

media education

MAKE IT HAPPEN!



Workshop Guide

Canadian
Association of
Media Education
Organizations

CANADIAN
TEACHERS'
FEDERATION



FÉDÉRATION
CANADIENNE DES
ENSEIGNANTES ET
DES ENSEIGNANTS

[aml]
ASSOCIATION FOR
MEDIA LITERACY

MediaSmarts
HabiloMédias

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Media Education: Make It Happen!

Workshop Guide

MediaSmarts has created this guide to support the *Media Education: Make It Happen!* PowerPoint slide presentation. The guide includes tips for the workshop presenter, links to essential background reading online, pre-and post-presentation activities and supporting handouts.

Preparation

Recommended Background Reading

- *Tips for Facilitators* (page 7 of this guide).
- On the MediaSmarts Web site:
 - *Media Literacy: What is it? Why teach it?* for a complete overview of media literacy and media education. <http://mediasmarts.ca/digital-media-literacy-fundamentals>
 - *Media Education in Canada* for an overview of the status of media education in Canada. <http://mediasmarts.ca/teacher-resources/digital-and-media-literacy-outcomes-province-territory>

Additional Preparation

We recommend that you visit the sites listed in the *Media Education: Make It Happen!* Webography handout. This will increase your depth of knowledge of the information in the presentation.

- *Media Education: Make It Happen!* Webography
- Canadian Students' Top 50 Web Sites
- *The ABC's of Brands
- *Media Studies Triangle
- *Deconstructing *Survivor*
- Ten Good Reasons for Teaching Media Education
- How to Get Involved and Learn More
- Creating Media Savvy Students: MediaSmarts resources for educators and teacher-librarians

Print and photocopy the supporting handouts for this workshop, found at the end of this guide.

* *These handouts must be distributed to participants before the presentation. Distribution of the other handouts is optional.*

The Workshop

Pre-Presentation Discussion (5 - 10 minutes)

Having a short discussion with participants before the presentation will help the facilitator understand why people have come to the workshop, what concerns they have and what they hope to learn by being there.

Ask participants:

- What challenges do they face in integrating media education in the classroom?
- What important trends do they see in their students' media and digital technology use?
- What are the main media issues that they would like to address in the classroom?

The Slide Presentation

The *Media Education: Make It Happen!* presentation contains 65 slides, accompanied by speaking notes.

These notes do not have to be read verbatim; they are intended as a guide for the presenter. It takes approximately 45 minutes to present the material.

Explain to participants that you will be covering a lot of material in the presentation. If time is tight, ask them to save their questions until the end. If time permits, participants should feel free to stop you at any time to ask questions or share anecdotes. Their active involvement will make the experience more valuable for everyone.

Remember to distribute photocopies of the three required handouts: *The ABC's of Brands*, *Media Studies Triangle* and *Deconstructing Survivor*, and any others you intend to use, prior to your presentation.

Presentation Activities

The ABC's of Brands (Slide 4)

The ABC's of Brands is a warm-up activity that helps participants understand the pervasiveness of media messages in our culture by showing how easily we recognize brand logos. Begin by distributing the handout *The ABC's of Brands*, in which the alphabet has been created from parts of well-known brand logos. Ask participants to write the name of the brand in the corresponding line.

Give participants three to five minutes to complete. Go through the answers as a group. Gauge the average score for the group. Next, ask for a show of hands of how many people can identify their official provincial or territorial flower, bird and tree.

This activity is a great illustration of the power of marketing messages. We tend to retain brand information over more important forms of information. Ask participants why they think this is.

