



## Educator Lesson Guide

RANGE	SUBJECTS	DURATION
Upper Elementary/Middle	Media Literacy, Language Arts, Visual Arts, Health, Social Studies, Social Emotional Learning	3 Activities Approx. 60-90 minutes each depending on differentiation

### LESSON OVERVIEW

This lesson guide includes activities accompanying Episode 1: Media Literacy and Misinformation, part of the "Communication Nation" series by The Children's Hour Inc.

The episode features an interview between Eisha Bush, who is the Director of Educational Programs for Common Sense Media, Katie Stone, who is the Founder, Executive Director, and Producer of The Children's Hour Inc., and members from the Kids Crew, youth journalists who help produce The Children's Hour as part of a free extracurricular activity in Albuquerque, New Mexico. Educational materials are created by Lorraine Archibald, Licensed Educator and Educational Director for The Children's Hour, and Amber Arnett, Licensed Special Education Educator and Educational Consultant.

The series and accompanying learning materials explore various forms of communication through languages, verbal abilities, media, and community building. They aim to serve as tools for educators and families to support the development of critical thinking skills, build social-emotional skills, celebrate diverse identities, and promote tolerance and empathy.

The learning materials align mostly to a 5th-grade level, but with differentiation, can be appropriate for grades 3-8 or beyond. Each activity can be completed approximately within a 60-90 minute lesson, not including extension options. The activities can be taught together or separately. Additional materials in the lesson guide include Episode Vocabulary, Standards, and Teaching Tips, including universal supports and targeted, intensive intervention ideas. The learning materials support lesson design and allow for flexible alignment to assessments based on grade level, site, and local needs. To maintain inclusivity and universality, the materials do not provide a specific assessment component.

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## Part 1 Activity: My Information Diet

### OBJECTIVES

- Learners will identify and define media.
- Learners will track and analyze their media consumption.
- Learners will reflect upon the media that they consume.
- Learners will brainstorm strategies for maintaining a balanced information diet.

### MATERIALS

- Audio of Part 1 "Media Literacy"
- Student Activity Page
- For extension: Paper, writing utensils, digital tools

### STANDARDS

#### National Health Education Standards

- Standard 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.
- Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

#### Common Core

- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text.

#### The Collaborative for Academic, Social, and Emotional Learning (CASEL), five core competencies in Social and Emotional Learning (SEL):

- Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.
- Self-Awareness: The ability to recognize one's own emotions, thoughts, and values and how they influence behavior.

### KEY VOCABULARY

**Media** (Me-di-a): Communication that is created and shared. Media can be digital, such as social media applications, streaming services, video games, or websites. Print media includes newspapers, magazines, books, textbooks, or posters, while broadcast media is distributed through television or radio.

**Media Literacy** (Me-di-a Li-ter-a-cy): The ability to understand, analyze, and make informed choices about the information you see, hear, read, and create.

**Misinformation** (Mis-in-for-ma-tion): False or incorrect information spread by people. When spread intentionally, it is known as disinformation.

**Media Consumption** (Me-di-a Con-sump-tion): How much and what types of media we use, see, hear, read, and think about.





## Part 1 Activity: My Information Diet

### LESSON PROGRESSION

**Introduction (10 minutes):** Ask students to think about, write down, and share examples of media they interact with regularly. Allow for a brief discussion regarding different types of popular media (e.g., TV shows, movies, social media, advertisements).

**Contextualize (15-25 minutes):** 1. Explicitly teach key vocabulary by helping students decode words and their meanings. 2. Play the audio clip "Part 1: "Media Literacy."

Discussion Questions (may be asked before/during/after listening).

1. What are some examples of media that we consume daily?
2. What does it mean to be a critical thinker?
3. Why is it important to understand where our media comes from and how it is created?
4. How can we be responsible consumers and creators of media?
5. How can the information we consume from media impact our personal decisions and beliefs?

**Activity (30-60 minutes):**

1. Have students work together or independently.
2. Hand out the "My Information Diet" activity page. Read instructions out loud and check for understanding. Help students review the list to expand their knowledge of media types and ask them to share examples. Have them complete the tracking log to reflect what media they consume on a typical day. As students finish, invite them to begin the "Extension" task.
3. When everyone is ready, hand out the second page of the activity. Read each prompt, one at a time, and allow time for processing, clarification, and student questions. Have students share their ideas and facilitate a discussion about the bottom two sections of their plate. Support them with brainstorming strategies for maintaining a balanced information diet, and have them share ideas.

**Closing (5 Minutes)**

Remind students to complete the extension and incorporate media-free activities into their lives. Encourage them to verify and diversify the media that they consume.

### DIFFERENTIATION

Support learners with targeted interventions, including clarifying for understanding and contextualizing vocabulary and topics.

