

# **2010 BOOST Conference**

**WELCOME!!**



*Through Our Eyes:*  
**Youth Media Programs that  
Inform Youth Empowerment**

Presented by

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Director of Youth Media  
Programs

**EducationWorks**





**EducationWorks**

# Bianca M. White, M.A.M.C.

- I am a filmmaker and youth media instructor
- I've produced: *Ocoee: Legacy of the Election Day Massacre*, *Justice for Her*, *Ursula Rucker: POET* and a host of other films
- I've worked in youth media for past 8 years
- Have interest in autoethnography (youth telling their own stories)

# EducationWorks, Inc.

## Mission

To enrich the lives of children, youth, and families by providing educational programs and services in communities confronting high rates of poverty and barriers to educational achievement. [www.EducationWorks-Online.org](http://www.EducationWorks-Online.org)

# Youth Media Initiative

- Enrich youth in the areas of multimedia
  - including journalism, film, video, radio, web, music production and creative writing
  - youth may in turn facilitate personal development and community empowerment and improvement through media
  - use of autoethnographic education and expression leads to immediate ownership over personal experience

# Workshop Objectives

- **Inform you** of the importance of harnessing media as a TOOL to provide empowering ways for youth to communicate their ideas (during OST)
- **Provide an overview** of media literacy, ideas for implementation of youth multi-media programming

## Workshop Objectives (cont'd)

- **Provide** curricular ideas and tools for programs with varying levels of technological expertise
- **Demonstrate** ways that media can be used in youth programming to teach interdisciplinary curricula, service learning and conflict resolution (specifically using project based learning)

# FACILITATE STUDENT LEARNING THROUGH PROJECTS

- Young people have a lot of ideas about how they want to be perceived
- Youth need access to vehicles for self-expression
- Youth want to share their own experiences through their own languages
- Finally, youth want to **SHOWCASE** their ideas/projects

# MEDIA as a TOOL

- MEDIA IS THE TOOL that can assist in the translation of such stories to larger audiences.

# Through Our Eyes



- Media literacy and production skills can be taught to facilitate youth empowerment.
- Once youth have the tools to tell their stories, the world becomes a place where success is possible.

# Autoethnography

- A text in which people undertake to describe themselves in ways that *engage* with representations others have made of them
- Typically relates the life experiences and thoughts, views and beliefs of the ***media maker***
- Why is it important for youth to tell their OWN stories about their OWN experiences?

# Autoethnography

- Youth self-expression is critical to development
- Media art always tells a story and can be a critical method of communication for many of our students
- The ability to express yourself can save your life; provide students with tools for multiple means of expression

# Communication

- We all communicate in our own languages.
- Everyone here has their own way of manifesting communication and it only happens when there is a sender, a message and a receiver that understands the message.

# Critical Questions in Communication

- What happens when there are only a few senders and millions of receivers?
- How do we assess the value of the messages being sent to us?
- What happens when the receivers do not get the opportunity to respond to the senders?

# Through Our Eyes: MEDIA LITERACY



**Media literacy** is defined as the ability to **access**, **analyze**, **evaluate**, and **produce** information found in media.

# Media Literacy

- **Access:** to various media and related technologies for sending and receiving info (through broadcast, cable, interactive and other media forms)
- **Analysis:** the ability to understand and interpret media messages, to understand function, ownership and to be able to decode and reconstruct meaning in another context.

# Media Literacy

- **Evaluation:** The ability to make judgments about the media, assess and apply ethics expounded for the different media, critique aesthetic elements.
- **Production:** creating messages in a variety of media, including text, video, computer, with a view toward sharing the results of this production with the larger community.