Answers to *The ABC's of Brands* activity:

a - Adidas, **b** – Bell, **c** – CTV, **d** – Dairy Queen, **e** – Home Depot, **f** – Ford, **g** – General Mills, **h** – Tim Hortons, **i** – IBM, **j** – Toronto Blue Jays, **k** – Kellogg's, **l** – Loblaws, **m** – Molson, **n** – National Film Board, **o** – Oster, **p** – Petro-Canada, **q** – Q-tip, **r** – Rogers, **s** – Scotiabank, **t** – Telus, **u** – U-Haul, **v** – Volvo, **w** – Warner Bros., **x** – Xbox, **y** – Yahoo!, **z** – Zellers

Provincial and Territorial Symbols

| Province or Territory | Flower | Bird | Tree |
|---------------------------|----------------------|------------------------|----------------------------|
| Alberta | Wild Rose | Great Horned Owl | Lodgepole Pine |
| British Columbia | Pacific Dogwood | Steller's Jay | Western Redcedar |
| Manitoba | Prairie Crocus | Great Grey Owl | White Spruce |
| Newfoundland and Labrador | Purple Pitcher Plant | Atlantic Puffin | Black Spruce |
| New Brunswick | Purple Violet | Black-capped Chickadee | Balsam Fir |
| Northwest Territories | Mountain Avens | Gyr Falcon | Tamarack |
| Nova Scotia | Mayflower | Osprey | Red Spruce |
| Nunavut | Purple Saxifrage | Rock Ptarmigan | <i>No territorial tree</i> |
| Ontario | White Trillium | Common Loon | Eastern White Pine |
| Prince Edward Island | Pink Lady's Slipper | Blue Jay | Red Oak |
| Quebec | Blue Flag Iris | Snowy Owl | Yellow Birch |
| Saskatchewan | Western Red Lily | Sharp-tailed Grouse | Paper Birch |
| Yukon | Fireweed | Common Raven | Subalpine Fir |

***Deconstructing Survivor* (Slide 31 in the PowerPoint presentation)**

Deconstructing Survivor is an optional activity where participants use a media education framework—the media studies triangle—to deconstruct this popular television program.

Before the presentation, read through the *Media Studies Triangle* and the *Deconstructing Survivor* handouts. Distribute both handouts before you begin the presentation. If you have time, you can go through both the *Media Studies Triangle* and *Deconstructing Survivor* handouts and corresponding slides during the presentation. If you have limited time, present the *Media Studies Triangle* slide and handout only and direct participants to take the *Deconstructing Survivor* handout home to read.

Post-Presentation Activities

Guided Discussion

Ask participants:

- For those who have introduced media studies to their class, ask; what strategies did they use, what were the challenges and the successes they experienced?
- Brainstorm some possible benchmarks for teacher success when delivering media studies in the classroom. For example:
 - Balanced presentation: Have students been presented with a balanced representation of the issues discussed? Do they consider that there may be multiple interpretations and viewpoints?
 - Student empowerment through critical thinking: Are students gaining the skills to deconstruct messages or are they merely trying to reiterate what they think the teacher wants to hear?
 - Media Creation: In addition to deconstruction, do students have the opportunity to create media?

It's important that teachers use proper evaluative frameworks for student assessment when integrating media education into the classroom. For information on how to conduct proper assessments, visit the *Media Literacy: Evaluation and Assessment* section of the MediaSmarts Web site: <http://mediasmarts.ca/digital-media-literacy-fundamentals/media-literacy-fundamentals#assessing>

Activities with a Computer

- If you have access to Internet-connected computers, break participants into groups to apply the media studies triangle to one of the Web sites referred to in the *Canadian Students' Top 50 Web Sites* handout.
- Explore the MediaSmarts *Find Lessons and Resources* section with participants. This section features more than 200 free, classroom-ready lessons and activities, searchable by grade or topic and linked to provincial and territorial outcomes/expectations. Refer to the handout *Creating Media-Savvy Students: MediaSmarts resources for educators and teacher-librarians* for a list of lesson topics.

Tips for Facilitators

Speaking to an audience can be challenging, even for experienced speakers, so here are some general tips and suggestions for giving presentations and workshops. Every presentation (and audience) is different, but if you keep these principles in mind, you'll be able to present your workshop in a confident and relaxed manner.

Before the Workshop

1. Be Prepared

- You can't prepare too much for a presentation. The more comfortable and familiar you are with the material, the more effective you will be as a workshop leader. Before your workshop, read all the background materials supplied and review the PowerPoint speaking notes several times. Ideally, you want to internalize this information so that it becomes second nature to you.
- As you go through the presentation, envision how you will present it to your audience. Imagine any questions that might arise, and prepare your response to them. Talk with friends and colleagues. Examples or anecdotes are powerful speaking tools, and can be used to illustrate points you make in the presentation.
- Occasionally, the time allotted for a workshop may be suddenly shortened. Decide what slides you will omit from your presentation if this happens.

