

My Media



My power



My world



## HTT Presentation

**HOLISTIC**  
THINK TANK



The  
University  
Of  
Sheffield.

# Focus of presentation

What will we talk about today...?

- Our Approach to IDS
- My Media, MY Power, My World
- Activity Structure
- Youth Advisory Panel
- Creating the Media
- Future Opportunities

# How did we approach IDS?

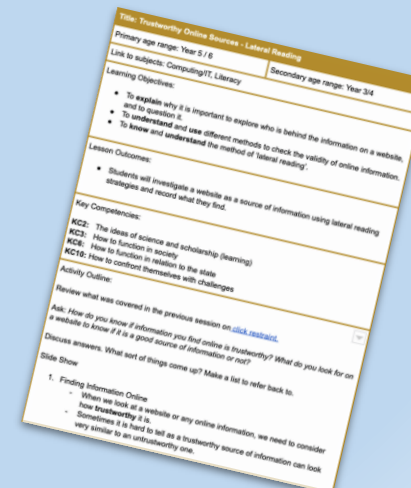
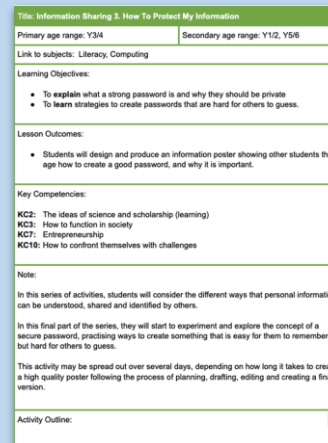
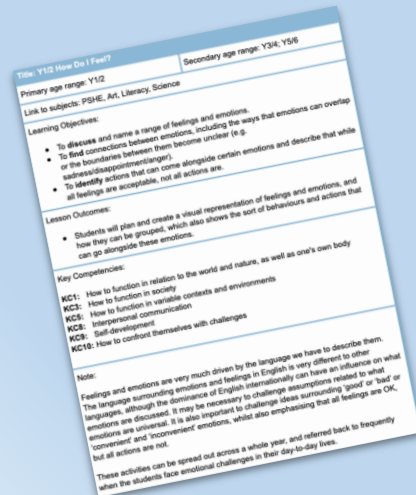
- Primary school focus as an underrepresented age range
- Interdisciplinary = drawing on a variety of subject knowledge and skills, linking them together and expanding them in new ways including non-academic knowledge
- “...students as already being global citizens, who engage with peers from various nationalities and cultural backgrounds not only through their media consumption, but within the realms of their own classroom.”

# How did we approach IDS?




- Discussion based activities - students inquire and think deeply about how things are presented, why they are presented a certain way and then explore for themselves how best they can convey their messaging
- Reflect varied educational settings and priorities
- Enhancing existing curricula rather than replacing them- providing settings with stimulus and inspiration

# Note on age groupings

- Unavoidably from an English perspective (Y1/2, Y3/4, Y5/6) but mediated by keeping activities inherently adaptable
- Skills/interest based rather than just chronological age
- Activities open for all- high expectations of what students can participate in
- Suggestions for how activities can be extended through the year groups



# My Media, My Power, My World


<b>My Media</b> 	<b>My Power</b> 	<b>My World</b> 
<p>The students are provided with explicit instruction on ways to critically explore the Purpose of what they do with media, as well as understanding different aspects of Safety.</p>	<p>The students explore their own power and how they can harness it in different ways to support them to become engaged citizens in participatory democracy</p>	<p>The students explore the ways in which their world impacts them in My World Makes Me, as well as understanding more deeply their role within it in I Make My World.</p>
<p>E.g.,</p> <ul style="list-style-type: none"> <li>• Digital Lives'</li> <li>• 'Finding Information Online'</li> <li>• 'Keeping Myself and Others Safe'</li> <li>• 'Information Sharing'</li> </ul>	<p>E.g.,</p> <ul style="list-style-type: none"> <li>• I Can Affect Change- Talking About Racism In Our Society</li> <li>• Talking About Privilege,</li> <li>• Planning a Social Justice Campaign</li> <li>• How Environmentally Conscious Is Our School?</li> </ul>	<p>E.g.,</p> <ul style="list-style-type: none"> <li>• 'My World Makes Me'- Our Food</li> <li>• My World In Literacy;</li> <li>• 'I Make My World'- 'Who Am I?'</li> <li>• 'I Am A Learner'</li> </ul>



# Activity Structure

Evaluating Evidence

## Statistics, Infographics, Graphs

1. 

