

### I am a Media Detective

#### Materials

- Video clips or images from media
- [How to be a media detective tip-sheet](#)
- SMART Board

#### Prepare ahead

- Search and select appropriate images or video clips including some form of drug use to show the students (e.g. a Mountain Dew commercial, which shows consumption of caffeine and sugar)
- Save links to images or videos in some way that will make them easy to access during the activity (e.g. save them to a document or PowerPoint presentation).

#### Instructions

- Ask students if they know about the word “media”. Ask them to explain what it means and to provide some examples.
- They may focus on “social media” so emphasize that this is one form of media, but that there are others (e.g. journalism, advertising, and entertainment media including music, television, and movies).
- Explain that the media shows a “version” of something, but that this version often inaccurate (not true!) or incomplete (not the whole truth!). When we see or hear things in the media, we need to think to figure out what is true and what is not. Sometimes, that can mean acting like a detective, looking for clues and evidence, and checking the facts so we can decide whether to believe what we see or hear.
- Show the students a short video clip or image and ask the students to think about the kinds of things a media detective might be looking for.
  - If necessary, prompt them to think about what might be considered “clues”, “evidence”, “suspects”, etc.
  - Write students’ ideas on the board or on chart paper.
- Instruct the students that today they will be the detectives and they will be looking for those very things.

# Teaching Tool

## Be smart, don't start – Grade 3

- Have students work in groups of 2-3 to be media detectives in response to a clip, image, or song from popular media.
  - Encourage students to refer to items listed on the anchor chart/board and/or distribute the *How to be a media detective* tip sheet.
  - Instruct students to take notes during their investigation.
    - Optional: Have students create/use a special “detectives’ notebook”.
- After students have had an opportunity to discuss and take notes with their groups, open a whole class discussion by asking students to share their findings.
  - Optional: write students’ responses on the board or chart paper.
- Ask students to think about what they learned during this activity.
  - Prompt them further to ask about whether what they see in the media is fact or fiction (or both).
  - Ask them how what they knew about drugs helped them to think about how they were represented in the clip/image/song they investigated.
  - Ask them if they think they think they would do this activity outside of the classroom?
    - Some may mention that they can do this when they watch TV or movies, listen to music, read books, etc.
  - Emphasize that this is an important exercise not only when we see drugs in the media, but anytime we are seeing/watching/listening to something in the media (e.g. when we see a commercial for a new toy).