2. Take Charge of Workshop Arrangements

- Be specific about equipment requests: LCD projector, screen equipment table, extension cords, and microphone, if necessary. (You will probably bring your own laptop.)
- Confirm all arrangements.
- Make sure you know how to operate the equipment, or have a "techie" on hand at all times.
- Set up well in advance, as things can go wrong – especially when technology enters into the equation! Arrive a half-hour before the presentation – or even better, check out the room and try out the equipment the day before. Bring along a copy of your PowerPoint on a USB stick or other storage device. That way, if something goes wrong with your computer, you can quickly transfer the presentation to another computer.

Making Your Presentation

Nervousness is Natural

The people attending your session are there because they want to know more about media education. You don't have to have all the answers, and the PowerPoint presentation contains lots of valuable information. Set the tone right at the start. Smile and make eye contact with your audience. Make a light-hearted comment to set a relaxed tone. And make the point that when it comes to digital technology, everyone is on a steep learning curve.

Effective Public Speaking

The best way to develop public speaking skills is to think of successful presentations that you have attended, and note what the presenter did to make them successful. Take some of these techniques and build them into your own presentation.

- Imagine success – create a mental picture of yourself giving a successful presentation.
- Be positive and natural – use a conversational tone when speaking to your audience. Vary your speed, pitch, and intensity when speaking, just as you would when talking to a friend. Don't try to be "the expert," just be yourself.
- Use humour – often a few lighthearted comments can put both you and your audience at ease.
- Speak clearly – stop and explain terms that may be unfamiliar to your audience. Anecdotes, examples, and analogies can be very helpful to clarify points.
- Involve workshop participants – use the pre-workshop activities to break the ice with your audience.
- If time permits, pause frequently during your presentation to allow your listeners to ask questions.

Handling Questions

Audience participation is an important component of the workshop. Questions from workshop participants can be handled in two ways:

- If time permits, you can encourage your audience to pose questions during the presentation. This is an effective way to ensure that participants understand the main points of your presentation, and to keep them involved. However, these interruptions can interfere with the flow of your presentation.
- A second option is to open the floor to questions after the presentation. Before you begin, tell your audience that you will answer any questions later. Encourage them to write down any questions that arise while you are speaking.

Sometimes, questions may be asked that you don't have the answers to. Should this happen, don't hesitate to toss the question back to audience members. Questions that can't be answered can be referred to the MediaSmarts by e-mail at: <info@mediasmarts.ca>.

(These tips have been adapted, with permission, from PDOnline, TVOntario.)

Handouts

Media Education: Make It Happen! Webography

Web Sites Referenced in Presentation

Media Literacy Week

<http://www.medialiteracyweek.ca>

MediaSmarts

<http://www.mediasmarts.ca>

Research:

Young Canadians in a Wired World – Phase III, Student Survey

<http://mediasmarts.ca/research-policy>

Commercialism in Canadian Schools

http://www.ctf-fce.ca/commercialism_in_school/default.htm

To learn more about media education:

Association for Media Literacy

<http://www.aml.ca>

Media Education in Canada

<http://mediasmarts.ca/teacher-resources/digital-and-media-literacy-outcomes-province-territory>

Resources:

Digital and Media Literacy Fundamentals

<http://mediasmarts.ca/digital-media-literacy-fundamentals>

For Teachers Page/Lesson Library

<http://mediasmarts.ca/teacher-resources/find-lesson>

Media Education in Canada

<http://mediasmarts.ca/digital-media-literacy-fundamentals/media-literacy-fundamentals#key>



























