LEARNING RESOURCE
SPA - MEDIA ARTS

MEDIA & COMMUNICATION

Introduction to Media & Media Literacy

QUARTER 3 - MODULE 1

LEARNING RESOURCE for Media Arts

SPA-DISCIPLINE – Grade 7
Quarter 3 – Module 1: Introduction to Media and Media Literacy

Published by the National Commission for Culture and the Arts

FOREWORD

Welcome to this Learning Resource for Media Arts.

This Learning Resource was developed by experts from the National Commission for Culture and the Arts as a reference to aid you in developing rich, meaningful, and empowering learning in the creative fields. Every effort has been exerted to produce a Self-Learning Learning Resource that incorporates the most fundamental elements and principles of each discipline, while providing a spiraled, scaffolded, and multi-sensory approach to allow you to explore your innate creativity while building discipline and rigor in your chosen discipline.

Each lecture, activity, or reflection here is designed to be meaningful. Each one designed to build from the previous one, and each one with the objective of building up for the next skill or competence. We hope that you will find these activities challenging but empowering, and that your potential as a Filipino artist and Creative is further enhanced and inspired.

These Learning Resources take into consideration the various limitations and challenges brought about by the current situation, and provides you with the flexibility to manage content and pace to your individual needs while maintaining standards for creativity, embodying 21st Century skills, and aspiring towards artistic excellence. Beyond compilations of dry information, these Learning Resources seek to develop *Higher Order Thinking Skills* of Analysis, Evaluation, and Creation.

If you are planning to use this Resource as a facilitator or teacher, you are expected to guide and orient your learners in the proper and efficient use of this Learning Resource. Most, if not all, activities will entail exploration, investigation, and experimentation, as such it is imperative that you, as the facilitator, establish the guidelines which will allow your students to be creative but within responsible, safe, and academically-sound limits. Your guidance and mentorship is expected and encouraged throughout the learning process.

We look forward to your journey as an artist, MABUHAY!

INTRODUCTION & OBJECTIVES

Great day, Learners!!! We've just finished an interesting quarter where we looked into, and gained a point of view, about communication and the various forms that they may take.

We got to understand communications processes in the context of our rituals and festivals and how we can use sound and images to communicate the colors and heritage of our culture.

In this 3rd quarter we will continue our journey through Philippine Art and understanding Media Arts; this time we are doing so with a grounding on media and understanding how to critically "read" and "write" media messages.

At the end of this module, you will:

1. Identify the different forms of media
2. Explain the basic principles and theories of communication
3. Discuss the principles of media literacy
4. Analyze rituals and folklores and how elements are used in various media forms
5. Evaluate the depiction of the rituals and folklores in the media or a media form.

This Learning Resource may be used for, and is applicable to, the following DepEd Codes:
- SPA_MA-RF7-IIIa-b-1
- SPA_MA-RF7-IIIc-d-2
- SPA_MA-RF7-IIIe-f-3
- SPA_MA-RF7-IIIg-h-4
- SPA_MA-RF7-IIIi-j-5

So, if you are ready, we are definitely ready! Let's begin!!!

REVIEW

It is an exciting time to explore and know more about Media. This learning resource aims to help you, as the user to get started on Media Arts. I know how excited you are as a media art student to get behind the camera, shoot some video take photographs and create stories.

But first things first, we will start exploring, defining, and identifying what Media is. How it can help you transfer and communicate your ideas, your stories and make powerful impact or even change? And I need you to understand all of these to create and capturing meaningful stories or photographs that will be worth it.

Remember skills are only half part of knowledge. If you are constantly relying on YouTube's DIY on how to shoot or how to do proper lighting. – It is not wrong at all. But did you ever ask yourself; How Media began? Why do you need to shoot that way or light this way? What does lighting have to do about "setting the mood of the story?" And endless more questions? Then this learning resource will allow you to understand all of these and hopefully answers most if not all the questions you have.

Let's get started!

INTRODUCTION

Media is all-over your environment. Media is essentially part of your life, whether to entertain you or to learn from, media has been there, in one form or another. This resource that you are reading is a medium. Think about it this way; When you feel down, you turn on the radio for music and or drama for the adults; When you want to find out about the news on Covid-19 in another barangay, you turn on the television or radio and a lot of times these days you go to social media to find out more – you don't just turn and ask your *kapit-bahay* or *barkada* and ask for news. You rely on proper source of news and information. That is media to all of us. It is a way to communicate and to transfer knowledge, educate and pass on information.