Claudia Allen *Empowering Adolescents to be Smart Consumers of Information: Advertisements and News*

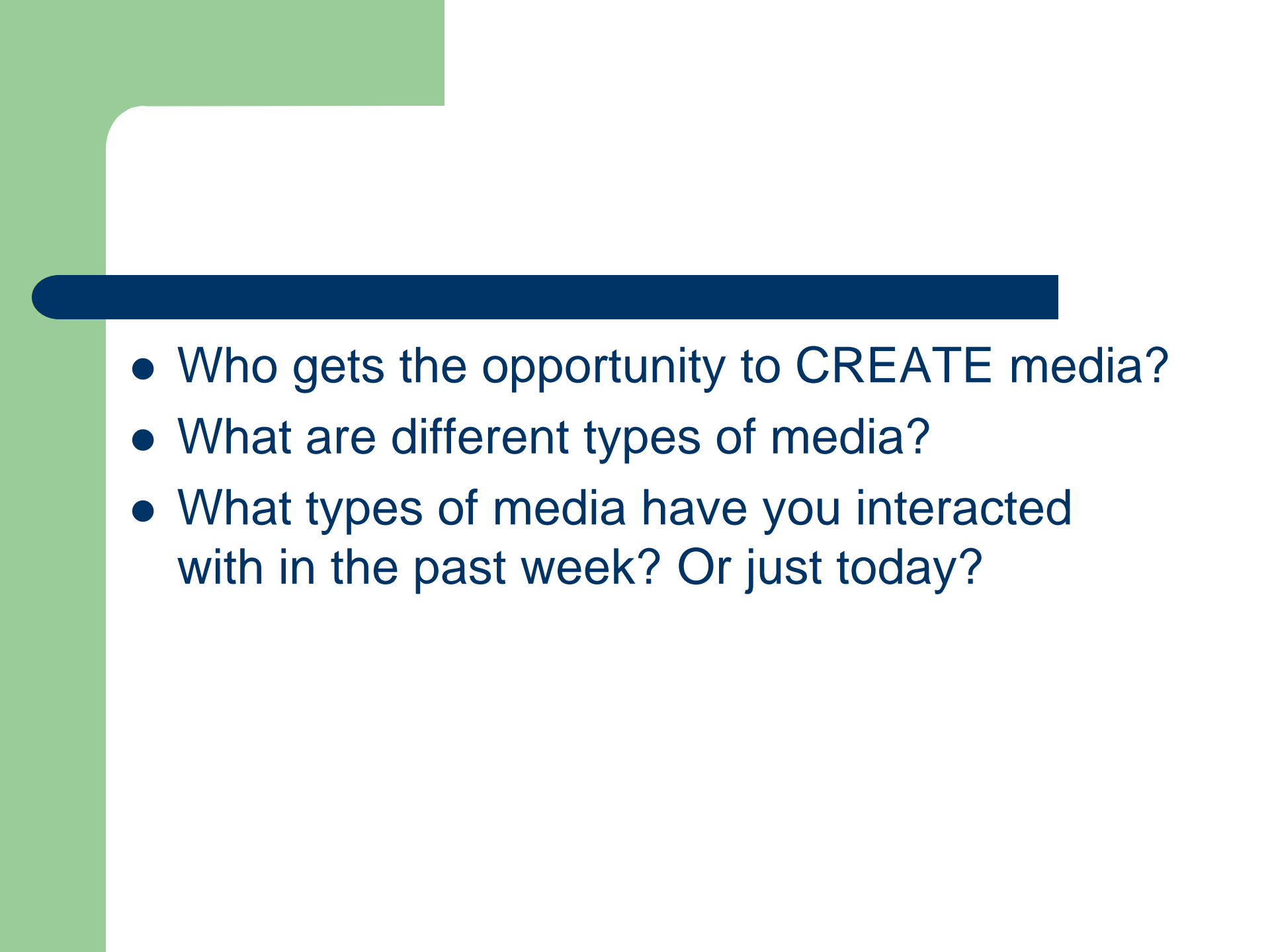
New Mexico Media Literacy Project, [www.nmmlp.org](http://www.nmmlp.org)

# Media literacy helps us to:

- Make informed decisions about the kinds of media we consume
- Understand the trade-offs in consuming media
- Think critically about the media we're consuming

# Critical questions is Media Literacy

- What is media?
- What is media literacy?
- Who uses media most?
- Who controls mass media?
- Who absorbs/consumes the most mass media on a daily basis?
- Who is most vulnerable to mass media?

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- Who gets the opportunity to CREATE media?
  - What are different types of media?
  - What types of media have you interacted with in the past week? Or just today?