Scaffold the reflection questions by breaking them into smaller steps. Allow students to get peer clarification by asking others to rephrase the questions.

English Language Learners can benefit from structured literacy strategies including explicitly teaching and decoding vocabulary words.

Show a variety of visual examples of different types of media.



## Part 2 Activity: Analyze a Source

### OBJECTIVES

- Learners will select and evaluate a media source.
- Learners will practice critical thinking to analyze a source.
- Learners will support their claims with evidence.
- Learners will demonstrate their understanding of media literacy with artistic creativity.

### MATERIALS

- Audio of Part 2: Misinformation
- Analyze a source worksheet
- For extension: Art supplies of students preference

### STANDARDS

#### ELA Common Core

- CCSS.ELA-LITERACY.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- CCSS.EL-LITERACY.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- CCSS.ELA-LITERACY.SL.6.1: Engage effectively in a range of collaborative discussions.

#### International Society for Technology in Education (ISTE) Standards for Students:

- Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

#### National Core Arts Standards

- Creating: Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Performing/Presenting/Producing, Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.
- Connecting: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

### KEY VOCABULARY

**Critical Thinking** (Crit-i-cal Think-ing): Asking questions and reflecting carefully about whether something is true or sensible before believing it.

**Fact-Checking** (Fact Check-ing): The process of verifying information for accuracy in news reports, social media posts, etc.

**Source** (Source): The origin or place where information comes from, such as a website, news outlet, or individual.

**Reliable Source** (Re-li-able Source): A trustworthy place to get information, such as a well-known news website or an expert.



## Part 2 Activity: Analyze a Source

### LESSON PROGRESSION

**Introduction (10 minutes):** Introduce the concept of misinformation and explain that not all information found in media is accurate or truthful. Show an example of age-appropriate emotionally charged media, such as a commercial for a pet product, or pictures from a news article covering a peaceful protest.

Review the meanings of media, media literacy, and misinformation from Activity 1.

**Contextualize (15-25 minutes):** 1. Explicitly teach key vocabulary by helping students decode words and their meanings. 2. Play the audio clip "Part 2: Misinformation".

Discussion Questions (may be asked before/during/after listening).

1. Why do some people and companies spread false information on the internet?
2. What questions should you ask yourself to determine whether the information you see online is true?
3. What are some ways to avoid being fooled by false information on social media?
4. Discuss a time when you encountered misinformation or disinformation. How did you realize it was untrue, and what did you learn from the experience?
5. How can spreading misinformation affect our communities and the world around us?

**Activity (30-60 minutes):** Have students work together or independently. Hand out the "Analyze a Source" worksheet and have students read the instructions out loud and review for clarity.

1. Instruct students to select a media source to analyze. Options could include a content creator's social media account, a YouTube page that publishes videos or podcasts, a series they stream, or an author they like to read.
2. Once students have a source to analyze, check in with them and offer support as they complete the activity. Instruct them to ask each other the checklist questions out loud.
3. As students finish, invite them to begin the "Extension" task.
4. After analyzing the media, have each group share their findings with the class and discuss the importance of critically evaluating sources.

### Closing (5 Minutes)

Have students share the argument from the graphic organizer and explain whether they think the media source they have analyzed is reliable.

### DIFFERENTIATION

Support learners with targeted interventions, including clarifying for understanding and breaking activities into smaller steps.

Contextualize the concept of misinformation by showing examples from current events. Help students practice the critical thinking checklist by modeling with an example.

Challenge learners with extension activities, leadership roles such as modeling and supporting peers, and various options and materials for creative output.

English Language Learners can benefit from structured literacy strategies.

## Part 3 Activity: Comparing Perspectives

### OBJECTIVES

- Learners will identify the tone of a news article.
- Learners will practice recognizing bias.
- Learners will compare sources to understand different perspectives.
- Learners will use research skills to analyze multiple accounts of the same topic.

### MATERIALS

- Audio of Part 3: Bias
- “Comparing Perspectives” worksheet
- For extension: Technology to access websites

### STANDARDS

#### ELA Common Core

- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text.
- CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CCSS.EL-LITERACY.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### International Society for Technology in Education (ISTE) Standards for Students:

- Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

### KEY VOCABULARY

**Bias** (Bi-as): Feeling or showing favoritism for or against a thing, idea, person, or group. Bias can lead to misinformation, disinformation, and unfair treatment.

**Motivations** (Mo-ti-va-tions): The reasons behind a person's actions. Motivation drives decision-making.

**Perspective** (Per-spec-tive): A specific attitude of how somebody sees or thinks about something. Different perspectives create different points of view.