Media and Communication by Unknown Author is licensed under

Media as defined by the usual and traditional form of media is the tri-media; Print, Radio, and Television. Today, media is no longer just the tri-media. There are more forms and functions of media now and we will probably see more evolution as time and technology have been evolving pretty quickly.

This learning resource hopes to show and guide you not only defining, identifying components and terms but also exploring on how to use and when to use media.

Below is a self-check, be honest as possible. There is no right or wrong answer at this point. I just want to see where you are at and how you understand Media.

ACTIVITY 1

Answer the following questions and submit to your teacher

1. Why is Media important to everyone?
2. What is Media? What is your understanding when you hear the word "media"?
3. Name at least 1 function of Media.

Designed by macrovector / Freepik

What is Media?

As mentioned previously it is a way to communicate, to transfer knowledge or information using television, radio, print, social media. Or as formally defined by the dictionary:

"*Media is the means of communication, as radio and television, newspapers, magazines, and the Internet, that reach or influence people widely.*"

Media "*influences*" and this is the power it has. Over the years of communicating information, we also do not realize how media changes perspectives, opinions, and even affects our buying power. By knowing what media is and what media can do, we become responsible citizens, as we should be.

Communication Empowers Everyone. by Unknown Author is licensed under CC BY-NC-ND

Importance of Communication

Communication is a vital tool for bringing people together and for creating relationships. Communication and the ability to communicate is as essential as food and shelter. Communication is our social function as humans. We communicate using a language or a dialect.

Media: Making the World Smaller by Unknown Author is licensed under <u>CC BY</u>

The foundation of a society is communication, and it takes place at different levels – within one's self, between individuals, between individuals and a group, between groups, between countries, and so on. Communication is not always verbal or textual, non-verbal communications are present as well and these – such as body language and hand gestures – are as much a part of communicating a message as words and images.

Communication is essential for the development of society. We achieve cultural, social, and economic success by sharing our experiences. We grow well as a person and as a community by sharing our thoughts or information through communication.

Personal enjoyment is communication based. Just think about when we experienced quarantine, we looked for something that would entertain us. If you live in a bustling city like Metro Manila, you had Netflix, Iflix, Cable TV, iWanT, etc. If you live in the province, you open the Television and looked for a *teleserye* or variety show or if you had internet connection, you scroll through YouTube channels. We always look for something that speaks to us, and not necessarily talk to each other, rather something that would make our quarantine experience, more experiential than to have a total lifeless day.

The power of Media has brought the world smaller and closer. Making ways to bring friends and relatives in and around the country or even abroad much closer and that is the power of social media.

Media and Communication helps us interact with our surroundings, thus create positive relationships, share love, build up friendships, and depend on each other to enjoy life.

Now, can you imagine a world without media? To be honest, without media, we will all be left out in the dark, constantly asking for information, looking for answers that we are not sure whether it is the right information or just an opinion. The basic mission of media is to create ties in the society, in your community by sharing news and information that will allow you and your community to move and accomplish progress. In the present world, where technology is fast ever changing, media has more roles to play.

Media defines almost everything in our lives, including our decisions, may it be political, form public opinion, support public demands, and even set agenda about our social life. Do not be intimidated by this thought. What we are trying to do is making you aware what media is and what it can do and its importance. By knowing all of these, you will have a better understanding how media works.

Forms of Media

Media can be classified into three (3) types or forms:

1. **Print media**- Media using the written or pictorial form; it is produced manually (e.g. hand-written) or mechanically (e.g. newspapers). It includes magazines, newspapers and billboards that we see everywhere around us.

2. **Electronic media**- Media that requires the viewer or receiver to use an electromechanical device (e.g. radio unit or tv set) to access the message being sent. It includes television and radio, but also includes audio recordings like tape and CD, video recordings like DVDs, and multimedia presentations.

3. **New media**- Media delivered digitally using wireless or internet communications and usually allow some level of interactivity or the ability of the user to choose primary content. Includes email, websites, mobile apps, video games, and streaming services like Netflix.

Most people use media as a source of information, entertainment, or a way to connect to people. Teachers and students use it for academic purposes, whether to research, talk or teach or learn remotely. For businesses and for most people, media has been become an important source of information for news and political updates. Businesses make use of mass media to promote their products and services in the form of advertisements. Media and media products are the biggest source of entertainment.