Canadian Students' Top 50 Web Sites

1. www.youtube.com
2. www.facebook.com
3. www.google.com
4. www.twitter.com
5. www.tumblr.com
6. www.instagram.com
7. www.minecraft.net
8. www.miniclip.com
9. www.hotmail.com
10. www.wikipedia.org
11. www.y8.com
12. www.google.ca
13. www.netflix.com
14. www.gmail.com
15. www.pinterest.com
16. www.friv.com
17. www.webkinz.com
18. www.addictinggames.com
19. www.clubpenguin.com
20. www.poptropica.com
21. www.moshimonsters.com
22. www.reddit.com
23. www.andkon.com
24. www.roblox.com
25. www.yahoo.com
26. www.skype.com
27. www.family.ca
28. www.nhl.com
29. www.coolmath-games.com
30. www.kizi.com
31. www.pornhub.com
32. www.girlsgogames.com
33. www.ebay.com
34. www.animaljam.com
35. www.bitstrips.com
36. www.coolmath4kids.com
37. www.kijiji.ca
38. www.fantage.com
39. www.nba.com
40. www.ytv.com
41. www.agame.com
42. www.sumdog.com
43. www.tsn.com
44. www.ask.fm
45. www.armorgames.com
46. www.wattpad.com
47. www.9gag.com
48. www.itunes.com
49. www.weheartit.com
50. www.moviestarplanet.com

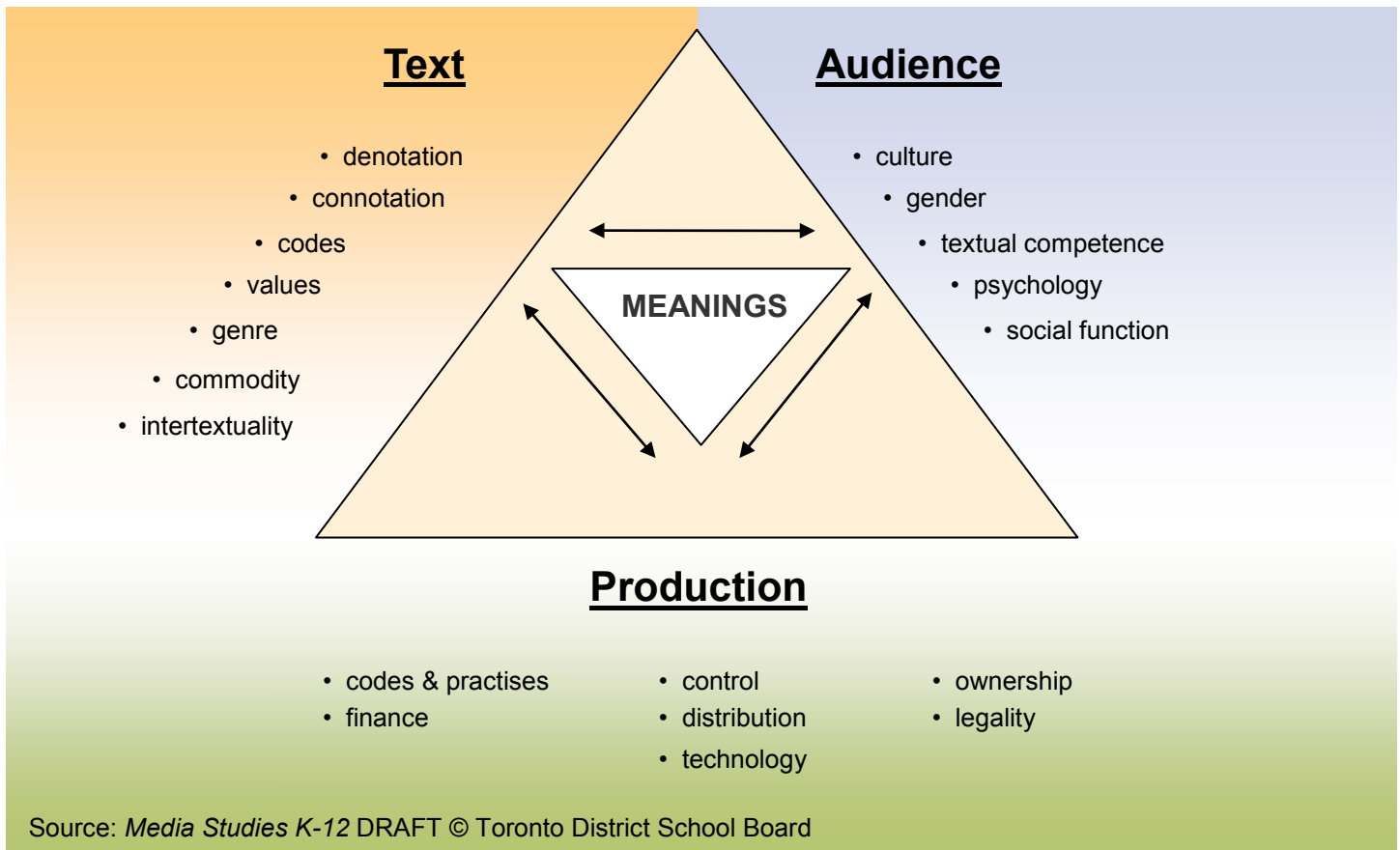
Source: *Young Canadians in a Wired World* – Phase III, MediaSmarts. 2014

