



Think Before You Click: Developing Media Literacy Skills in English

*Think
before you
Click*



Киналь Анна к.пед.н.,
вчителька англійської
та німецької мов
комунального закладу
«Вінницький технічний ліцей»

Hot news

In a bold new initiative, English teachers in Vinnytsia are taking their classrooms beyond grammar and vocabulary. They're arming students with the critical skills to navigate the maze of misinformation, spot digital deception, and think critically about the media they consume.

In a world where fake news spreads faster than facts, Vinnytsia is leading the charge in media literacy education. These educators are not just teaching language — they're shaping the future of informed, media-savvy citizens.

Media noise

1-2-3

2 captains

Stereotypes?



**LEARN TO
DISCERN**

The curriculum for teaching English through Media Literacy

The materials contained herein were developed by the Learn to Discern program which is implemented by the International Research & Exchanges Board (IREX) with the support of the British Embassy and the United States Embassy in partnership with the Ministry of Education and Science of Ukraine and Academy of Ukrainian Press. The contents of this publication do not necessarily reflect the views or official positions of the Governments of the United Kingdom and the United States. These materials may be used for educational purposes and provided that they are free of charge for the end user. References to IREX and Learn to Discern project are required.

Table of Contents

Unit 1 Facts and opinions in traditional and new media



1. What is fact? What is opinion?	7
2. Looking for facts in opinion articles	12
3. Getting confused by factoids	14
4. Highlighting facts/opinions/informed opinions	17
5. Six media thinking hats: highlighting facts and opinions	23
6. S.W.O.T. analysis of new media	31
7. Is this story shareworthy?	35
8. News media	40
9. Storytelling in the media	46
10. Name to tame	49

Unit 2 Media consumption

- | | |
|----------------------------------|----|
| 1. Find someone who... | 81 |
| 2. Talking cabbage | 85 |
| 3. Project "Media landscapes" | 87 |
| 4. Fortune telling for the media | 89 |
| 5. Be my eyes! | 92 |
| 6. 4 in 1 | 95 |
| 7. What happened? | 98 |



Unit 3 Manipulations and advertising



1. The effect of different types of advertisements 154
2. Ad hunt 162
3. Ad color rainbow 166
4. Let know or make buy? 169
5. What is manipulation? 172
6. Always check twice 176
7. 7 ways to trick you 179
8. Have you noticed? 185

Unit 4 Stereotypes

- | | |
|--|-----|
| 1. Gender stereotyping | 231 |
| 2. Stereotyping | 235 |
| 3. Distorted faces | 242 |
| 4. A perfect candidate | 245 |
| 5. Media effect | 250 |
| 6. For girls or for boys? For everybody! | 253 |
| 7. Student stereotypes. Which one are you? | 257 |



Unit 5 Digital Safety

1. Warm-up TFD-discussion (True-False-Debatable)

326



Worksheet

328

2. Building your security planner

329

3. Applications that ensure the safety of online services usage

332

4. Are you aware how addicted you are?

336

5. 3-2-1 Bridge

341

6. If I were the Facebook/Twitter creator

344

7. Using social media for social good

347

8. Snares of social media

352

12. The hidden message





Aims



skills - speaking, reading, writing, listening;



language - vocabulary: depends on the material chosen (fairy-tale vocabulary); grammar: Present Simple, Past Simple; communication: sharing opinions, giving reasons.



Learning outcomes:

IML focus: students can realize the ubiquitous nature of stereotypes, their deep roots in national traditions, the influence of stereotypes on children in the process of growing up, which can result in certain limited behavior patterns and prevent them from making reasonable judgements, cooperation, communication and concern for others.

Language focus: students can revise vocabulary depending on the material chosen (fairy-tale vocabulary); they can build up sentences in Present and Past and Future Simple; give reasoning to their opinion.



Type of exercise:

thematic (vocabulary, grammar, discussion).



Preparation:

cards with the names of famous fairy tales, screen, projector, whiteboard, flipchart paper, marker pens; e-boards (Jamboard, Padlet) for online work.



Time:

35 min.

Brain-storming

S1 Step 1.

The teacher puts students into groups and gives them cards with images from famous fairy tales (cartoons/movies) or fairy tales' titles, making sure the students remember the plot.

S2 Step 2.

The students are given the task to elicit from the fairy tales as many stereotypes as possible.

S3 Step 3.

The students present their ideas (e.g., a link between external beauty and a good heart; evil witch is old and ugly, the female is in distress, the female is rescued by the heroic male, the happily-ever-after involves heterosexual marriage, the female marries into a royal family...).

Working in small groups

Handout

Cinderella

Elves and the Shoemaker

Emperor's New Clothes

Frog Prince

The Gingerbread Man

Goldilocks and the Three Bears

Hansel and Gretel

Jack and the Beanstalk

Little Red Riding Hood

The Pied Piper of Hamelin

Pinocchio

Princess and the Pea

Sleeping Beauty

Discussion

S4 Step 4.

