MEDiA STAMPED

EPISODE 2

MIRROR MIRROR IN MY PHONE

MEDIA STAMPED

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Objectives

We will **apply** new vocabulary in context;

We will **understand** that the images we see online are often fake, that they make money for advertisers and influencers, but that they can negatively impact our mental health;

We will **understand** what dopamine does in and to the body;

We will **analyze** images and **evaluate** their impact;

We will **analyze** informational text and poetry; and

We will **create** stories, poems, and affirmations to demonstrate our understanding of new material.

Common Core Standards

Reading Informational Texts: 1–7, 9–10

Writing: 2.c–e, 3.a–e, 4, 6–10

Speaking and Listening: 1.a–d, 2–6

Language: 1.a–e, 2.a–e, 3.a, 4.a–c

Canadian Provincial Standards

Reading and Viewing:
4.1., 4.3., 5.1., 6.1–2., 7.1.1., 7.2.1., 7.3.1–3., 7.3.4.

Writing and Other Ways of Representing:
8.1.1., 8.1.3., 8.1.5.–7, 8.3., 9.1., 9.1.1., 9.2., 10.1–5.

Speaking and Listening: 1.1–4., 2.1., 2.3–4., 3.1.

SINKING SHIP ENTERTAINMENT

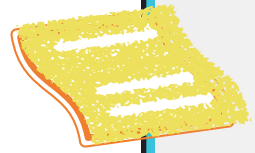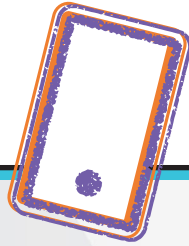GLOBAL CITIZEN

TELUS independent

Materials

Teacher's computer

Student devices/phones

Paper and writing utensils

Sticky notes or scraps of paper for exit tickets

In today's episode, we learned that the images we see online are designed to make money. And in order for that to happen, the images need to be aspirational. This leads to photo editing that can negatively impact our self esteem. But, studies show that reducing online time to an hour a day improves self esteem! **Let's explore these concepts further!**
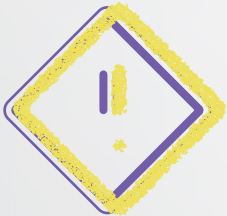
Note: Discussions throughout these lesson plans can take a variety of forms. For classrooms, we suggest shoulder/table partners and/or mix-pair-shares (and other collaborative learning tools). For smaller groups, such as homeschool environments, organic one-on-one discussions can be just as effective. A tip for successful discussions is to provide wait time. Also, students might be better able to share if they've verbalized or written down their ideas informally first.

Vocabulary

media, influencers, aspirational, affirmation, retouching/editing, body dysmorphia, dopamine

ACTIVATE

Option #1 (20 minutes)

Analyze and **Evaluate**: Scroll through your social media account and look at the pictures only. Conduct a little research based on the following questions:

How many are selfies?

How many appear to be retouched or edited (this can include selfies and other photos as well)?

How can you tell a photo is edited?

How do you feel about yourself when you see a "fake" selfie?

How do "fake" photos of places and experiences make you feel?

If you have posted "fake" photos of yourself, what led you to do so?

Do you follow any social media influencers? If so, who?

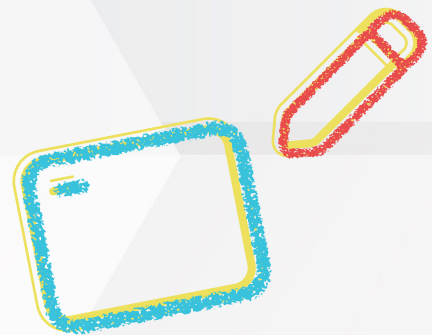What companies are benefiting from this person's fame?

Note: If students are unable to access social media in school (which is often the case) or if there's a chance not everyone has social media, then you could also create a presentation ahead of time or log into a specific social media account which all students could access either together or individually.

Now, turn to a classmate and share your answers. On your sticky note, write something you learned from your classmate. Be ready to share with the class in discussion.