# Media Impact

- Students need to understand the impact of media and related technologies on their daily lives
- It's extremely important for our programming to acknowledge the power of media and then provide students with:
  - the tools necessary to synthesize and analyze what they are taking in
  - the ability to identify marketing strategies in a variety of ads (magazines, newspapers, television, billboards)- the way they are being marketed to.
  - the skills to read a variety of written materials and assess the audiences and the authors intent, to assess stereotypes in sitcoms; the lyrics in their favorite songs looking for the message of the song, the language used, and the value to their life

# Harnessing POWER

- There is *Power* in understanding how our Media work
- Media Literacy can be used to create action!
- Creating our own media is also an important tool for moving others to activism.

- Teaching students media literacy is so critical in their development as critical thinking participants.
- We want youth to be able to compete and defend the advertising media against the attack on their communities.
- Media Literacy is a skill that can be transferred into Activism, both by creating media to combat the messages we receive every day and by being moved to action by those messages.

# Advertising

- One of the most pervasive forms of media is advertising.
- Advertising is all around us, ALL of the time. Think of all the places that you see advertising...

# Language of Persuasion

- In 2004, the over \$248 billion was spent on ads in the US alone.
- Advertisers must play on the emotions of their audiences in order to effectively engage folks to the point of persuasion.

# Language of Persuasion

- advertisers use *techniques* to get audiences to pay attention to their messages
- advertisers get our attention, then they play on our emotions
- once we're emotionally vested it's easy to get us to remember the message and make the purchase

**Come to Bermuda!**



# Come to Bermuda!

- What did you do/think when *Bermuda* appeared on the screen at end of ad?
- What “language” of persuasion did the advertisers use?
- Were they effective in communicating to you?

# Wal-mart and Hope?

- Let's take a look...

# Wal-mart and Hope?

- What type of neighborhood do we see?
- Where do we usually see Wal-Marts?
- What kind of things might Wal-Mart be trying to accomplish with this campaign?
- Aside from making money LOL☺, are there any issues or problems that Wal-Mart has faced?

# What language of persuasion is used?

- Tell me how you feel about Walmart right now.

# Language of Wal-Mart Persuasion

- ***Repetition--#8.*** Wal-Mart is hoping that if they tell us over and over again that they care about communities, we will begin to think they are not so bad after all.

# Language of Wal-Mart Persuasion

- ***Card Stacking***-- #16 on your handout. ***Card Stacking*** is a technique in which advertisers only tell us the good things about their product. This technique is used often—even the Wal-Mart ad used ***Card Stacking***.
- Any others?

# Text vs. Subtext

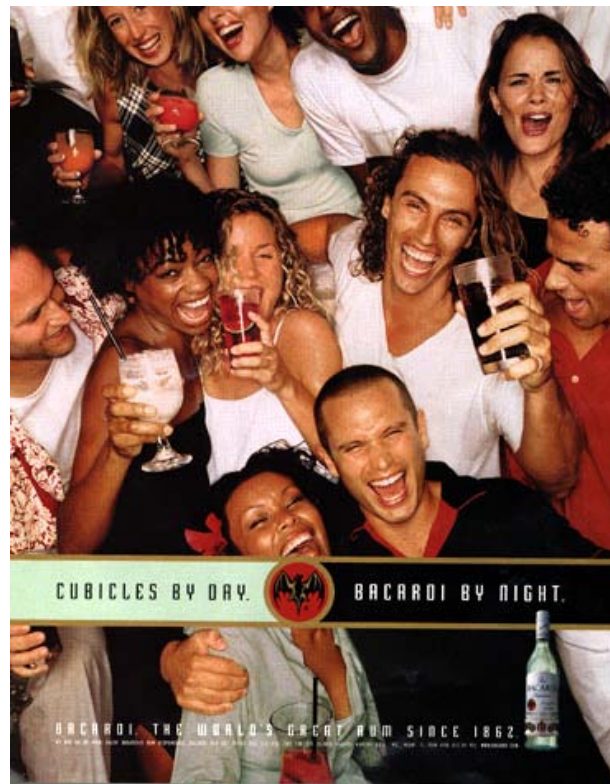
- The word ***text*** usually means “written words.” But in media literacy, ***text*** has a very different meaning.
- The text of any piece of media is ***what you actually see and/or hear***. It can include written or spoken words, pictures, graphics, moving images, sounds, and the arrangement or sequence of all of these elements.