The ABC's of Brands

How many of the following brands do you recognize with just one letter? Write your answers in the spaces provided.

| | | |
|---|---|---|
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|  |  |  |
|  |  | Total = _____ / 26 |

Media Studies Triangle



An excellent model for examining media messages is a multiple perspective model from the *Media Studies Triangle* (conceived by Eddie Dick for the Scottish Film Council. *The Teaching and Learning Process*).

The three sides of the triangle represent three distinct aspects of a media message and suggest that all three must be considered to fully understand the message's meanings.

| | | |
|--|--|--|
| <p>The <i>Text</i> side – what the audience is "reading" – encourages students to consider such qualities as:</p> | <p>The <i>Audience</i> side encourages students to consider the audience's role in creating meaning and includes such qualities as:</p> | <p>The <i>Production</i> side is one which acknowledges the role of production practices and regulations, such as:</p> |
| <ul style="list-style-type: none"> • denotation • connotation • codes • ideology & values • genre • commodity • intertextuality | <ul style="list-style-type: none"> • culture • gender • textual competence • psychology • social function | <ul style="list-style-type: none"> • codes and practises • finance • control • distribution • technology • ownership • legality |

Deconstructing *Survivor*

Text



What kind of media text is this? Is it a magazine, video, t-shirt or poster, for example?

- *Survivor is a television program that appears on the CBS network.*

In what ways does this media text tell a story?

- *The show follows the tribulations of 18 'castaways' who are competing first on teams and then individually for the title of 'sole survivor' and a million dollar prize.*
- *Unlike other reality shows, which solicit votes from viewers, Survivor contestants are voted out by fellow contestants..*
- *The show's 'twist' is that the 9-member jury that determines the final winner is made up of many people that the final contestants have voted out of the game..*

What type or category of story is it?

- *It's a reality TV show.*

Does it follow a formula?

- Yes.
 - *Each week, contestants compete in reward and immunity challenges (first as teams and then individually)..*
 - *The team or individual that wins the immunity challenge is exempted from 'tribal council', while the losing team must attend and vote someone out.*
 - *At the end of each episode the person who is voted out must leave the game. (To retain viewer interest, this formula has been played with in some seasons, with contestants who were voted out given a second chance to compete against each other in the hopes of re-entering the game.)*

What are the media conventions used?

- *The show uses these standard reality TV conventions:*
 - *the confessional – people speak directly into the camera, sharing their perspectives;*
 - *the task – contestants compete in a task in which the winner is rewarded and the losers face elimination; and*
 - *the showdown – the climax of Survivor is a showdown between a group of people with one person being eliminated.*

Deconstructing *Survivor*

Text



What are the characters like? Are there any stereotypes?

- Typically, each season starts with nine females and nine males of varying ages. Criticized in earlier seasons for not portraying enough diversity, today's *Survivor* is tightly cast to include a variety of backgrounds, ages and races. Contestants also undergo extensive psychological testing to identify personality types that will fit into the stereotypes that producers are looking for and to fuel conflict, which increases ratings.
- The contestants themselves are presented in stereotypical roles similar to those found in soap operas: the villain, the flirt, the hothead, the "all-American" and so forth.

What values are being promoted?