Based on an advertisement campaign in 2007.

a) What is your first impression of this evidence?  
Would you believe it?

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**Title: Evaluating Evidence – Statistics, Infographics, Charts**

Primary age range: Y5/6      Secondary age range: Y3/4

Link to subjects: Mathematics, Computing/IT

Learning Objectives:

- To be able to **critically analyse** statistical evidence
- To be able to **identify** and **judge** the quality of evidence
- **Understand** the practical application of statistics

Lesson Outcomes:

- Students will have explored different ways in which data is visualised
- Students are aware of and able to apply methods to evaluate statistical data
- Students conduct their own research into the consequences of misleading statistics and/or research ways in which data can be visualised and presented ethically

Key Competencies:

**KC1:** How to function in relation to the world and nature, as well as one's own body  
**KC2:** The ideas of science and scholarship (learning)  
**KC6:** How to function in relation to the state  
**KC8:** Interpersonal communication  
**KC10:** How to confront themselves with challenges

Note:

It is recommended that this activity is conducted when students are also learning statistics in class as it would help set the context on the practical application of statistics for them. This is also the last lesson on Evaluating Evidence in a series of three. If the other lessons in this series have not been run in this class before, it is recommended taking students through Evaluating Evidence – Images and Videos as Data before this activity.

# The Youth Advisory Panel

- Consultation with young people, informing them about how their input would be used
- Children are the best ones to tell us what they should be learning
- Hard for adults to act on their perspectives without attempts to translate/mediate
- Recruitment : Why online and in-person?




# Face To Face

- Primary School that has worked with UoS previously
- 7 students in total from year, ranging in age from 8-10 (approximately Y3-5)
- Four girls and three boys
- Four sessions
- Discussion, trialling activities, post-it notes ~participatory concept mapping

# Online


- UK primary school students between the ages of 8-11
- A recruitment poster was put on social media platforms (facebook, twitter, email groups) calling for participants
- A panel of 8 (5 girls and 3 boys)
- Online Google Meet discussions, trialling activities/lessons, using Jamboard at times

### Why do you trust the people/sources you mentioned?



because the current Queen we have right now, because not many other monarchs have done the things she has done - she jumped out of a helicopter in a parachute and works very hard. I don't think she has ever told any	I trust my parents because your parents love you and care about you, so it's very unlikely they'll tell you fake news. They want you to learn, and if they tell fake news, that's less likely	Because i have known them for a long time	Double click on a sticky note to enter text
I trust the news	I trust authors, because they write books, and you need reliable information to write stories	I trust my Mum and my Dad, because they are not the people likely to spread things that will make people do silly things. I've known them for a long time.	If you know a person well, and you ask them a few question, then they probably tell the truth

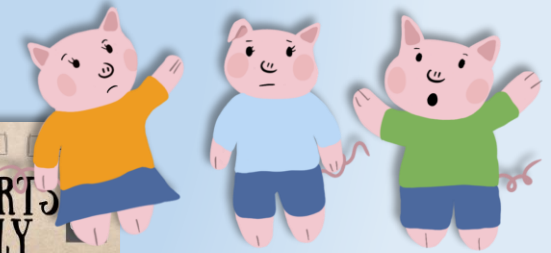
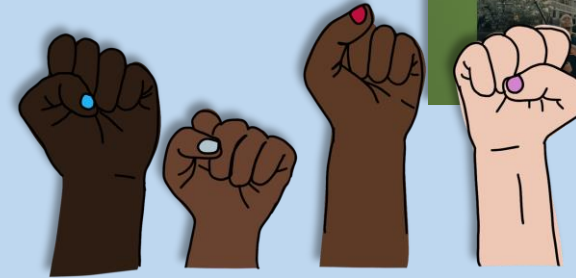
### Why don't you trust the people/sources you mentioned?



	I don't trust some of the people in my class, because they sometimes do very silly things, and make jokes about things that it's not appropriate to make jokes about.		Normally I don't trust strangers, because if a stranger tells you things, it's normally not true, and you might be in danger
If you don't know the person (you follow on social media) well, and you think carefully about it, you probably don't trust them	I don't trust people on social media, because they could be lying to make friends and get better known	I don't trust Putin, because I heard in the news that he wants his big country to be even bigger, and gives fake information. If a person tells fake news once, they might tell it again	

# What did we cover?

- Social Media as a Force for Change
- Being Safe Online
- Fake News
- Sharing Information