# Your Interpretation

- The **subtext** is your *interpretation* of a piece of media.

While media makers (especially advertisers) often create texts that suggest certain subtexts, each person creates their own subtext (interpretation) based on their previous experiences, knowledge, opinions, attitudes and values.

# Bacardi in Palm Springs?



## Bacardi cont'd.

- What is the text of the Bacardi ad?
- What is the subtext of the Bacardi ad?

## Bacardi Ad – Text and Subtext

- It can be tricky to just describe the *text* because our brain is constantly interpreting and as a result, we end up with *subtext*.
- **Text** is the same for anyone who sees/hears it.
- **Subtext** can be different for each person in the room.

# Deconstruction

- All media – like TV shows, newspapers, movies and advertisements – are made, or *constructed*, by people.
- There is no one “correct” way to deconstruct a media example – each of us interprets media differently, based on our own knowledge, beliefs, experiences and values.

# Deconstruct: question, critique

- *Who paid for this media message? Why?*
- *Who is the “target audience”? What is their age, ethnicity, wealth, profession, interests? What words, images or sounds suggest this?*
- *What is the “text” (literal meaning or story) of the message?*

# Deconstruct: question, critique

- *What is the “subtext” (hidden or unstated message)?*
- *What kind of lifestyle is presented? Is it glamorized? How?*
- *What values are expressed?*
- *What “tools of persuasion” are used?*
- *What healthy messages are presented?  
What unhealthy messages are presented?*

# Deconstruct: question, critique

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- *What part of the story is not being told?*

# Deconstruct...then ACT





## OST Media Skill Builders

Music, Video, Photography

# 7 Shot Story



# Your Interpretation

- Break into groups to discuss meaning behind the sequences



## Music Production Programs

Focused Expressions Remixed

Beats, Rhymes and Life

Student-led Music Online Marketing Projects

# ***Focused Expressions Remixed***

a listening and critical analysis activity

- ***Focused Expressions Remixed*** is a fun way of getting kids to listen and analyze what they are hearing. It is very important for students to be able to **THINK CRITICALLY** about what they are hearing and seeing, this is a form of **media literacy**.

# ***Focused Expressions Remixed***

- Music and song is an artistic form (of media) that expresses stories, emotions and events.
- Because you will analyze the lyrics of songs, the following is a list of things to keep in mind and incorporate into your discussion with students:

# Parts of Speech

- **Metaphor** – a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in “A mighty fortress is our King.”, making an implicit comparison
- **Alliteration** – repetition of the same letter at the beginning of two or more words immediately succeeding each other, or at short intervals
- **Theme** – a unifying or dominant idea

# Parts of Speech (cont'd.)

- **Tempo** – relative rapidity or rate of movement, characteristic rate of speed, momentum, pace
- **Objectification** - To present or regard as an object.  
EX: when showing only a part of someone's body, and not the whole, you are objectifying that part.
- **Personification** - the attribution of a personal nature or character to inanimate objects or abstract notions

# Historical Reference and Contemporary Parallels

- Have there been similar songs written in the past? What were those songs?
- Consider the time and place that the song was performed. Can you compare the theme and ideas in the song to a contemporary current issue?

# Artists/Maker Responsibility

- Is it important for an artist to consider their audience?
- Who is the audience for the artist?
- If an artist knows that their music will broadcast on the radio, what is their responsibility?

# *Strange Fruit perf. by Billie Holiday*

critical questioning after listening to the song:

- what is the song about?
- how old is the song? Does it sound old? How do you know?
- theme – seems to be sadness, cycle of violence and speaking up against an concern or taboo subject. “burning flesh”
- tempo – the tempo is slow
- metaphor – what was the fruit? “Blood on the Leaves” “Blood on the Roots”, “It’s a bitter crop”
- "Strange Fruit" began as a poem written by Abel Meeropol, a Jewish high-school teacher from the Bronx, about the lynching of two black men.

