

# Press Play

On Wonder Media!

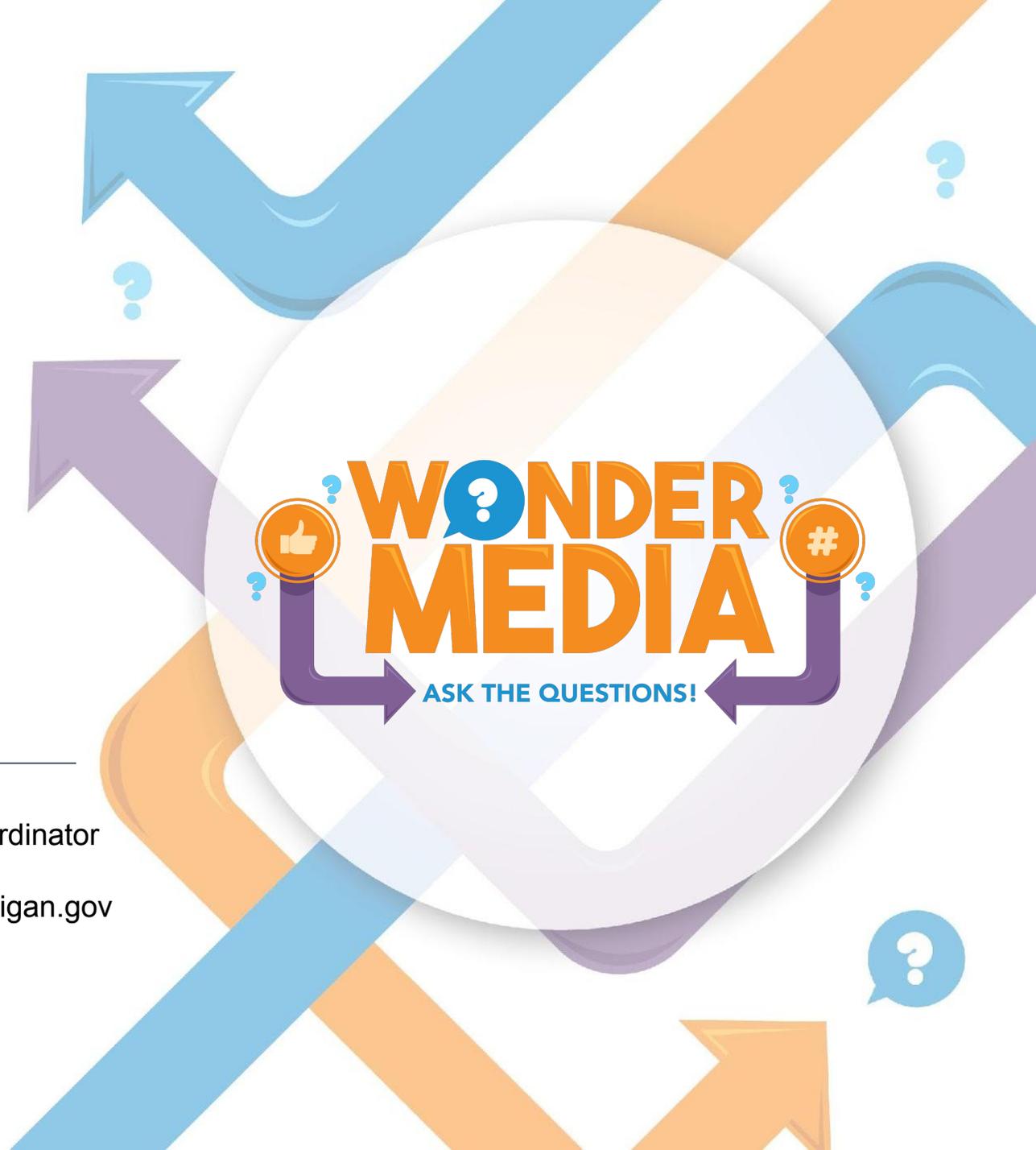


# Today's Presenters



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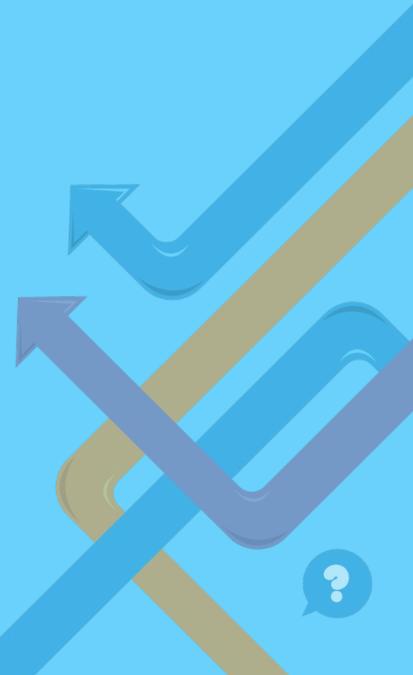


# Today's Outcome Goals

- 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:  
[bit.ly/PlayWonderMedia](https://bit.ly/PlayWonderMedia)



# Press Play: Whack a Fact!



Library Extension Project

## Activity: Whack a Fact

Created by: Ashley Osborn, Bay County Library System; Matt Kessler, Rochester Hills Public Library; Sue Ellen Christian, Western Michigan University

Description: Activity

Target audience: Tweens and young teens; with adaptation for adults as passive activity

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

Suggested text: Learn how to quickly differentiate between facts and opinions with this fast-paced card game! Teams or individuals can play this fun game in which players sort the facts from opinions; the side with the most correct responses wins!

Program details: Print out the cards and playing sheets (available in Printables).  
For individual play (with two players): Shuffle the deck then deal all the cards so each player has the same number. Each player flips over one of their cards in the center of the table at the same time as their opponent (Count "1, 2, 3, flip!"). The first player to swat the fact card gets that card as a +1 point. If a player mistakenly swats an OPINION card, they take that card, and it's seen as a -1 point. The player with the most points at the end of one or more rounds is the winner. If neither player swats because both cards are OPINION cards, the cards are brushed aside into a hold pile and the next set of



Whack a Fact at Ypsilanti District Library

# Fact or Op

- Health care costs per
- Spending on Social Se
- federal budget.
- Democracy is the grea