# Input we received

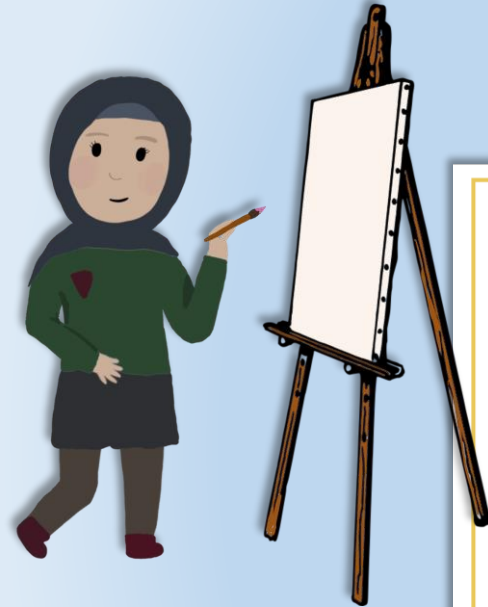
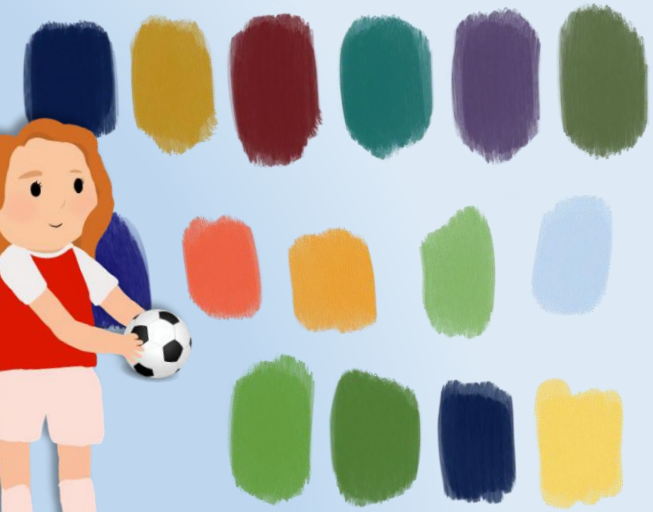
- Focus on internet safety (creation of passwords, navigating social media safely)
- Their concerns about online safety were still largely oriented around 'high level' risks such as kidnap, burglary
- The concept of 'Fake News' is complex- some of the children we spoke to were quite trusting of authority figures in their lives, parents, teachers they liked, even influencers. They also associated their level of friendship with trustworthiness
- They are concerned with being kind, cyberbullying, hacking
- Lessons/activities that reflected the increasingly complex engagements they would have as they grew older
- Social justice topics matter- ensuring everyone has access to enough food and a safe home; environmental consciousness; racism...



# Questions raised...

- How to provide students with the confidence and language to question authority when schools often have a need to enforce rule following/compliance?
- How to support schools to incorporate these activities in their existing curricula?
- Influence of adult's concerns on children- where do these fears come from?
- Adult understanding of their interests/knowledge can be low- this can be benign (the latest vlogger) or potentially dangerous (online 'challenges')- how to tackle this?
- What if adults are wrong? - There is a lot of trust in information provided by adults, how do we help young people question and navigate these situations?



# Creating the media



 **Checklist** 

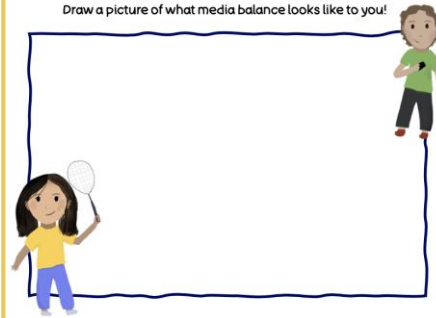
When I come across a piece of information I will...

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....



**Media Balance**

Draw a picture of what media balance looks like to you!



Write a caption for your image.

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**My Favourite Ways to Learn**

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discuss



**ID CARD**

Name: Xóchitl Guadalupe Cruz López


Country: Mexico 

Born: 2010

Invention: Solar-powered heater 

8-year-old Xóchitl wanted for people in her community to have access to warm water without having to cut down and burn trees, so she invented a solar-powered heater for bath water, built out of recycled materials.

**How Environmentally Conscious Is Our School?**



My Research Booklet



# Future opportunities

- Pilot in schools (and/or as holiday activity/critical digital literacy summer school), nationally and internationally
- Continue work with children as curriculum makers
- Answer “questions raised” from previous slide
- Expand approach to other year groups
- Collaborate with HTT to take work further
- Let’s discuss!

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