Print Media

Print media encompasses mass communication through printed material. It includes newspapers, magazines, booklets, flyers or brochures, magazines, periodicals or newsletters, billboards, press releases, books and even this learning resource.

Newspapers enjoyed the position of the most preferred medium to reach a wider audience until electronic communication emerged on the media scene. In the early days, newspapers were the only medium that masses at large depended on, for daily news. It is the first form of communication that continued to last for decades. A newspaper carries all kinds of communication related to a variety of topics like politics, socialism, current affairs, entertainment, finance, stocks, comic strip, etc. It basically captivates varied interest types and age group audience.

Despite the internet, print media is still very popular and includes text and pictorial channels such as books, magazines, newspapers, and billboards, among others. Photo from pixabay CC0

Newspapers are an important platform of mass communication, as they reach every nook and corner of the world where electronic media fails to reach. It plays a pivotal role in providing authentic firsthand information, building opinions, updating the knowledge of the reader, and serves as a good platform for advertisers to promote their products. However, with the emergence of Internet, which updates information every second, and is just a click away, the popularity of newspapers has reduced and most of the print companies have converted to website. Although, they still produce printed materials, but in general it has greatly decreased production.

Different forms of electronic media including television, recorded audio, video tapes, and vinyl records. From Pixabay CC0

Electronic Media

Electronic media is a kind of media which requires the use of an electronic or electromechanical device to access the content. These devices include televisions, radios, audio or video tapes, or music

players. A type of electronic media is known as "Broadcast Media" which is media (such as television and radio) that is designed to be sent from "one to many".

Television appeals to both the auditory and visual senses, and hence is an important communication device as it holds the attention of the audience. For many people, it is impossible to imagine a life without their television sets, be it the daily news, or even the soap operas or *teleserye*. It has become part of our culture. It influences a lot of our decisions. We can decide what to buy or what to do because of what we view.

An apt example would be, *"Ang Probinsyano" or the Korean-novelas, Kdramas.* It offers various programs to appeal the masses of different age groups. With the influence of television, all of a sudden, we want to be as flawlessly white as the *Koreans* or brave and strong just like *Karding*. It is a popular means of communication which provides both information and entertainment.

A lot of Filipino people heavily rely on television because it is visual – everything is seen, heard and get easily connected.

Radio has a significant reach. A considerable number of Filipinos, especially in the provinces tune into radio every day while working. When television is not available, the next best thing to have is a radio. It offers programs the same as television but concentrated on auditory sensory tickling the imagination of the listeners with programs that vary from news to radio dramas. The radio usage declined its usage with the boom of television. It remains one of the favorite means of electronic communication because of its reliability especially during disasters or typhoons; wherein you can access radio programs even with a battery-operated transistor radio, which televisions do not have the capacity.

New Media is usually has some interactivity and gives users a choice of content. From Pixabay CC0

New Media

Mobile phones, computers, laptops and Internet are often referred to as the new media. New media are media platforms that allow the user or audience to have a semblance of control or a choice of primary content. In a traditional broadcast TV a user has no choice but to watch whatever is being broadcast by the station, but in a new media platform such as Netflix or YouTube, a user may choose what he/ she will watch and when he or she wants to watch it.

The Internet has opened several new opportunities for mass communication which include email, websites, podcasts, e-forums, e-books, blogging, vlogging, Internet TV, even Teleradyo online and many others, which are booming today. Social media platforms have also redefined mass communication all together; sites, like Facebook, Twitter, and YouTube have made communication to the masses even easier but it has also flooded people's lives with billions of pieces of content! Suddenly people who do not know each other can talk, exchange views and a lot of times even argue online.

Remember that Media holds a great deal of influence to people and that entails responsibility that we all must deal with. And you as a student, need to understand how Media works and how you can have the power to change perceptions and beliefs. Instead of you falling into the trap and getting manipulated by memes and messages, you get to think, criticize, dissect the message before responding.

Imagine this, you post something that matters to you on facebook or twitter or shared a fake news but without thinking and you threatened someone or even put down a person. You will be held responsible as our current law covers Cybercrimes because that is accountability. You own up to what you say. Don't worry, this learning resource will be your study guide to help you not only understand what media is but become a critical and responsible user as well.