**Tone** (Tone): The way something is said or written. Tone shows how a person feels about what they are talking about, such as whether they are happy, angry, or serious.

## Part 3 Activity: Analyze a Source

### LESSON PROGRESSION

**Introduction (10 minutes):** Review the meanings of media, media literacy, and sources from Activities 1 and 2. Ask students to discuss their perspective on a current event or news topic related to their community, such as a new business, a change in a local law, etc. As students describe their opinions, point out their specific language choices and tone.

**Contextualize (15-25 minutes):** 1. Explicitly teach key vocabulary by helping students decode words and their meanings. 2. Play the audio clip “Part 3: Comparing Perspectives”.

**Discussion Questions (may be asked before/during/after listening).**

1. What is bias, and why is it important to recognize it in the media we consume?
2. How can understanding the author's background help identify bias in a piece of content?
3. What strategies can you use to distinguish between facts and opinions in news articles?
4. In what ways can bias in media affect public opinion and societal issues?
5. What responsibilities should content creators have for the materials they create?

**Activity (30-60 minutes):**

Have students work together or independently. Hand out the “Comparing Perspectives” worksheet and have students read the instructions out loud and review them for clarity.

1. Have them read the two articles about the Sunnyville playground. As they read, have them mark up the text, identifying tone, perspective, and bias in the texts.
2. Using what they annotated as evidence, have the students complete the chart to analyze the sources.
3. Allow time for students to respond to the reflection questions. Then, facilitate a discussion where students share their findings with the class.

Extension: Provide students with an extra handout of the chart on the second page of the activity and help them locate reliable news sources.

**Closing (5 Minutes)**

Ask students to think about how tone and language can impact people when they are consuming media. What did they notice from the news sources they researched?

### DIFFERENTIATION

Support learners with targeted interventions, including clarifying for understanding, breaking activities into smaller steps, and contextualizing vocabulary and topics.

Model strategies for close reading, annotation, and marking the text, including identifying language that describes tone and main ideas.

Challenge learners with extension activities, leadership roles such as modeling and supporting peers, and various options and materials for creative output.

Pre-plan which news articles the students will compare, use text leveler tools to differentiate as needed, choose sources that avoid idioms to support English Language Learners.





## Vocabulary

**Bias** (Bi-as): Feeling or showing favoritism for or against a thing, idea, person, or group. Bias can lead to misinformation, disinformation, and unfair treatment.

**Critical Thinking** (Cri-ti-cal Think-ing): Asking questions and reflecting carefully about whether something is true or sensible before believing it.

**Fact-Checking** (Fact Check-ing): The process of verifying information for accuracy in news reports, social media posts, etc.

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**Media Literacy** (Me-di-a Lit-er-a-cy): The ability to understand, analyze, and make smart choices about the information you see, hear, read, and create.

**Misinformation** (Mis-in-for-ma-tion): False or incorrect information spread by people. When spread intentionally, it is known as disinformation.

**Motivations** (Mo-ti-va-tions): The reasons behind a person's actions. Motivation drives decision-making.

**Perspective** (Per-spec-tive): A specific attitude of how somebody sees or thinks about something. Different perspectives create different points of view.

**Reliable Source** (Re-li-a-ble Source): A trustworthy place to get information, such as a well-known news website or an expert.

**Source** (Source): The origin or place where information comes from, such as a website, news outlet, or individual.

**Tone** (Tone): The way something is said or written. Tone shows how a person feels about what they are talking about, such as whether they are happy, angry, or serious.





## Teacher Tips

Universal supports will allow for best engagement with the media and activities. Lessons may need to be adapted based on student needs. Use the chart below to help you plan out leveled systems of student support.

<b>Supports</b>	<b>Planning</b>
<p><b>Universal Supports</b> Classroom community building, safe environment, routines, audio and visual supports, structured brain breaks, objectives posted, modeling, decoding words, concise accessible instructions, collaboration and peer support, materials are culturally relevant and responsive.</p>	<p><b>Throughout the lesson, all students will benefit from:</b></p>
<p><b>Targeted Intervention</b> Formatively assess to get data, provide prompt feedback, scaffold the lesson with more context and break into steps, shelter instruction with explicit comprehension support for vocabulary and concepts. Contextualize unfamiliar concepts or words.</p>	<p><b>I anticipate some students may struggle with:</b></p> <p><b>I can prevent this or support them by:</b></p>
<p><b>Intensive Intervention</b> Identify when a student is struggling, consider an intervention that accounts for social emotional or basic needs, determine their preferred learning style, provide one on one support, long-term planning and data tracking.</p>	<p><b>A few students may need:</b></p> <p><b>What resources can I use for support?</b></p>





## Standards

Meets National Association for Media Literacy Education (NAMLE) [core principles](#)

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Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health.