- ISIS lost a significant p
- Increasing the federal
- Immigrants who are in
- Immigrants who are in



world.  
 portion of the U.S.

health of the U.S. economy.  
 ntry today.  
 tution.



# Media Literacy Defined

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

- *The National Association for Media Literacy Education (NAMLE)*

<b>Media Consumption Facts</b>	
Persons per serving: 1	
Your total media use time	
Hours:	Minutes:
Minutes per day*	
X (Twitter)	
Facebook	
Snapchat	
Instagram	
TikTok	
YouTube	
Video Games	
News and information	
<b>Total =</b>	
IRL interactions 40% ●	Sleep 30%
Online time 15% ●	Other 15%
<small>• Percent Daily Values are based on a 24-hour day and a healthy media diet. Your daily values may be higher or lower depending on your engagement needs.</small>	
<b>INGREDIENTS:</b> (based on what you consume) Honest information, misinformation, entertainment, persuasion, personal connection, fake connection	



# News Literacy Defined



## HOW TO SPOT FAKE NEWS

<p><b>CONSIDER THE SOURCE</b> Click away from the story to investigate the site, its mission and its contact info.</p>	<p><b>READ BEYOND</b> Headlines can be outrageous in an effort to get clicks. What's the whole story?</p>
<p><b>CHECK THE AUTHOR</b> Do a quick search on the author. Are they credible? Are they real?</p>	<p><b>SUPPORTING SOURCES?</b> Click on those links. Determine if the info given actually supports the story.</p>
<p><b>CHECK THE DATE</b> Reposting old news stories doesn't mean they're relevant to current events.</p>	<p><b>IS IT A JOKE?</b> If it is too outlandish, it might be satire. Research the site and author to be sure.</p>
<p><b>CHECK YOUR BIASES</b> Consider if your own beliefs could affect your judgement.</p>	<p><b>ASK THE EXPERTS</b> Ask a librarian, or consult a fact-checking site.</p>