# *Strange Fruit perf. by Billie Holiday*

- **Vocab:** lynching, magnolias, Jim Crow, crop
- **Jim Crow laws** were laws that imposed racial segregation. They existed mainly in the South and originated from the black codes that were enforced from 1865 to 1866 and from prewar segregation on railroad cars in northern cities. The laws sprouted up in the late nineteenth century after Reconstruction (1877) and lasted until the 1960s. Jim Crow laws banned blacks from such places as restaurants, hospitals, parks, schools, and barbershops. As a result, blacks were required to use separate facilities or entrances.

# *Strange Fruit perf. by Billie Holiday*

## **Journal/Blog Questions:**

- As you listen to the song, what words and/or thoughts come to mind?
- What part of the song stands out to you the most? Why?
- Do you think you would have survived during the times of the Civil Rights movement? Why or why not?

# ***Beats, Rhymes and Life Music Production and Mentoring Program***



# *Beats, Rhymes and Life Music Production and Mentoring Program*



# *This is How We Do Activity*

- Supplies
  - Notebooks
  - Music on CD, MP3, online that students have selected
    - blog
  - CD player
    - Computer

# ***Beats, Rhymes and Life Music Production and Mentoring Program***

- *This is How We Do Activity*
  - Students bring in a favorite song
  - Students listen and critically analyze (deconstruct) song for text and subtext; record their observations in journal
  - Students revise lyrics by changing 2 words in every bar of song, but maintain observed subtext
  - Students perform the song for their peers
  - Discuss new meaning (maintenance of artistic integrity, popular appeal)

# Video Workshop

- *Community Treasure Hunt Activity*
  - break down into groups
  - each group will video record 5 different “treasures” in the immediate community (within the school, or around the block)
  - students then record one another on camera as they comment on why these items are “treasures” and how they think they can preserve those treasures
  - students discuss ways to present their ideas on “treasure” preservation to their peers.

# Video Workshop

- *The Chase Scene Activity*

# Media Summer Camp

- students learned media literacy, videography, audio recording, and non-linear editing on Mac computers.
- students learned about how to sell their CD's and DVD's in entrepreneurship workshops, led by The Business Center
- by the end of the summer, students produced 3 30-second PSA's about water conservation and promotion of environmentally friendly water preservation practices
- media campers wrote, produced, directed and acted in a 5 minute fictional short film, *The Dream*; as well as wrote, produced and recorded a song entitled *Get Silly*, about the importance of drinking water.
- Students screened and performed their work at the end-of-summer event. Students received copies of *The Dream* script, a CD of their song *Get Silly* and a DVD of the work they produced over the summer.

# So Much Goin' On – watch video

- Youth Media Summer Program
  - journaling, interviewing, video production, music production, non-linear editing, creative writing and story treatment development

# So Much Goin' On

- The project incorporated service learning: students were able to show the film to their community, younger youth in particular.
- Students applied skills acquired during the program to research the issue, coordinate interviews and actually produce the project.

# So Much Goin' On

- With media literacy training students were able to recognize that the issue of gun violence had been previously reported to their community in an unfair way
- The project was autoethnographic because the students interviewed themselves, and their peers about an issue in their community.
- Students wrote and recorded 3 songs about violence in their community and their feelings about the issue

# Putting it all together...

By combining media literacy and skills, autoethnography and project-based learning, we are able to further empower students by encouraging them to share the skills that they've learned to empower others in their community. At EW, within a program, the activities generally, compose a larger project.

# Your youth media...

- Remember, media is a means of communication.
- Youth media projects can be as simple as they need to be (regarding materials) as long as youth are communicating.
- Teaching students media literacy is so critical in their development as critical thinking participants.
- We want youth to be able to compete and defend the advertising media against the attack on their communities.

**YOUR ideas for youth media?**



**Bianca M. White**  
**Director of Youth Media Programs**

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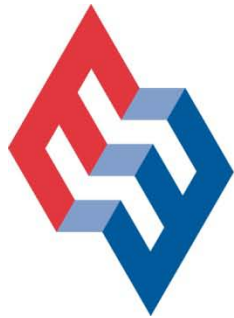
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