Points for discussion: Discuss the hidden messages behind these stereotypes. Are they rather positive or negative? How can the stereotypes from fairy tales influence behavior patterns of the children, when they become adults? What role models do they demonstrate? What do they teach the audience?

Step 5.

The teacher puts the students into groups. Each group chooses a famous fairy tale from the list offered. Each group is asked to render the chosen fairy tale, changing the main character (female into male or vice versa). The students can alter the names and events to make them appropriate and relevant to the situation.

Step 6.

The students either read the gist they got as a result or dramatize some scenes from the fairy tale. The other groups are to guess the origin of the remake.

Step 7.

Points for discussion: What other changes did you have to make on replacing the main character to make the situation natural? What was the reason for the change? Was it easy to guess the original of the remake?

| **Conclusions:**

The teacher helps the students to see the connections between the stereotypes, rooted in fairy tales and role models, behavior patterns people choose in their future life (e.g., girls may become preoccupied with idealized physical perfection, spend lots of time photoshopping their own selfies. They may see external beauty as a major priority and an indispensable element of a good heart. They may have a myopic focus on marriage and tend to keep to the “helpless beauty” pattern. Boys may get obsessed with the idea of heroism and get the phobia of weakness and mistrust of emotion).

| **Variations:**

Online activity in Zoom applying interactive boards (Jamboard or Padlet).

The exercise can be done online. The teacher prepares Jamboard or Padlet frames with the names of the tales for groups beforehand. The students are put in groups (breakout rooms) in Zoom and work on frames simultaneously. Afterwards, they join the main session to present the results and share their ideas.

| **Remarks:**

For lower-level students and in case they lack cultural knowledge, the teacher is recommended to make sure the students identify the name and the plot of the fairy tales correctly, revise the vocabulary to speak on the plot of the fairy tales, and grammar (Present, Past, Future Simple) to facilitate further activities.

2. Stereotyping

Aims



skills - speaking, reading, writing;



language – defining the concepts of prejudice and stereotype, describing the consequences of stereotyping and prejudiced assessment, grounding personal opinion on prejudiced attitude in media, using special clichés to express one's own point of view.



Learning outcomes:

Students can learn the concepts of stereotype and prejudice, the negative consequences of prejudice and stereotypes, identify and critically assess examples of stereotypes, prejudice in media, recognise personal and others' stereotypical and prejudicial attitudes.



S1 Step 1. Choosing an employee.

The teacher presents the task of the activity to the students.

Imagine that you are an entrepreneur. You have to take on an engineer to set up life on the moon. It's a significant, challenging job that can make history. So you need the right apprentice with such traits of character as resilience, determination, perfect engineering knowledge and good team-work skills.

The teacher hands out a line of cards which is a personal apprentice line up. Each time the teacher reveals a layer of information about every apprentice, the students need to fire one person. Students fire employees one by one until, in the end, there will be one worker left.

Hasan	David	Jack	Jamie	Adriana	Chloe	Cameron
-------	-------	------	-------	---------	-------	---------

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford
-------------------	----------------	---------------	------------------	--------------------	-----------------	---------------------

Hasan
Mahmudul

David
Brown

Jack
Smith

Jamie
Olivier

Adriana
Spencer

Chloe
Bennet

Cameron
Beckford



<p>Hasan Mahmudul</p>	<p>David Brown</p>	<p>Jack Smith</p>	<p>Jamie Olivier</p>	<p>Adriana Spencer</p>	<p>Chloe Bennet</p>	<p>Cameron Beckford</p>
						
<p>Physically fit but suffers from anxiety</p>	<p>Physically fit and mentally fit</p>	<p>Physically fit but wears glasses</p>	<p>Physically fit but suffers from asthma</p>	<p>Physically fit and mentally fit</p>	<p>Physically fit but pregnant</p>	<p>Physically disabled, mentally fit</p>

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford
						
Islam	Rastafarianism	Eastern Christianity	Western Christianity	Confucianism	Does not have any religious preferences	Christianity

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford
						
Ex N.A.S.A. engineer	Software engineer	Bussiness-man	Civil engineer	Engineering graduate	Project manager in engineering	PhD in eginneering

At the end of Step 1 the teacher asks the students to discuss the following questions:

- Whom did you choose? Are you satisfied with the choice?
- If you had had the information about the apprentices' qualifications first, would you have made a different decision?
- What is hard in the situation when you have to judge people with little information?
- What do you think could have influenced your decisions?
- Do you believe that people often judge people like this in their everyday life?
- What are the consequences of pre-judging people?

The materials contained herein were developed by the Learn to Discern program which is implemented by the International Research & Exchanges Board (IREX) with the support of the British Embassy and the United States Embassy in partnership with the Ministry of Education and Science of Ukraine and Academy of Ukrainian Press. The contents of this publication do not necessarily reflect the views or official positions of the Governments of the United Kingdom and the United States. These materials may be used for educational purposes and provided that they are free of charge for the end user. References to IREX and Learn to Discern project are required.



The curriculum for teaching English through Media Literacy