



## **Global Kids Digital Media Initiative 2006** **Training Pack**

### **Workshop 1: What Is Digital Media?**

#### **Rationale/Objectives:**

- Students will have the opportunity to explore what constitutes digital media
- Identify the different ways they interact with digital media in their own lives/communities.

#### **Materials:**

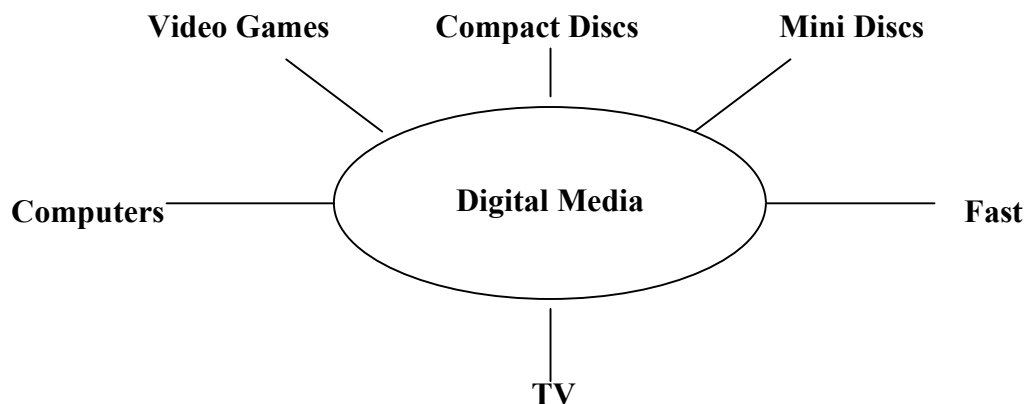
- Board and writing implement
- Blank sheets of paper
- Pens
- Copies of the Digital Media and Me handout
- Copies of statistical handout
- Copies of essay contest flyer

**Time: 45 minutes**

#### **Digital Media Brainstorm/ Word Web: (10 Minutes)**

#### **Procedure:**

1. Write the phrase “digital media” on the board and draw a circle around it.
2. Ask students to say the first thing that comes to their mind when they hear the phrase “digital media”. Write them on the board and connect them with a line to the circle.



3. Read the following definitions to the class:

***Media** (the plural of medium) refer to technologies used to communicate messages and include mass media (newspapers, TV, radio) and popular media (film, books).*

*Digital media is information transmitted digitally whose results can be reproduced indefinitely without any loss of quality (computer games, the World Wide Web, pod-casts and text messaging).*

- Briefly examine how the above definition compares to what the students have on the board.

**Segue:** Having explored the definition of digital media, the next activity will explore the interactions students have with digital media in their daily lives.

### **What Were You Thinking (20 Minutes)**

**Rationale:** This activity will encourage students to look beyond their personal preferences to consider the experience of their peers.

#### **Procedure:**

1. Divide students into five groups and ask them to come up with team names for their groups. Put their team names on the board.
2. Give each group one blank sheet of paper and a pen or marker.
3. Pose one question at a time. As each group debates which words to use, remind them that they don't want to give anything away to other groups.

#### ***What Were You Thinking Questions:***

**Instructions:** Each team should list the answers to your questions that they think would most likely be listed by the other groups in the class. For example, if asked, "What are three popular sports?" the most popular responses to the question might include football, basketball and ice hockey, but not badminton or cricket.

1. Name three digital gadgets
2. Name three ways digital media is good for youth
3. Name three ways digital media is bad for youth

After all the questions have been posed, and all the answers written, pick one group to begin. Ask that group to say its answers, one at a time, to the first question. Each team should put up one hand if they said the same thing, or something close to it. Explain that you are the final judge and jury if there is a debate about whether two words or terms are the same or not. Tend towards commonality, not distinctions. Put each word on the board (optional: list the number of mentions received). Count the hands raised. Give points to EACH group with a raised hand based on the number of raised hands.

