

LESSON 1: Media and Me Journal

8th grade English Language Arts

LESSON DESCRIPTION: In this lesson, students will use a journal to personalize and deepen the experience of turning off screens and learning about media violence. Prompts have been designed to serve a number of functions: to record thoughts, ask questions, gain perspective, plan ahead, and reflect. Students will summarize information, share autobiographical information, and follow a system for regular journaling.

FOCUS QUESTIONS: How do I interact with media? How does journaling help me think more deeply about a topic? How can I reflect about the experience of journaling?

OBJECTIVE: Students will:

- respond to prompts about media use and media violence.

COMMON CORE STATE STANDARDS

- **ENGLISH LANGUAGE ARTS**

- * **CCSS.8.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Teacher's Note: Have students start on their journals two to three weeks before the Screen-Free Challenge week and continue through the three budget weeks.

LESSON LENGTH: Setting up the journal could take one day, and discussion, encouragement and feedback will take portions of several days.

MATERIALS NEEDED:

- Folder for each student. Inserts in this order: Prompts, Media and Me Journal Record (with Due Date column filled in by the teacher), Media and Me Rubric (with Possible Points column filled in by the teacher), Before and After Chart, Response sheets (to save paper, make these two-sided)
- Materials for decorating the cover: magazines and newspapers, scissors, glue, markers (This could be a homework assignment.)

INVOLVING FAMILIES/COMMUNITIES: Because much of a student's media use occurs at home, students will think and write about the home environment and their families.

PROCEDURES

Activity 1: Students will assemble journal.

1. Anticipatory Set: Write this question on the board:

- What do Lewis and Clark, Thomas Edison, Jimmy Carter, and _____ have in common? (In the blank, write the name of someone you know, preferably a woman, who keeps a journal.)
- Accept guesses. The answer is that they all kept a journal.
- What is the importance of keeping a journal? Discuss.
- You are about to begin an experience that you may want to share with your grandchildren some day. It is worth keeping a journal!

2. Give each student a folder with a front and a back pocket. Read the first prompt, about creating a collage for the front, and allow class time or assign as homework.

Have paper clips or a stapler available to help them be organized. Hand out and have students place these sheets in order in the left pocket: Media and Me Journal Record (on top), followed by Media and Me Journal Rubric, Before and After Chart, and Media and Me Journal Prompts. Students may want to staple these together to keep them in order. Go over the Media and Me Journal Record and Media and Me Journal Rubric.

Hand out several response sheets. Note that students will number these. These go in order in the right pocket.

Activity 2: Students will respond in writing to prompts on a regular basis.

Teacher's Note: There are 16 prompts for this journal. You may do all 16, pick and choose, or make up your own. The prompts have been written to help students think about different aspects of the learning experience. Prompts 1,3,4,6,10,13,15, and 16 are the key prompts. In addition, it might be good to include a Free Write prompt, in which they can write anything they want.

1. Ask Students to refer to the Media and Me Journal Record and ask them:

- What journal prompt is due in two days?
- Where can you find the due date? (on the Media and Me Journal Record)
- Where can you find a detailed list of the Prompts? (on the Media and Me Journal Prompts sheet)

Explain to students your plan for checking on their journaling and how they will be graded. Because journaling is a common assignment in English Language Arts classes, make your own decision about how to hold students accountable for journaling.

2. Periodically, have students assess themselves with the Effort and Achievement Rubrics and graph their results.

Teacher's Note: Throughout the course of the Take the Challenge unit, remind students about due dates and keep them on task with their journals. For some of the prompts, you may ask volunteers to read their responses aloud. Prompts #6 and #10 could be used during the Screen Turn-off and budget weeks to role play challenging situations.

The journal is also designed to meet the following two objectives:

Students will gain new perspective on a topic.

The Before and After Chart is designed so that students can record thoughts about a topic before finding out more about it and then after studying it. Prompt #16 asks them to consider whether or not their thinking about the topics in the chart has changed.

In our increasingly polarized society, it is important to point out to students that thinking can change and to identify with them what it takes to understand that there are multiple valid points of view. In a class discussion, attempt to answer the question, "What does it take for people to understand different perspectives about a topic and to understand each other?"

Students will reflect on journaling.

Reflection on journaling is built into this lesson in three ways:

-Prompt #16, about the Before and After Chart, asks students to write about how to remember what they have learned and what they have learned by keeping a journal.

-Below the Achievement Rubric, students are asked to write about the connection between effort and achievement and hand that in. After you have read these paragraphs, read selections aloud or ask students to read them aloud.

