who are ir



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world.
 portion of the U.S.
 health of the U.S. economy.
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Media Literacy Defined



Media Consumption Facts

Persons per serving: 1

Your total media use time

Duration: _____ Minutes

Minutes per day

Twitter

Facebook

Instagram

Twitter

YouTube

Video Games

News and Information

Total

95% Interactions 45% Sleep 30%

Delivery time 15% Other 15%

1 person only reads the books in a library. Only 10% of the population reads books. But you can read the books in a library.


INGREDIENTS: Based on what you consumed. Media consumption, entertainment, information, persuasion, personal connection, like connection.

The ability to access, analyze, evaluate, create, and act using all forms of communication.

- The National Association for Media Literacy Education (NAMLE)



News Literacy Defined




HOW TO SPOT FAKE NEWS

- CONSIDER THE SOURCE**
Is the source credible? Do you know who they are? Do they have a bias?
- READ BEYOND**
Read the full article. Don't just read the headline.
- CHECK THE AUTHOR**
Is the author credible? Do you know who they are? Do they have a bias?
- SUPPORTING SOURCES?**
Are there other sources that support this information? Do they have a bias?
- CHECK THE DATE**
Is the information current? Has it been updated?
- IS IT A JOKE?**
Is it a joke or satire? Does it seem too good to be true?
- CHECK YOUR BIASES**
Do you have a bias? Are you only seeing what you want to see?
- ASK THE EXPERTS**
Do you have any questions? Ask an expert or someone who knows more about the topic.


The ability to determine the credibility of news and other content, to identify different types of information, and to use the standards of authoritative, fact-based journalism to determine what to trust, share and act on.

- News Literacy Project



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MEDIA LITERACY KEY CONCEPTS/QUESTIONS




Five Core Concepts from Center for Media Literacy

1. All media messages are 'constructed'.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit and/or power.

Five Key Questions of Media Literacy from MediaLit Kit™

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?



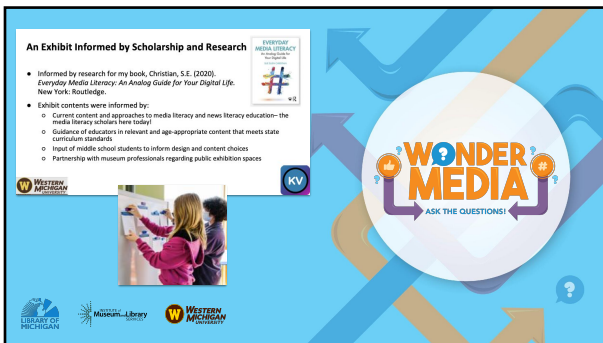
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How might we provide access to Media & News Literacy Skills?









WONDER MEDIA
Michigan's Wonder Media Cohort

Aiming at Inclusivity

- The exhibit is planned as a potential field trip for all 7th graders in a public school district with a minority enrollment of 64% and in which 56% to 78% of the students are economically disadvantaged.
- Careful attention was given to ethnic and racial diversity in character appearance, roles and voice overs.
- Content that addresses media representation of people of color, LGBTQ and people with mental disabilities is included in the exhibit, as are invitations to consider the hegemony of media conglomerate leaders on media content.

Michigan's Wonder Media Cohort

WONDER MEDIA
Michigan's Wonder Media Cohort



Participating Libraries

- Bay County Library System
- Grand Rapids Public Library
- Kalamazoo Public Library
- Petoskey District Library
- Rochester Hills Public Library
- TCAPS School Library
- Ypsilanti District Library



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Media Literacy Toolkit

WONDER MEDIA
Michigan's Wonder Media Cohort

- Same Message/Different Meaning
- Daily Media Use: How Do You Compare?
- Whose Story Gets Told?
- Business of Media
- If I were a Media Company Boss
- Construct a Message
- Media History in Your Hand




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News Literacy Toolkit

- Fact Check This!
- Conspiracy Theories
- Escape the Fake
- To Share or Not to Share
- Deep Fake Video
- Algo the Robot
- Whack a Fact!

News Literacy Toolkit

Check This! Fact Check This! Escape the Fake Deep Fake Video To Share or Not to Share Algo the Robot

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News Literacy: Escape the Fake

ESCAPE THE FAKE

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News Literacy: Deep Fake

Face Swapping

Facial Manipulation

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Media Literacy: Whose Story Gets Told?

WHOSE STORY GETS TOLD?

Select a video to watch. You will hear from real people and their reactions to common stereotypes about them in popular media. How might those stereotypes shape your understanding of others, who are unlike you? After the videos, share your thoughts about how media portrays an important part of your identity.

Wonder Media in Your Community

- Presentations
- After School Program Sites
- School Visits (your "in" with schools)
- Class Visits (in-library)
- Passive Programming
- Homeschool Groups
- Multi-generational Programs
- Tween & Teen Advisory Boards
- Community Campaigns
- Social and/or Media Engagement
- Newsletter Segments

Image from 'News Channel 3' - 'Don't Be Deceived'

Hands-On Library Programs

- Tabletop Role Playing Game
- Power Points
- Sorting Game
- Passive Programs
- Escape Room Boxes
- Printables
- Discussion Prompts

<https://www.wondermedialibrary.com/resources/>

Outreach & Social Media Resources

- Reels/TikToks
- Bookmarks
- Buttons/Stickers
- Banners
- Flyers
- Graphics
- Slides

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Slides:
bit.ly/PlayWonderMedia

Questions?

Thank you!

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