For example, if three groups put up hands for "soccer" then each group gets three points. If no other group puts up their hand, the group still gets one point, for their own.

After the first group has listed all of their words, go from one group to another asking them if they had any additional words. Remind them, if necessary, not to list words already said.

Once all groups have shared all of the different answers to the first question, pick a different group and work through the second question. Continue until all questions are answered, the board is full of different list of answers, and each team has a score.

If you like, without explaining what you are doing, total the points for each team and THEN, instead of announcing one winner, create a total from all of the scores, write that big on the board, circle it, and announce that they are ALL the winner, explaining that this is their collective score, as a class, displaying how well they could think together.

**Processing:**

1. What gadgets were most popular?
2. How can youth increase their positive interactions with digital media?
3. How can youth avoid the negative factors listed?

**Digital Media and Me (15 Minutes)**

**Procedure:**

1. Distribute a copy of the Digital Media and Me handout to each student.
2. In section one, students should take a moment to list all of the different types of digital media with which they personally interact.
3. In section two they should check off the frequency with which they interact with each type of digital media they have listed in the first section and whether it has positive or negative aspects.
4. In section three each student should take a moment to reflect on their own experiences using digital media.

**Processing:**

1. What did you learn by taking part in the *digital media and me* activity?

After processing, collect the handouts. Before the next workshop review the handouts to get ideas about what the students might write about in their essay.

**Closure: (5 Minutes)**

Have each student state one thing they learned about digital media from this workshop. Pass out essay contest flyer. Please pass out the handout of statistics to take home or just tape on the wall.

# DIGITAL MEDIA AND ME

**NAME:** \_\_\_\_\_

**STEP 1:**

Using the examples of digital media on the board, please list all of those you use in the space below


**STEP 2:**

Choose a few items from the list above and write them below. Circle the frequency with which you use that form of digital media. Mention whether the experience is positive, negative, or both (be specific).

Type of Digital Media	Frequency of use			Positive or Negative
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____
_____	everyday	weekly	monthly	_____

**STEP 3:**

Please take a moment to reflect and write a paragraph about how digital media factors into your daily life.

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## Global Kids Digital Media Initiative 2006 Training Pack

### Workshop 2 Option 1

#### **Rationale/Objectives:**

Students will be able to:

- Examine the nature and impact of interactions people have using digital media.
- Explore the issue of information sharing online.
- Grasp the potential for youth engagement and activism through digital media.

#### **Materials:**

- A sheet of paper with “AGREE” written on it
- A sheet of paper with “DISAGREE” written on it
- A sheet of paper with “UNSURE” written on it
- Copies of each article
- Copies of article worksheets
- Newsprint
- Markers
- Copies of essay contest entry form
- Copies of essay contest instructions

**Time: 45 minutes**

#### **Main Activity: Human Barometer (15 Minutes)**

#### **Rationale:**

This activity will help students discuss and express their opinions about contentious issues relating to the use of the internet. It will engage them by having them respond to statements by physically moving to the designated section of the room that most closely represents their opinion about the statement. They will also be granted the opportunity explain why they hold that opinion in relation to the statement

#### **Procedure:**

1. Use the three pages marked AGREE, DISAGREE, NOT SURE
2. Post the NOT SURE sign on the board. The AGREE and DISAGREE signs should then be posted on the walls to the left and to the right of the board respectively
3. Ask students what a Barometer is. Explain to the group that unlike a barometer which is used to measure air pressure, the Human Barometer will measure the *pressure of opinion*. After each statement is read each students will quietly move to the section that represents their opinion about it
4. There are three rules to the game

- When you pick a side you should be prepared to explain why you moved to that side
  - You are free to switch sides if someone makes a compelling argument that changes your mind
  - The activity is not a debate but an opportunity to exchange opinions about various issues
5. Convene students in the middle of the room
  6. After each statement has been read tell students to take their respective positions. Go around the room asking a few students from each side to explain why they Agree, Disagree, or are Not Sure

### **Barometer Statements:**

1. Race Does Not Matter Online
3. Violent Games Cause Violent Behavior
3. Online Relationships are Just as Important as Offline ones
4. It's Safe to Share Information Online

### **Processing:**

1. What did you think of this activity?
2. How is the Internet a useful tool for young people?
3. What can you do to protect yourself when interacting with digital media?