Student Question/Answer Sheet on Page 6

ACTIVATE

Option #2 (45-60 minutes)

Remember, **Understand**, **Apply**, and **Create**: Make our vocabulary words into characters/objects in one of the following projects demonstrating you understand how these ideas are related. For example, dopamine could be the prize that your superhero is trying to save from the evil control of Maniacal Media and Imogene Influencer. Maybe you're even a character in this story!

Project options:

A video game (note: students needn't actually work online for this; rather, they are planning out the video game on paper);

Summarize the story and possible outcomes
Draw the characters
Draw the scenery
Write up the rules, resources, and objectives

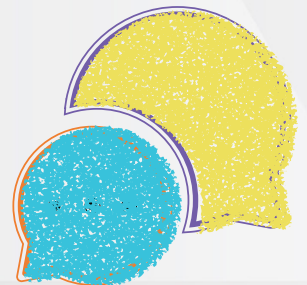A board game (resource: Twinkl); or

Design board
Design board pieces
Design players
Write up the directions
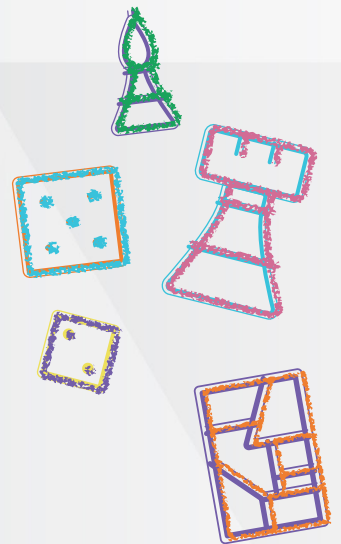
A comic strip (resource: Canva)

8-10 panels
Characters clearly identified
Obvious plot and resolution (this is a short story)
Internal and external dialogue in speech/thought bubbles

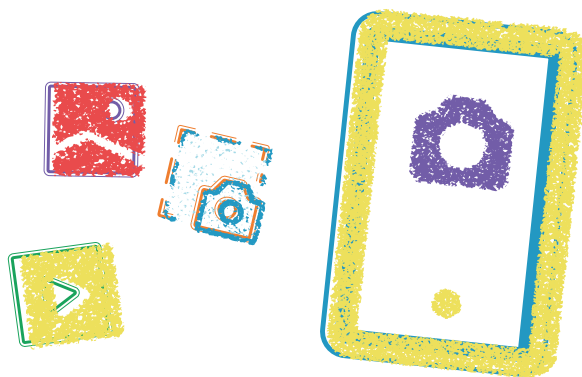A short story/fairy tale/myth (resource: 10-Story Elements Graphic Organizers)

Includes exposition with introduction to characters and conflict
Contains obvious plot
Includes dialogue
Comes to a resolution
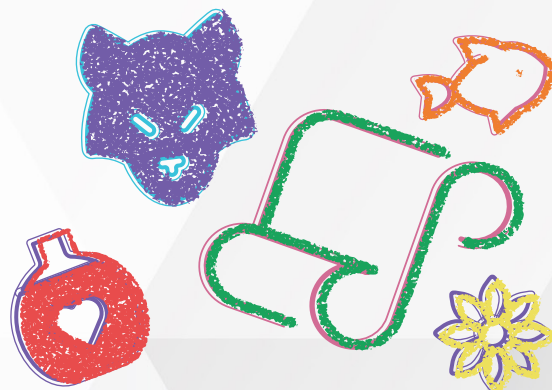
Name: _____

ACTIVATE

Analyze and **Evaluate**

Scroll through your social media account and look at the pictures only.
Conduct a little research based on the following questions:

1. How many are selfies?

2. How many appear to be retouched or edited (this can include selfies and other photos as well)?

3. How can you tell a photo is edited?

4. How do you feel about yourself when you see a "fake" selfie?

5. How do "fake" photos of places and experiences make you feel?

6. If you have posted "fake" photos of yourself, what led you to do so?

7. Do you follow any social media influencers? If so, who?

8. What companies are benefiting from this person's fame?

Now, turn to a classmate and share your answers. On your sticky note, write something you learned from your classmate. Be ready to share with the class in discussion.

LEARN & DO

Option #1 (60 minutes, could be multiple segments)

Analyze and **Evaluate**: Jigsaw Activity #1

Divide the class into three to six groups.