- Despite talk of strategy, *Survivor* is a highly social game. The biggest challenge is to remain likeable — or even more importantly, respected — as you eliminate the people who will ultimately decide who wins the game. As a result, both diplomacy and duplicity are keys to success and winning the million dollars.
- Gender appears to play a role as well, with women more likely than men to be voted out before the teams merge mid-season. Additionally, domestic duties at camp are often allocated to women, while men gather wood, etc. A double standard exists in game tactics as well, where men are often seen by teammates as being 'strategic' when they betray other players, while women who do this are seen in a more negative light.

How is this done?

- Despite the 'castaway' theme, hundreds of hours of film are edited to craft each 45-minute episode. As a result, the narrative that emerges is a montage of clippings that the producers and director have selected.

Whose point of view do the values represent?

- The values promoted in *Survivor* are clearly that of the show's producers. Although the winners and losers are determined by the players, casting is done with a pre-set narrative in mind, depending on the overriding theme of the season (Heroes versus Villains, for example). Even the clothing contestants wear is selected by the show's producers, ensuring that the geeky player, villain, soccer mom all look the part throughout the season. Additionally, through its locales and plot, *Survivor* also promotes developed world values against those of less-developed countries.

Are my values represented?

- Answers will vary.

Why or why not?

- Answers will vary. People may answer that other values, such as fairness, compassion, loyalty and creative spirit, are not represented or are represented only superficially.

Deconstructing *Survivor*

Audience



Who is the target audience for this media text?

- *Survivor targets young adults and adults – the 18-to-49 range, which is the most coveted demographic – though it draws some younger and older viewers as well. It targets men and women roughly equally.*

How can I tell?

- *A simple way to identify the target audience is by observing the ads that are aired during the commercial breaks. In the case of Survivor, there are also product placements and some tasks have a brand sponsor.*

How and why does this media text appeal to its target audience?

- *Answers will vary, but the show appeals to its audience by building on its desire for fame and financial success, by using the popular formulas and conventions of reality TV, including the elements of conflict and competition and the “everyman” appeal of its contestants. How does this media text appeal to me?*
- *Answers will vary.*

What things do I like and dislike about it?

- *Answers will vary. Some people may like the reality factor while others may see the narratives that are portrayed as anything but ‘real’ and may dislike the program’s embrace of stereotypes and product placement.*

In what ways do people use or consume this media text?

- *People primarily watch this program for entertainment.*

How would I change the media text to make it more enjoyable?

- *Answers will vary, but may include:*
 - *changing the formula or format of the program;*
 - *including audience participation; and*
 - *giving viewers different ways to access the program, such as through cell phones or the Internet.*

Who produced this media text, and for what purpose?

- *Survivor is produced by Mark Burnett and host Jeff Probst: its purpose is to attract viewers to sell advertising.*

How can I influence the production of this kind of media text?

- *Answers will vary, but could include these:*
 - *refuse to watch it;*

Deconstructing *Survivor*

Production



- write to the sponsors and producers of the show or CBS; and
- participate in online environments dedicated to the show, such as fan sites, message boards and blogs.

How is this text distributed or sold to the public? Who profits?

- Normally television stations purchase shows from production companies and then sell advertising to produce revenues. Instead of doing this, *Survivor* pioneered what is now a common business model for reality TV shows, where the producers pre-sell sponsorship and then split the advertising revenues with the broadcaster — essentially giving the broadcaster free programs. The global popularity of *Survivor* has also spawned financial gain through licensing of the program to other countries who then produce their own versions. Additional profits are earned through spin-offs such as DVDs of previous season' shows, merchandising products, tie-ins, product placements and advertising on the *Survivor* website.

How was the text made?

- Contestant experiences are videotaped while they share physical and emotional hardships and perform tasks, so that they can comment on events and on their experiences. The footage is then edited down to fit an hour time slot.

What production techniques are used?

- They include the following:
 - hand-held camera work to heighten the reality;
 - dramatic and comedic music; and
 - juxtaposition of shots to add meaning to subplots, such as editing the show to foreshadow future conflicts or to highlight a moment that will be referenced later.

What rules and laws affect the media text?

- The running time for an hour time slot is 60 minutes, including commercials.
- Producers must acquire the rights to use all copyrighted and distinctive images and sounds.
- The show must follow Canadian broadcasting codes. (The Canadian Radio-television and Telecommunications Commission, Canada's broadcast regulator, is the body that monitors industry adherence to the codes.)