-The Media and Me Journal Rubric, which students have as a reference during the assignment and fill out at the end of the journal assignment, asks students to consider elements of a journal. When they fill in the Self Assessment, they are reflecting on the experience of journaling.

For closure, have students write a metaphor. Choose an object in the classroom, or bring something in. Ask, "How is a journal like a _____?" It is amazing the connections students will make! You can choose an object at random, or select something that could lend itself to a metaphor, such as: map, tombstone, time capsule, bicycle, friend. Allow 10 minutes. Ask for volunteers to read their metaphor aloud.

3. A Free Write prompt could occur randomly, after a good class discussion or a violent event, or you could add such a prompt one or two times during the unit.

Name: _____

Journal Directions: At the beginning of each entry, write the prompt. Use at least one page, more if you want. Number every page of the journal.

For every journal entry, complete the appropriate row in the Media and Me Journal Record. If you just feel like writing some time, go ahead and do an extra entry. You don't need to put it in this chart, but label it in your journal in some way.

Media and Me Journal Record

#	Prompt	Due date	Begins on page...	x Done	Effort Score (1-4)
1	Who am I? cover collage				
2	Write about the Who am I? cover collage				
3	Journal about what's on your mind.				
4	Some things I didn't know about media violence.				
5	Ratings conversation with younger person.				
6	Role play Halo party invitation.				
7	Challenges to address media violence in our society.				
8	Does media violence impact 8 th grade students most?				
9	Journal about your journaling.				
10	Make a plan for TV Turnoff week to do other activities.				
11	Conversation between Me and Myself during TV turnoff.				
12	Reflect on the experience of the TV Turnoff week.				
13	List of strategies for screen time budget weeks.				
14	Role play when your Mom asks you to go over budget.				
15	Did my thinking change on the Before and After Chart?				

Every time you complete an entry, use this rubric to score your effort. Write the score in the last column of the Media and Me Journal Record.

EFFORT RUBRIC



4	I did everything I could think of to do the best job I could. I completed the task on time. When I ran into difficulties, I figured out how to work through them. I was determined that this task was a learning experience for me.
3	I completed the task. When a difficulty arose, I found a solution.
2	I started the task. I ran into problems that I didn't know how to solve, so I stopped working.
1	I put little or no effort into the task.

Name: _____

To do a thorough job, refer to this rubric every time you make an entry in your journal. After your last entry, make sure the Possible Points column is filled in. (Your teacher will give you these numbers.) Then, fill in the Earned Assessment: Self column.

MEDIA AND ME JOURNAL RUBRIC

Element	Possible Points	Earned Assessment	
		Self	Teacher
Staying on focus Entries address the prompt for the day without wandering off topic.			
Length Entries are at least one page long, without using size of handwriting or margins to skimp on content.			
Neatness Journal is neat overall, with cover, dates, and pages securely fastened. Each response is dated and has the prompt number.			
Completeness All journal prompts have been answered and all rubrics and other sheets are included.			
Effort Entries have gone above and beyond basic requirements. Time, thought, and creativity have gone into the writing.			

Finally, look at the Achievement Rubric below and think about your Media and Me Journal. Circle your achievement score.

ACHIEVEMENT RUBRIC



4	I went above and beyond the objectives of the task.
3	I met all of the objectives of the task.
2	I met some of the objectives, especially the ones that interested me or I had time for.
1	I did not meet any of the objectives of the task.