IFLA International Federation of Library Associations and Institutions

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*



# MEDIA LITERACY KEY CONCEPTS/QUESTIONS

## Five Core Concepts from Center for Media Literacy

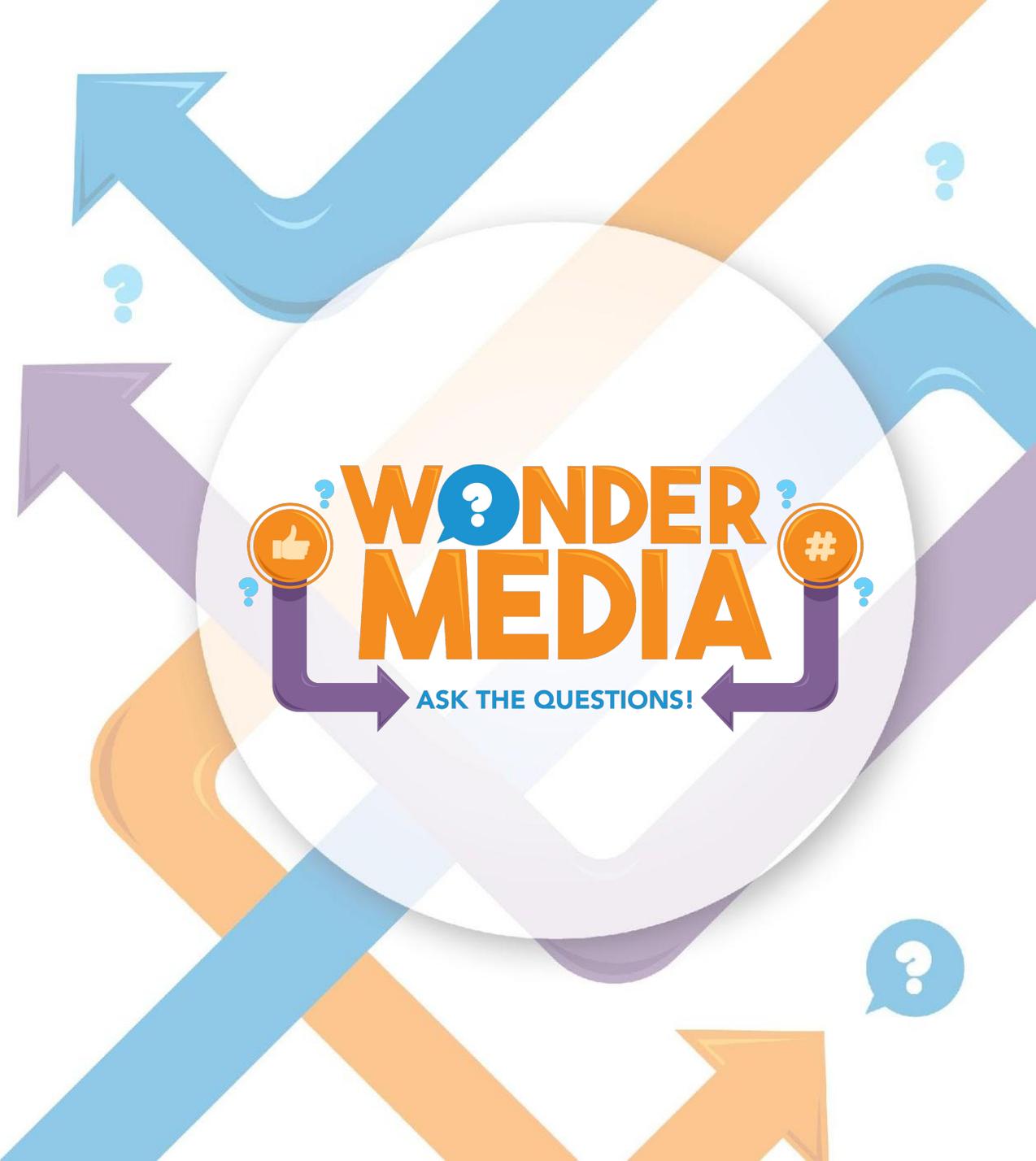
1. All media messages are 'constructed.'
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit and/or power.