How could I create a similar media text?

- In this era of inexpensive digital equipment and the means to self-distribute over the Internet, people can create a video text and potentially reach a mass audience.

Ten Good Reasons for Teaching Media Education

1. Media education encourages children and young people to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, discriminating media consumers and users.
2. Media education brings the world into the classroom, giving immediacy and relevance to traditional subjects such as History, English, Health, Civics and the Creative Arts. It serves as a perfect bridge for subject integration and interdisciplinary studies.
3. Media education embodies and furthers current pedagogy, which emphasizes student-centered learning, the recognition of multiple intelligences, and the analysis and management—rather than just the simple storing—of information.
4. Media education is grounded in the sound pedagogical approach of starting learning *where kids are at*. Media—music, comics, television, video games, the Internet and even ads—are a part of life that all kids enjoy. Media create a shared environment and are, therefore, catalysts for learning.
5. Media education encourages young people to use multimedia tools creatively, a strategy that contributes to "understanding by doing" and prepares them for a workforce that increasingly demands the use of sophisticated forms of communication.
6. In a society concerned about growing youth apathy to the political process, media education engages young people in "real-world" issues. It helps young people to see themselves as active citizens and potential contributors to public debate.
7. In a diverse and pluralistic society, the study of media helps youth understand how media portrayals can influence how we view different groups in society: it deepens young people's understanding of diversity, identity and difference.
8. Media education helps young people's personal growth and social development by exploring the connections between popular culture—music, fashion, television programming, movies and advertising—and their attitudes, lifestyle choices and self-image.
9. Media education helps children critique media representation, teaching them to distinguish between reality and fantasy as they compare media violence and real-life violence, media heroes and real-life heroes, and media role models and real-life roles and expectations.
10. With the majority of Canadian students turning first to the Internet for research, media education is an essential component of Information Communications Technology education, assisting young people in: developing critical thinking skills and strategies for optimizing searches; evaluating and authenticating information; and examining issues of plagiarism and copyright.

How to Get Involved and Learn More

Join your provincial media education association.

- British Columbia Association for Media Education (BCAME)
- Alberta Association for Media Awareness (AAMA)
- Association for Saskatchewan Teachers of English and Language Arts (STELA)
- Manitoba Association for Media Literacy (MAML)
- Association for Media Literacy (AML – Ontario)
- Association for Media Education in Quebec (AMEQ)
- Media Literacy Nova Scotia (MLNS)
- Association for a Media Literate New Brunswick (A-4-ML-NB)
- Association for Media Literacy for Newfoundland and Labrador (AMLNL)
- Jesuit Communications Project (JCC)

To learn more about media education, visit the following websites:

For the Classroom

- **MediaSmarts: Teacher Resources** section provides access to more than 200 copyright cleared, classroom ready, media education lessons and activities. <http://mediasmarts.ca/teacher-resources/find-lesson>
- **Media Education in Canada** is a section on MediaSmarts's Web site that provides an overview of media education in Canada and curricular expectations for media literacy by province and territory. <http://mediasmarts.ca/teacher-resources/digital-and-media-literacy-outcomes-province-territory>
- **Association for Media Literacy: Articles & Reviews** is a collection of writings and media education resources on the Association for Media Literacy's Web site. <http://www.aml.ca/articles/>
- **Kids' Take on Media Teacher/Student Activity Guide** is designed to help teachers encourage students to think critically about the media in their lives. <http://www.ctf-fce.ca/en/projects/MERP/TeachersandStudentsGuide.pdf>
- **Companies Committed to Kids** produces and delivers social messaging campaigns on issues of challenge in children's lives. <http://cck-eee.ca/>
- **School Libraries in Canada: Media and Education** is the journal of the Canadian Association for School Libraries. This issue is devoted to raising awareness about media-related topics. <http://www.schoollibraries.ca/issues/13.aspx>
- **Canadian Journal of Education: Vol.29, No. 1** is a bilingual journal of educational scholarship in Canada. This issue's theme is media and education. <http://www.csse.ca/CJE/Articles/CJE29-1.htm>