EXPERT GROUP: In their first group, called their expert group, students will work together to research one of the articles below. On a piece of paper folded into 4 squares, they will take strong notes on the following:

Square 1: How does this site define dopamine?

Square 2: What causes increases in dopamine?

Square 3: What are the effects of too much dopamine?

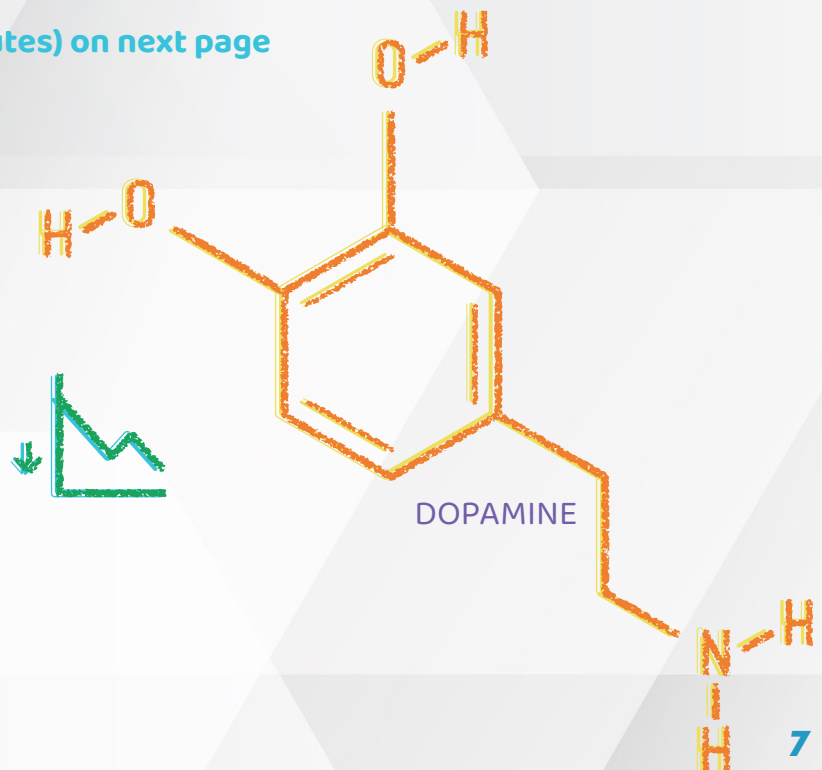Square 4: What are the effects of too little dopamine?
Medical News Today
Very Well Health
Cleveland Clinic

JIGSAW GROUP: After each group has recorded notes from their website, make new groups for which there are 1-2 representative(s) from each expert group. Have students in each group share what their article had to say until no new information is provided. Students should add any new information to their notes.

DOPAMINE

LEARN & DO

Option #2 (60-90 minutes, could be multiple segments)

Analyze and **Evaluate**: Jigsaw Activity #2

Divide the class into groups (up to nine but as few as three or four). Assign each group a poem, song, and/or piece of artwork focused on social media.

EXPERT GROUP: In their expert group, students will work together to answer the following questions about their poem/song/art.

What is it called and who is the artist?

What is the tone (the author's attitude toward social media)? Is it positive or negative? How do you know?

What does the piece seem to be saying? (summarize)

How does the artist use words or color or music to make his/her point?

Who might be the audience (besides yourself, of course)?

What did you particularly like/connect to?

What didn't you like?

JIGSAW GROUP: After each group is finished with their questions, have them get into a group consisting of a member or two from each expert group. Have all group members share both their poem/song/art as well as their answers (above).

Poems:

[Marshall Davis Jones: "Touchscreen"](#)

["Pressure to be Perfect" by ClickforTaz](#)

["Can We AutoCorrect Humanity" (2024) by Prince Ea](#)

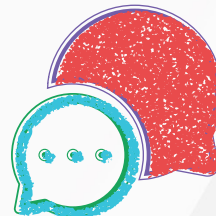["If Only You Knew" by Jon Jorgenson](#)

Songs:

["Six Hours a Day" by Suriel Hess](#)