ACTIVITY

1. Illustrate a diagram, chart, or draw a picture the way you understand the definition of Media.
2. Draw a picture or create a cut-out collage of each of the media forms and how they influence audience, label each picture or collage with a description.
3. Describe the functions of the forms.
4. How can you be a responsible media arts student?
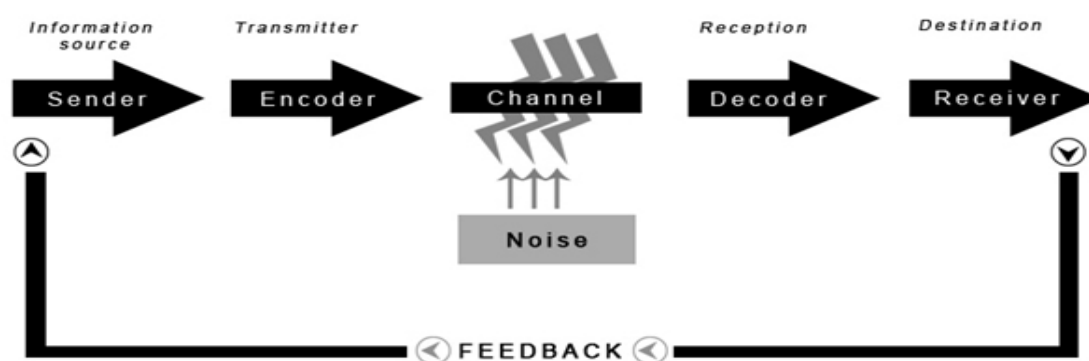

Basic Communication Model

In the 1940s political scientist and theorist Harold Laswell wrote about one of the earliest modern models of communication. It was in his theory that the channel or medium was first identified as a factor in the communication process.

In his model, he shows that a message is always sent because the sender (somebody) wants the receiver because he or she wants that receiver to do something (e.g. buy a product, follow the law, or wash the dishes). All messages have a purpose, so it is important that you are able to deliver your message as clearly and as efficiently as possible so that your receiver is able to do what you want him or her to do.

Developed in 1948 when Claude Shannon, the Mathematician, wrote an article "A Mathematical Theory of Communication" with Warren Weaver, the Scientist in *Bell System Technical Journal*. And it builds upon the concept established by Laswell about the channel.

The Shannon and Weaver model of communication brings new terms and further defines Laswell's concepts, but also introduces the concept of "noise" and "feedback". This model is said to be more technological than previous models of communication. According to his definition, communication has the following elements:

Shannon and Weaver model. From communicationtheory.org

Sender (Information Source) – It decides the information massage which must be transmitted. The message can be any part, idea, opinion, views, thoughts etc. A sender is a critical component in communication as his/her social background, personality status, education etc influence the quality of the message he/she creates.

The source/sender has three functions:
   a. To decide what is to be communicated
   b. Encoding (Put the idea in such a way that the receiver understands it, making words understandable to the receiver)
   c. Transmitting the message to the receiver

Example: In a musical performance, the singer is the sender as his message is enjoyed by the audience.

Encoder (Transmitter) – Sender uses machine to change/convert the information message into signals which is then transmitted to receiver.
   Note: For example- In cellphones the voice is converted into wave signals and it transmits through cables.

Noise - Noise, in the context of communication theories, is anything in the message that is unintended by the sender. Noise may be physical disturbances like environment, people, static, or other artifact which changes or affects the meaning of the transmitted message and also distorts the source.

Decoder (Receiver) – It is the opposite to the encoder who uses machine to change/convert the signal again into the message which can be understandable by the destination.

Destination- The destination of the message from sender who transmitted signal is decoded by the receiver. The end receiver, the consumer, the audience, or you as the listener.

Discussion on each of these elements with examples will give us more insight into the entire process of communication.

Practical Example of Shannon-Weaver model of Communication

Teacher discusses a lesson online "Biology is the study (noise/misinformation) of science" the internet lags or becomes choppy because of the slow internet connection the student misses out on parts of what the teacher said.

Sender: Teacher
Encoder: Computer
Channel: Internet
Noise: Choppy connection/ Internet lag/ Slow connection
Receiver: Student

Due to transmission error or noise, teacher is not able to transmit the message across properly due to the lag or connection problem. The noise affects the communication flow between them. The result is that the student may not get everything that the teacher sent in their message, or, because of the noise, there was more (unintended) content that was sent from sender to receiver (e.g. choppy message)

ACTIVITY

Give three (3) examples/situation on to show how you understand the Shannon-Weaver Communication models

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With numerous platforms available to us now, and with billions of messages being sent through media every day, it is important that we can critically and responsibly understand, consume, and produce these messages to make informed decisions. Image by Gerd Altmann.