For the Home

- **Be Web Aware** is a national, bilingual public education program produced by MediaSmarts. The site focuses on Internet safety to ensure young Canadians benefit from the Internet, while being safe and responsible in their online activities. <http://www.bewebaware.ca/english/default.aspx>
- **Commonsense Media** a non-partisan, not-for-profit organization that provides information, tools and an independent forum, so that families can have a choice and a voice about the media they consume. <http://www.common sense media.org>
- **Media and the Family** is an independent, non-partisan, non-profit research-based organization on the positive and harmful effects of media on children and families. <http://www.mediafamily.org>
- **New American Dream** provides resources and strategies to consume responsibly to protect the environment, enhance quality of life, and promote social justice. <http://www.newdream.org>

Research

- **Young Canadians in a Wired World** is a research project by MediaSmarts that investigates and outlines the behaviours and attitudes of Canadian children with respect to their use of the Internet. <http://mediasmarts.ca/research-policy>
- **Commercialism in Canadian Schools** is a national report by the Canadian Teachers' Federation on commercialism in Canadian schools. http://www.ctf-fce.ca/commercialism_in_school/default.htm

Organizations

- **MediaSmarts** is a Canadian not-for-profit charitable organization for digital and media literacy. Our vision is that children and youth have the critical thinking skills to engage with media as active and informed digital citizens. <http://mediasmarts.ca>
- **Association for Media Literacy (AML)** is a voluntary, non-profit organization dedicated to promoting media education as a means of understanding the influence of the media, and the impact of rapidly evolving technology, on our culture. <http://www.aml.ca/home/>
- **Canadian Association of Media Education Organizations (CAMEO)** is an association of Canadian media literacy groups from across Canada. <http://interact.uoregon.edu/MediaLit/CAMEO/index.html>
- **Historica** provides programs and resources that encourage Canadians to explore their history. <http://www.historica.ca/default.do?page=.index>
- **Conseil pédagogique interdisciplinaire du Québec (CPIQ)** promotes and supports media education with Quebec teachers and encourages media literacy skills in students. Each year, CPIQ hosts la Quinzaine éducation-médias in 3000 Quebec schools. This year's event takes place November 15-30, 2006. <http://www.conseil-cpiq.qc.ca> - French only.
- **Companies Committed to Kids** produces and delivers social messaging campaigns on issues of challenge in children's lives. <http://cck-eee.ca/>
- **Alberta Association for Media Awareness (AAMA)** is a non-profit association dedicated to providing education, information and leadership in promoting and improving mass media awareness and mass media education across Alberta. <http://www.aama.ca>
- **CyberWise** is a Web site hosted by Industry Canada's National Strategy for the Protection of Children from Sexual Exploitation on the Internet. The site provides resources, information, tips and links to help keep young people safe when using the Internet. <http://www.cyberwise.ca/epic/internet/incyb-cyb.nsf/intro>

Media Literacy Sites for Youth

- **MediaSmarts: Educational Games** provides interactive modules and educational games for use in the classroom. All resources are accompanied by teacher's guides. <http://mediasmarts.ca/digital-media-literacy/educational-games>
- **Young People's Press** is a North American news service that empowers a large network of youth and young adult writers to have a voice in the mainstream media. <http://www.ypp.net>
- **Historica: Youth Links** is a collaborative Web-based learning project that allows students to interact and share ideas on global issues with others across the country and around the world. <http://www.youthlinks.org/index.do>
- **Adbusters** is a not-for-profit, reader-supported magazine concerned about the erosion of our physical and cultural environments by commercial forces. <http://adbusters.org/home/>
- **About-Face** promotes positive self-esteem in girls and women through a spirited approach to media education, outreach and activism. <http://www.about-face.org>
- **Don't Buy It** is a media literacy Web site for young people that encourages users to think critically about media and become smart consumers. <http://pbskids.org/dontbuyit/>

- **I Buy Different** is part of Be, Live, Buy Different - Make a Difference, a campaign from the World Wildlife Fund and the Center for a New American Dream to help young people learn how they can make a difference by buying differently. <http://www.ibuydifferent.org>

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