["Pretty People" by Sophie Pecora](#)
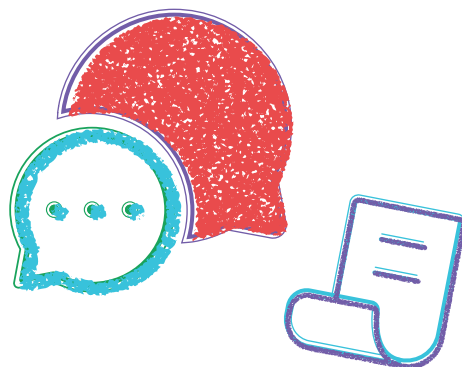
["The Social Media Song" by Shimona Kee](#)

Art:

["Paintings Exploring the Paradox of Social Media" by Inspiring City](#)

[Google Search: Art about social media - images](#)

Student Question/Answer Sheet on Page 9

Name: _____

LEARN & DO

Analyze and **Evaluate**

1. What is it called and who is the artist?

2. What is the tone (the author's attitude toward social media)? Is it positive or negative? How do you know?

3. What does the piece seem to be saying? (summarize)

4. How do you feel about yourself when you see a "fake" selfie?

5. How does the artist use words or color or music to make his/her point?

6. Who might be the audience (besides yourself, of course)?

7. What did you particularly like/connect to?

8. What didn't you like?

REFLECT & ASSESS

Option #1 (tied to Option #1 above, 10-15 minutes)

Remember and **Evaluate**: Have students log into kahoot.it to participate in this check for comprehension: Kahoot
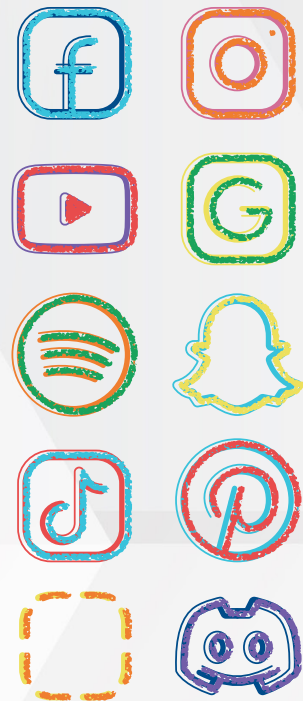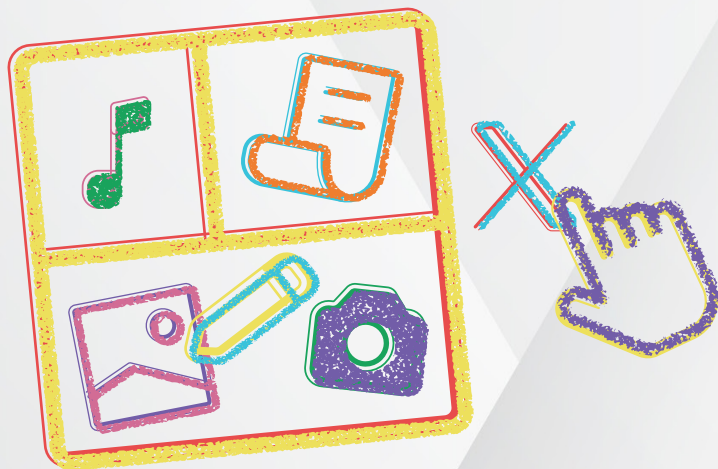
Revisit any frequently missed questions.

Option #2 (tied to Option #2 above, 10-15 minutes)

Remember, **Analyze**, and **Evaluate**: Go to Padlet to create a digital space for all students to share one takeaway.

Discussion question: How is art (poetry, music, visual art) affected by social media?

EXTEND

Option #1 (Found Poem, 45-60 minutes)

Understand, **Analyze**, **Evaluate**, **Create**: Read "Just How Harmful is Social Media? Our Experts Weigh In." by Columbia Mailman School of Public Health
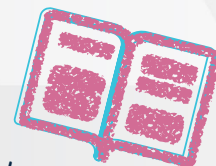
Based on the article above, write a Found Poem (resource: Poetry Pop) by:

- Going through the article and highlighting or circling any words that stand out to you or are particularly thought-provoking;

- Gather those words and arrange them to make a poem.

- Share your poems in a poetry cafe or by adding them to the same online site/book as a class collaboration.