What is Media Literacy?

Media are one of the powerful forces in our lives, especially for the youth. Music, TV, video games, magazines, and other media all influence how we see the world, and this is an influence that often begins in infancy. To be engaged and critical consumers of media products, it is important that young people develop skills and habits of media literacy.

These skills include being able to *access* media on a basic level, to *analyze* it in a critical way based on certain *key concepts,* to *evaluate* it based on that analysis and, reflect on how messages affect emotions or attitudes, finally, to *act on the message, whether to share an article and state your belief or creating your own campaign*. This process of learning media literacy skills is *media education*.

Being Media Literate

The word "literacy" describes the ability to read and write. In media we also do the same thing: we "read" and "write" media. How do we do this?

Just like in reading, we learn to recognize letters and words, and then begin to understand what these words mean and how placing them together in sentences

creates more meaning. In "reading" media we do the same thing as we recognize texts and images and how together they create messages and meanings.

By learning how to read, we then learn how to "write", and media literacy is the ability not just to understand a media message, but also to be able to create or "write" our own. This writing can be as simple as an assignment in school, or a social media post, or eventually a mass communication project such as a poster or film.

Media literacy is the ability to identify different types of media and understand the messages they are sending. With more experience, practice, readers and writers develop strong literacy skills. All media products share one thing: someone created it. It was created for a reason. Understanding that reason is the basis of media literacy. By understanding what prompted the creation of these media messages, you are now able to filter, dissect and define further.

Learning and having Media Literacy will help you,

- **Learn to think critically.** As you evaluate and understand media products, you decide whether the messages make sense, why pieces of information were included or not included, and what the core ideas or concepts of the message are. You learn to use examples to support your opinions. You ask yourself what makes this message important or not.

- **Become a smart consumer of products and information.** Media literacy helps you learn how to identify whether something is believable or not if something is true or false. It also helps you see or recognize "persuasive intent" or what a message is trying to tell you or make you do.

- **Recognize point of view.** Every media message creator has an agenda or point of view. Identifying or recognizing the author's point of view helps you understand or appreciate different perspectives, even if they do not match your own. Understanding point of view also allows you to contextualize information based on what you already know or do not know.

- **Create media responsibly.** In a world of social media and the ability to create your own messages for the world to see, it's important to also recognize that you have your own point of view. Media literacy means having the ability to

say what you want to say and how you want to say it, but understanding that your messages have an impact and an effect on the person reading it.

- **Identify the role of media in our culture.** Whether it's television, fashion magazines, memes, or films media is telling us something, it is shaping our understanding of the world, and even compels us to act or think in certain ways. Media influences. Media can change or shift mindsets, making you buy, do, or believe things because you were convinced.

- **Understand the author's goal.** What does the sender want you to do or understand from a media product? Is it purely information? Is it trying to change your mind, or is it introducing you to new ideas you have never heard of? When you understand what type of influence something has, you can make informed choices about what media messages you will respond to, or which you will reject.

Everyday we are bombarded by hundreds, if not thousands, of media messages. What are they and what do we do about them? Photo by Patrick Roque on Wikimedia CC-BY-SA

When you are learning media literacy, it is about studying the message, what the message contains, and what the message means to you. It is not necessarily what your parents or teachers may define as "right" or "wrong". In fact, the process should be more of an exchange of ideas and a conversation or discussion. By formulating your analysis and opinion of a media content you, your teacher or your parent will end up learning as much from each other as you would have building your own opinion on your own.

It is crucial that the study of Media Literacy is situated in real-life experiences, media, and media products. Discuss in the context of a film, an radio, magazine, or television advertisement, a viral meme from the internet, and popular video games. This should be a free-flowing lesson, meaning, there will be no right or wrong answer. You as the media art student is now learning to dissecting and analyzing the message. Media literacy means asking specific questions and supporting your opinions with examples.

Image by Gerd Altmann.

Principles of Media Literacy

Principle #1: All messages are created

This collage for a news article on community pantries was created. The photographs were taken, the collage was laid-out, and the news article was written; even the blogsite was created. Image from PinoyOFW Blog.