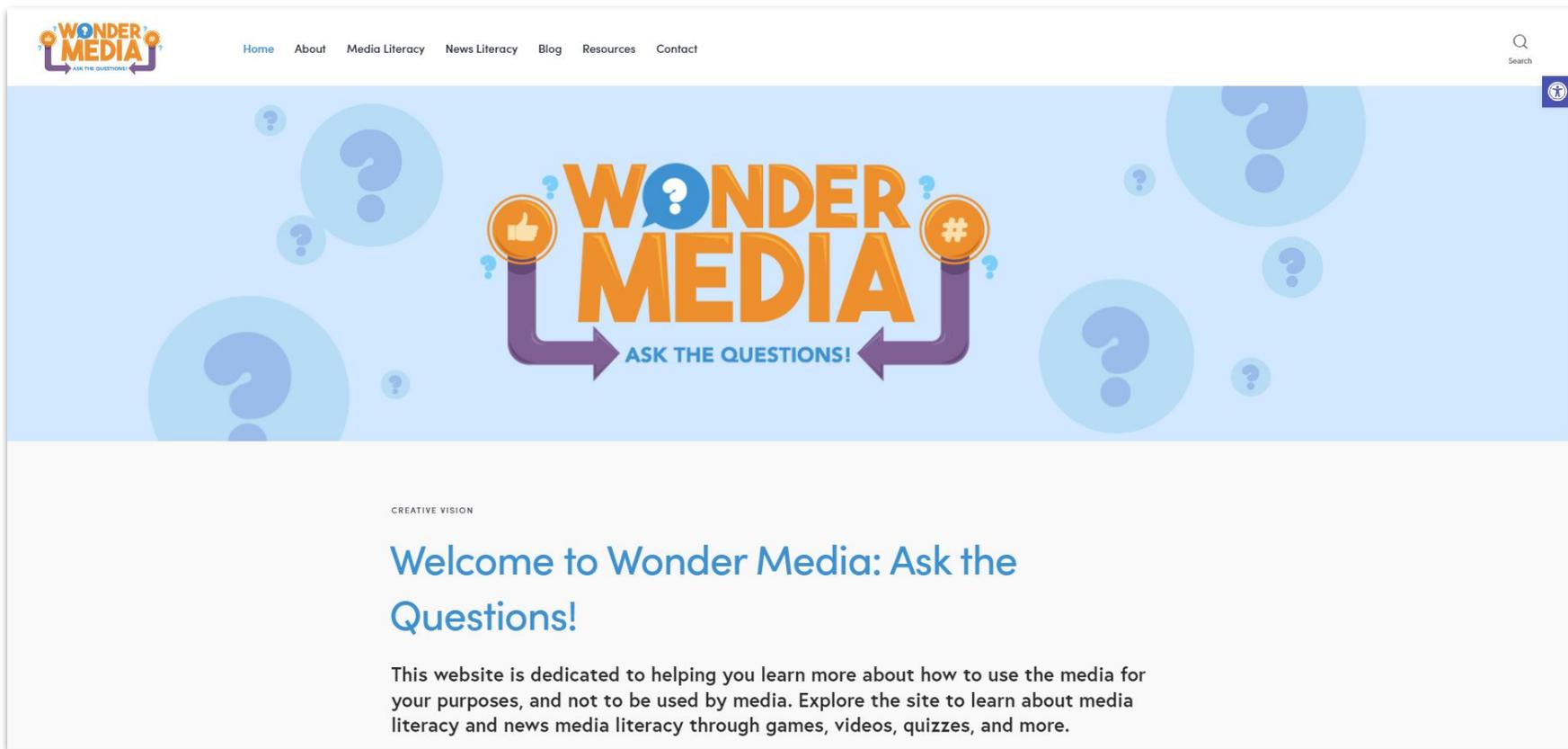
## Five Key Questions of Media Literacy from MediaLit Kit(™)

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?



