

IN CLASS PRESENTATIONS

GOALS

- Introduce students (and teachers) to SW as a resource for making your own media
- Introduce students to independently produced media, experimental media, and youth produced media
- Make students (as) excited (as possible) about the possibility of making their own media and draw the connection between being responsible media makers and critical media consumers
- Provide the students with information about resources they can use to access and/or learn more about independent and youth produced media and media literacy

PRESENTATION OUTLINE

I. Begin with SW overview powerpoint presentation

1. Say SW is a media arts center and then talk to students about what “MEDIA” is. Maybe together create a list of all things that can fall under the category “MEDIA” so we know what we’re talking about.
2. When talking about the screenings held at SW, show a brief experimental video made by a local artist or an international artist in residence.
3. When talking about BYMI show a BYMI video (options include but are not limited to Concrete Central; New Memories – the Memorial Auditorium; The Main Attraction; Vacancy; What is Main Street?)

II. Media literacy activity (specifically for advertising class)

1. Show this video:
<http://www.youtube.com/watch?v=bZlIN-wiOgc&feature=related>
 - Ask and discuss “WHAT IS THE MESSAGE?” “WHO IS THE MESSAGE AIMED AT?” “WHAT IS THE GOAL OF THE VIDEO?” “WHO IS SPEAKING IN THE VIDEO? WHO IS RELAYING THE MESSAGE?” “WHO IN THE VIDEO IS THE VIEWER MEAN TO IDENTIFY WITH?”
<http://youthmedia.blip.tv/file/671711/>
 - Ask and discuss the same questions
2. See how the discussion comparing and contrasting the two develops. Without being negative about mass and commercial media, conclude by talking about how independent media makers can often be more innovative and creative because they do not need to sell a product (directly as in ads and indirectly as in programming funded by ads). Like the Paris Hilton ad, commercial media the way it works today is built more around emulation instead of “having your own style.”
3. Show the Dove ad that brings up the possibly dangerous effects of the emulation encouraged by other ads:
<http://www.youtube.com/watch?v=Ei6JvK0W60I>

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- “WHAT IS THE MESSAGE HERE?” “HOW IS DOVE REPRESENTING THEMSELVES?” “WHAT IS THE STRATEGY FOR SELLING THE PRODUCT HERE?”
- This is an example of a way in which advertisers can sell their product while at the same time being conscientious about the way in which advertising images can negatively impact viewers.

III. We’ve talked a little bit about representation in media – who is talking about what to who in the advertisements. The idea behind SW is that everybody can talk about themselves and/or things that are important to them through the media they produce. So let’s produce some media about ourselves and things that are important to us!

- Pass out Questions and Resources sheet and have the students choose one or two of the three questions and write about them for a few minutes.
- After the writing time is over, explain the interactive video activity during which kids will pass a camera around the room and record each other talking about the answers they wrote about. Make it clear that kids can be creative about their answers and about video taping their peers. Depending on how a classroom is set up, the activity might work by having the kids talk and videotape from their seats, or we might have to line up and set up a videotaping session in a particular part of the room.

IV. Quickly go over the resources listed on the handout the kids get to keep.

THINGS TO KEEP IN MIND

- Be flexible. If something does not work as expected, go where the students seem more interested in going.
- Bring extra media to share if there is interest and time or if suddenly I realize that something I brought in is a bad fit.