The message you receive through a medium is never the "original" message. It is "created" or transformed to a form that can be transmitted through the chosen channel.

Imagine a real-world event: Ana Patricia Non starting a community pantry in her neighborhood.

Depending on the channel, the way that people found out about this was through a *created* message. For example: an Instagram photograph and caption for social media, a news article for an online newspaper, a report for a TV news report, and a personal Facebook post by someone who volunteered.
Each of these forms all communicate the same event, but each one is different and they were created for their specific media channels.

Understanding this principle means that we understand that what we are seeing or hearing through media is not the original event but was created to be able to tell us about the event.

EXERCISE: using your mobile phone take a photograph of your pencil or notebook, after that, using simple graphics or photo editing apps, enhance or design your photograph to:

a. Sell the product in a bookstore
b. Use in a message to tell children to stay in school
c. A movie poster for a horror movie

Notice how the same photograph changed depending on the design you made? You created these different messages!

Principle #2: All messages use codes and conventions

Codes are the means in which messages are communicated, they include language, alphabet, and grammar. Receivers are able to understand messages by having the ability to "decode" the message; without the ability to decode (e.g. not knowing the language) the message cannot be understood by the receiver.

In the Middle East, where there are strict laws about what parts of the body may be seen in public, media products such as Taylor Swift's album cover had to be edited to cover up her legs and bare shoulders. In many countries the off-shoulder dress would be acceptable, but in the conventions of Saudi Arabia, it is not allowed.

Conventions, on the other hand, are the rules with which messages are delivered or codes are encoded. For example, in many cultures we read left-to-right (e.g. English, Filipino), while in others their convention is right-to-left (e.g. Japanese, Arabic); other conventions may also be used to communicate such as the meanings of colors, or the size of letters, or the use of numbers. These conventions must be accepted by both sender and receiver to properly communicate a message.

Understanding this principle means that as a communicator you know how to form messages that will be understood and properly received by your audience. As a message receiver, you also know gain the understanding that a sender will use certain tools and techniques to make you buy, listen, act, or believe their message.

> **EXERCISE:** take a selfie or a photograph of an object like a flower or pet. Using a photo editing app change the color, texture, or effect of the photograph using filters. Try these different moods:
>
> a. Scary/ horror
> b. Sad/ lonely
> c. Happy/ cheerful
>
> What colors or effects did you use to achieve those emotions? Why? What was it about these colors or effects that made the emotion come out?

Principle #3: People interpret messages differently

The goal of any sender is to make their message as understandable as possible, but as we had discussed, noise (anything in the message unintended by the sender) can affect the quality of the message being sent.

The same holds true for *how* a receiver interprets a message. A combination of factors can affect how a receiver interprets a message, these may include (but are not limited to): culture, upbringing, language/s known, nationality, race, age, or even gender. Text messages with no voice or tone can be interpreted in many ways, likewise the tone or voice of a message can say a lot about the intent of a sender even if the words or visuals seem to show otherwise.

How a receiver interprets a message can greatly affect how much or how little (or even how differently) the message is received. Understanding how your message is received or interpreted can help you anticipate potential miscommunications and disagreements.

Two fingers raised can mean:
 To a toddler: the number 2
 To an athlete: "victory"
 In sign language: the letter "V"
 To a hippie: "peace"

EXERCISE: do some quick research on different hand gestures from around the world, you'll be surprised how something we think is "ok" is actually very rude in other countries. In this exercise, draw or paste a photo of one (1) hand gesture or word that means two very different things in different cultures.

Culture 1	Gesture/ Word	Culture 2

Principle #4: All messages affect attitudes and behavior

All messages, regardless of shape, form, or content affect your attitude or behavior, the question is *by how much*.

The most obvious form of messaging that seeks to change or affect your attitude or behavior is advertising. Advertising is designed to make you do one thing: buy the product. It does not always succeed, but it doesn't have to each time, it just has to implant the thought in your mind that you "want" the product and when given the opportunity (e.g. at the store) you will hopefully make a purchase.

Not all messages have to cause a big behavioral change. Even ignoring a message or a "seen zone" is still a reaction and behavioral response to a message. Your political views on social media, for example, is an attitude response also since you choose to believe or not believe something on a media platform. Other ways attitudes are affected may include how you think of a subject – let's say English, or Math – why do you like/ dislike it? It's probably the way the subject is taught, or the teacher, or maybe the textbook, or it could simply be that someone *told* you that the subject was hard!