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





[www.WonderMediaLibrary.com](http://www.WonderMediaLibrary.com)



# Middle School Consultants

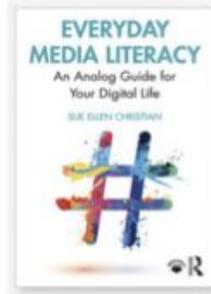
The collage features several images: a group of students sitting around a long wooden table in a meeting; a video conference grid showing a student and a cartoon avatar; students working on a laptop; students working on a robot; and a close-up of a robot head with a face. The text 'Middle School Consultants' is prominently displayed in the center.

**WESTERN MICHIGAN UNIVERSITY**

**KV**

## An Exhibit Informed by Scholarship and Research

- Informed by research for my book, Christian, S.E. (2020). *Everyday Media Literacy: An Analog Guide for Your Digital Life*. New York: Routledge.
- Exhibit contents were informed by:
  - Current content and approaches to media literacy and news literacy education– the media literacy scholars here today!
  - Guidance of educators in relevant and age-appropriate content that meets state curriculum standards
  - Input of middle school students to inform design and content choices
  - Partnership with museum professionals regarding public exhibition spaces



## Aiming at Inclusivity

- The exhibit is planned as a potential field trip for all 7<sup>th</sup> 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



## 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



# Media Literacy Toolkit

- 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



# 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: Escape the Fake



# News Literacy: Deep Fake



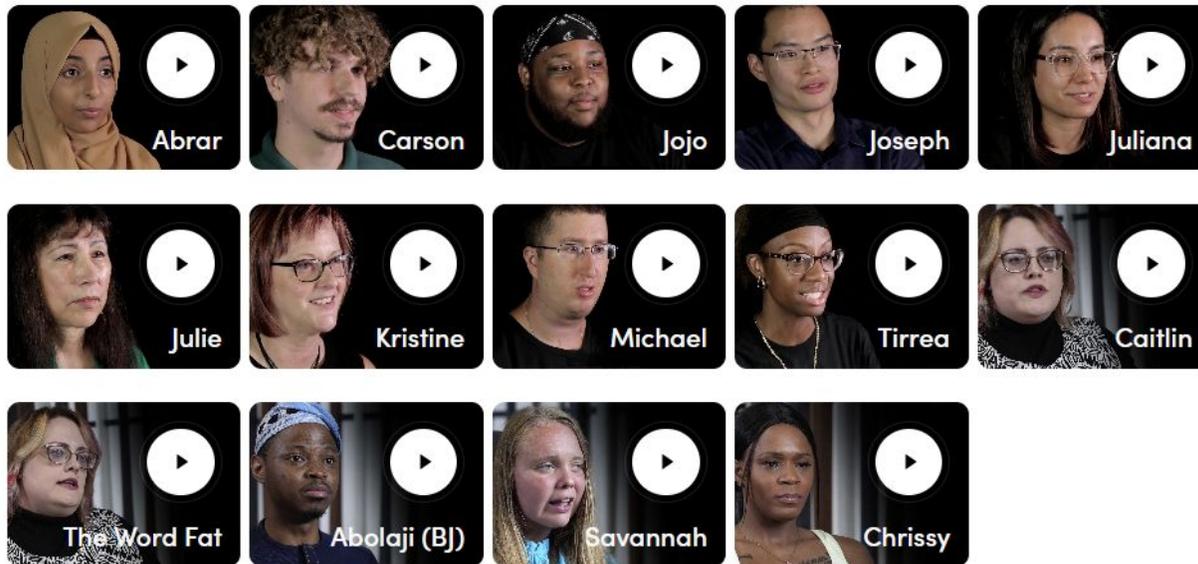
# Media Literacy: Whose Story Gets Told?