## Option #2 (From Aspiration to Affirmation, 45-60 minutes)

Apply and **Create**: Think of the aspirational images you've seen on social media. What about them attracted you? Now think about yourself and your classmates/friends. What do you all need to hear to help prevent the negative self-esteem that comes from feeling like you don't measure up?

- On sticky notes, write out messages/quotes that are affirming and which can encourage others who are, perhaps like you, negatively impacted by social media. Try to avoid cliché or skin-deep statements such as "dance like no one's watching" or "you're so pretty." What sentiments would actually be inspiring? Believable? Noteworthy?

- Next, post these pieces of affirmation around your school in places where you think they'll be noticed and appreciated. Don't tell anyone about this project and just see what a buzz it creates!
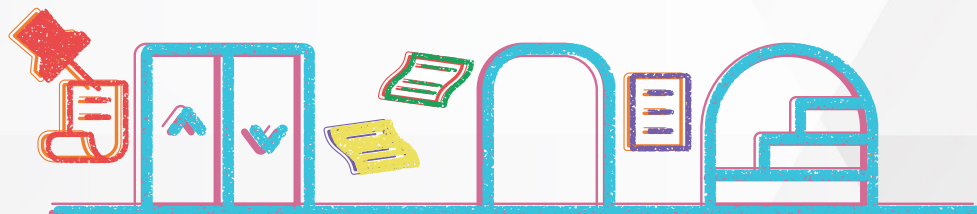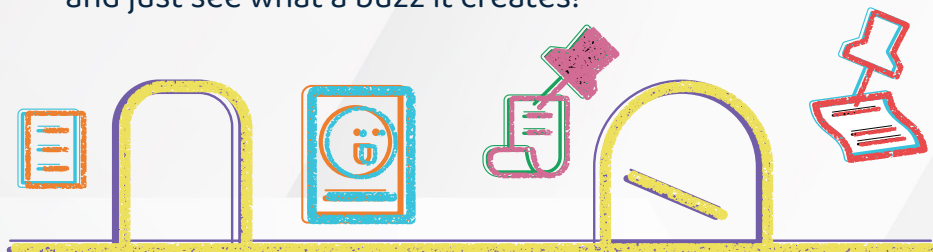
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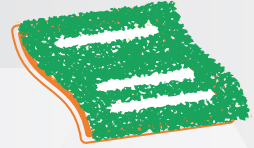
(5-10 minutes)

Evaluate: On an exit ticket (which you are going to fold up and put in your own pocket for a good reminder) answer this question: If you weren't comparing yourself to others, what would you like more about yourself? What attributes are your best?

RESOURCES

Twinkl - (https://www.twinkl.com/resource/create-your-own-board-game-template-us-e-429)
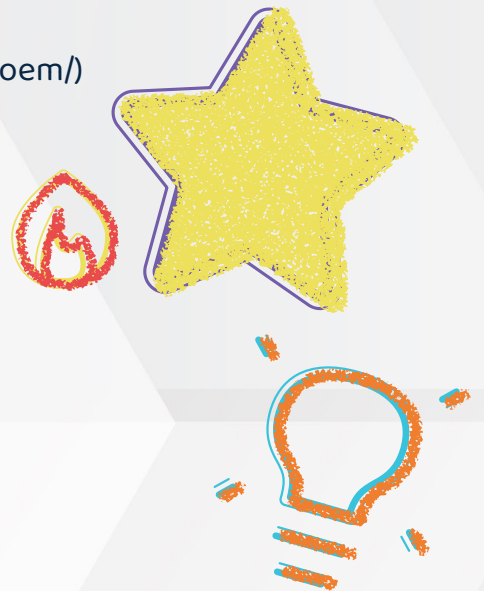
Canva - (https://www.canva.com/comic-strips/templates/)

10-Story Elements Graphic Organizers - (https://www.samnllc.org/userfiles/fck/file/10-Story%20Elements%20Graphic%20Organizers.pdf)

Kahoot - (https://create.kahoot.it/share/dopamine/680334de-a8e3-400f-91df-b496b3e5dad4)

Padlet - (http://Padlet.com)

Poetry Pop - (https://poetrypop.com/how-to-write-a-found-poem/)

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