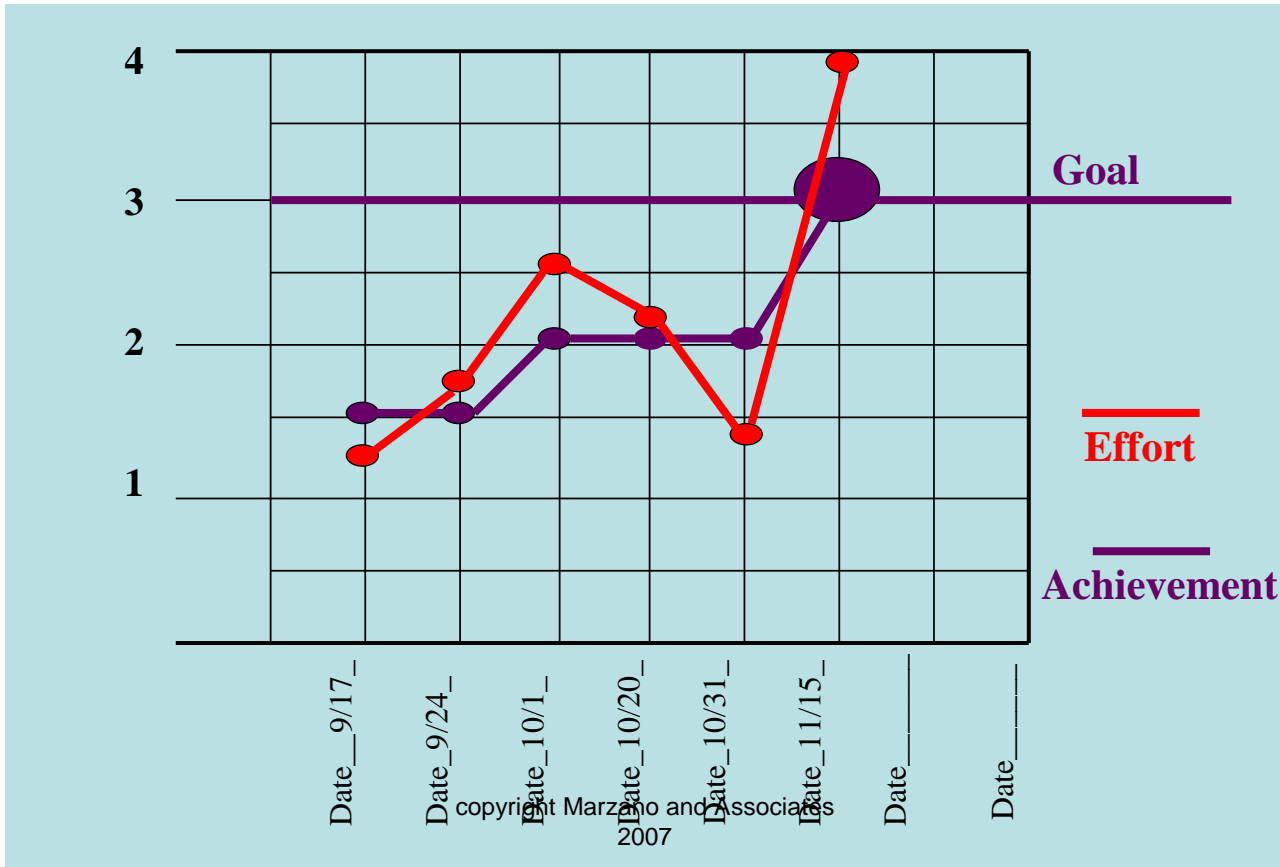
Compare your effort scores with your achievement score. How are effort and achievement linked? Write a paragraph on the back of this sheet. Hand this in with your Media and Me Journal.

Media and Me Journal Prompts

- #1 Who am I? Use magazines, newspapers, and your own sketches to cut out and collect pictures and words that describe yourself. Try to answer these questions: What are my hopes? Fears? What do I believe in? What are my strengths? What is important to me? What is my past, present, and future? What moves me? Make a collage to cover the front (and back!) of your **Media and Me Journal**. Put your name in the lower right corner.
- #2 Write about your Who am I? collage. Use stream of consciousness or whatever style you like. Let your writing be about you!
- #3 Journal about what is on your mind.
- #4 Write a summary entitled, "Some things I didn't know about media violence."
- #5 An elementary school student – your little sister or a neighbor or a friend – wants you to rent an M-rated video game for her (or him). You know that media violence is not good. Write a conversation between this young person and yourself.
- #6 You have been invited to a Halo party. You know that this game is ultra-violent and believe that it is not a good game to play. Come up with a solution when your friend says, "Come on and play! It's just a game!"
- #7 Addressing media violence in our society is a big challenge. What do you believe is possible? What can you do?
- #8 Agree or disagree: Media violence has the biggest impact on middle school students.
- #9 Journal about your journal.
- #10 Make a plan for the TV Turnoff week to keep yourself busy with other activities.
- #11 It is TV Turnoff week and you really want to watch your favorite show. Write a conversation between Me (wants to watch TV) and Myself (wants to Take the Challenge).
- #12 Reflect on the experience of doing the TV Turnoff week. Were there any surprises?
- #13 Develop a list of 10 strategies for sticking to your screen time budget.
- #14 During the budget period, you have used up your 10 hours by Friday night. Your parents rent a family video on Saturday and say, "Come on, watch with us!" You say:
- #15 Fill in the After column of the Before and After Chart. You will do this in Science class.
- #16 Look at the Before and After Chart you did in science class. Did your thinking change from Before to After? Why did it change? How are you going to remember what you have learned? What have you learned by keeping a journal? Place this in your Journal.

Teacher Sample

My Progress in Journaling



My Progress in: _____

4								
3								
2								
1								

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Effort

Achievement

Date _____ Date _____ Date _____ Date _____ Date _____ Date _____ Date _____ Date _____