MEDIA LITERACY

## 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

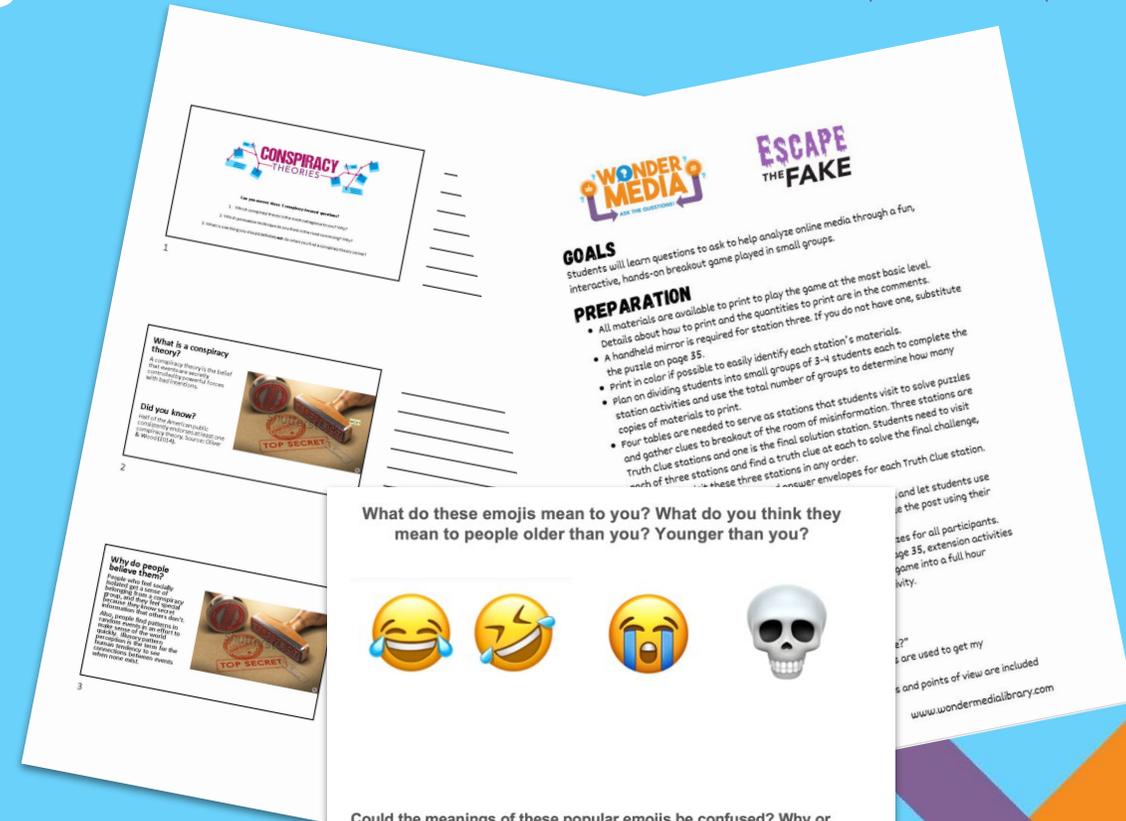


Image from: News Channel 3 - “Don’t be Duped!”

# 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

**TIPS FOR IMPROVING YOUR RELATIONSHIP with Social Media**

- 1 Track your intake**  
Before you go online, ask yourself: "What need am I trying to meet?"
- 2 Know your worth**  
Social media platforms are free because your data and your attention are being sold to advertisers and other businesses. You are the product; they are the true customers.
- 3 Do a digital reset**  
Set aside time each day to be offline.
- 4 Be choosy**  
Pick content that affirms who you are, teaches useful things or challenges you in healthy ways.

**THREE TIPS FOR WISELY SHARING ONLINE INFORMATION**

- 1 Pause**  
Be especially skeptical about information you agree with. Motivated information makes us more likely to accept new information as true if it agrees with what we already believe.
- 2 Check your emotions**  
Online trolls and bullies want you to share fake information, so they use emotionally engaging content. People are more likely to share posts that cause strong emotions such as anger or awe.
- 3 Check your bias**  
Confirmation bias is our underlying tendency to notice, focus on and accept evidence that fits with our existing beliefs.



**WONDER MEDIA ASK THE QUESTIONS!**

**MEDIA LITERACY 5 CORE CONCEPTS**

- 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.

**5 KEY QUESTIONS**

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

Source: Center for Media Literacy  
Learn more at: [WonderMediaLibrary.com](http://WonderMediaLibrary.com)





Slides:  
[bit.ly/PlayWonderMedia](https://bit.ly/PlayWonderMedia)



# Questions?

# Thank you!



# Contact Information



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