**Segue:** Explain to the students that digital media has become one of the foremost means of transmitting and sharing information. Young people are using digital technology in a variety of ways. Digital technology continues to grow and has numerous positive as well negative implications. The following activity will explore cases that present significant challenges to individuals and society at large in relation to digital media.

### **Article Review (30 Minutes)**

#### **Procedure:**

1. Divide students into five groups.
2. Each group will get a copy of one of the five articles outlining challenges posed by digital media and the associated worksheet.
3. Distribute a sheet of newsprint and markers to each group.
4. Have students read the articles in their groups.
5. Give each group the article review questions and ask them to write their responses on their sheet of newsprint.
6. Once all groups are done, have each group present their responses.

### **Digital Media Essay (15 Minutes)**

Introduce students to the essay contest and review their material. Provide instructions on what they should do next. Pass out the handout from the first workshop to assist them in developing topics.

**Article 1: discussion question: *Google's Privacy Fight***

1. What does your article focus on?
2. Should search engines share the results of internet searches with the government? Give one reason why and why not.
3. What should be done about it?

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**Article 2: *Downloading Music and Videos Online***

1. What does your article focus on?
2. Do teens have the right to share or download music online?  
Give one reason why and one reason why not?
3. What should be done about it?

### **Article 3: *Serious Games***

1. What does your article focus on?
2. Can games be designed to have a positive impact on youth and still be fun?  
Give one example either how they can or why they can not.
3. What can be done about some of the negative impacts games have on youth?

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### **Article 4: *Wireless Access***

1. What issue does your article focus on?
2. Do all teens have the right to free internet access?  
Give one reason why and why not?
3. What can be done to address the challenge to internet access?

### **Article 5: *Wikipedia: Information Accuracy***

- What issue does your article focus on?
- Is it important for youth to tell whether something they read online is accurate? Why or why not?
- List three things youth can do to determine the accuracy of their source.



## **Global Kids Digital Media Initiative 2006 Training Pack**

### **Workshop 2 Option 2**

#### **Rationale/Objectives:**

Students will be able to:

- Examine the nature and impact of interactions people have using digital media.
- Explore the issue of information sharing online.
- Grasp the potential for youth engagement and activism through digital media.

#### **Materials:**

- Copies of each article
- Copies of article worksheets
- Copies of essay contest entry form
- Copies of essay contest instructions

**Time: 45 minutes**

**Rationale:** Digital media has become one of the foremost means of transmitting and sharing information. Young people are using digital technology in a variety of ways. Digital media continues to have numerous positive as well negative implications. The following activity will explore cases that present significant challenges to individuals and society at large in relation to digital media.

#### **Article Review and Skits (30 Minutes)**

#### **Procedure:**

1. Divide students into five groups.
2. Each group will get a copy of one of the five articles outlining challenges posed by digital media and the associated worksheet
3. Distribute a sheet of newsprint and markers to each group.
4. Students should read their articles as a group.
5. Once they are done each group will be given five minutes to develop a skit that raises the issues addressed in their article.
6. All students must have a role in the skit.
7. Once all groups are done, have each group present their skits to the class.

8. After each group presents first have the class try and figure out what the skit was about, then have the presenting group explain how their skit relates to the article they were assigned.

**Digital Media Essay (15 Minutes)**

Introduce students to the essay contest and review their material. Provide instructions on what they should do next. Pass out the handout from the first workshop to assist them in developing topics.