Understanding this key principle of media is important because at its very core it means that "words have power" – and any message placed on a media platform has the power to affect the receiver.

EXERCISE: Using the clipart below as the central image, create a poster advocating or communicating something to Grade 7 students. You may choose what you want the poster to say or how it will say it, as long as the central image is the image below!

Principle #5: All messages have economic or political power

This is probably one of the most crucial principles, the concept of economic or political power. Economic power relates to money or resources, while political power relates to structures of dominance, subservience, and control.

Obviously, advertising messages are primarily economic in nature; they want you to buy a product. But it is not always just in advertising, a radio program in English, for instance is supposed to appeal to a more "upscale" audience, while programs in Filipino are more for "masa" audiences. If you will notice the products that advertise during these radio shows you will also notice how more expensive or upscale products are advertised during the English shows, while cheaper or more mass-based essentials are advertised during Filipino shows.

On the aspect of political power, this is not about political ads or government actions, it's about establishing or taking down ways in which society is structured or controlled. In film, for instance, there was a time when most leading roles went to "mestizos" or actors that were fairer skinned and looked to have European lineage, while many "bakya" or "poor" roles went to darker skinned actors or those that looked more "probinsyano". These are political messages that communicate that the whiter your skin the better your station in life; this is also the message of the numerous whitening products available in stores. Other politics that are trying to gain your support or influence your outlook can include: gender, race, nationality, or the definition of beauty (e.g. straight hair vs. curly hair), among many others.

All message senders have an agenda, they all have something to say or establish in terms of power or dominance. Even your mother sending a text message for you to come home, is establishing her dominance over you (political power). By understanding how messages establish control, you will be able to better prepare yourself or critically evaluate media messages for what they are both *trying* to say and what they are *not* trying to say.

These are two shampoo ads but notice how different they are. One uses more traditional celebrities to promote their brand, glowing straight hair, perfect skin, and mestiza features: which they use to define what is "ideal" and "beautiful". The other one specifically chose "normal" people with different races, skin tones, and hair styles to communicate how their product is "for everybody". Images from Palmolive and Dove.

EXERCISE: go through an old or new magazine, make a count of the different kinds of ads that are present in the magazine. Count how many total ads there are and how many are:

a. Portraying women
b. Portraying men
c. Main figure is white/ Caucasian
d. Main figure is black/ African
e. Main figure is non-white or non-black
f. Male figure is fit and handsome
g. Female figure is sexy and beautiful

What is this data showing you? How much of the advertising is showing a preference or non-preference for certain types of people?

REFLECTION

ACTIVITY: Reflect on Filipino Christmas traditions. There is a ritual or repeated process of celebrating Christmas in the Philippines, what are these and how are they portrayed in media.

Answer the following questions:

1. Identify some of the practices you and your family experience during the Christmas season.

2. How similar or different is your celebration or practice from those of your friend/ classmate? In what ways are they the same? In what ways are they different?

3. Look for a Filipino Christmas advertisement on YouTube (tip: try soft drinks, hams, and pasta products). Compare how your celebration at home is the same or different from that portrayed on the ad.

4. Reflecting on the Principles above, how does this ad make you feel now? Explain what you're feeling in 3-5 sentences. Cite specific instances, if possible, of how the advertising made you feel a certain way.

APPLICATION

ACTIVITY: the Philippine Tatler wrote an article that (humorously) identified 5 traditions that are "very Filipino" and have helped define who we are as a people. Choose one of these 5 and create a presentation (powerpoint or canva) that you can show to your teacher.

1. Select one of the traditions (Karaoke, Bayanihan, Fiestas, Long Christmases, or Eating and Drinking)

2. On one slide of your presentation describe the tradition in 3-5 sentences, add 1-2 photos

3. On the next slide show 3-5 posters or ads portraying these traditions

4. On the next slide show 2-3 news articles or reports that talk about these traditions – you may include both good articles and those that discuss opposing views

5. On the next slide show how foreign websites, blogs, or articles talk about these traditions – again you may look for sites that criticize, question, or praise Filipinos for this practice.

This is the link to the Tatler article https://ph.asiatatler.com/life/five-filipino-traditions

NOTES TO THE USER

When creating or evaluating activities in this learning resource, you may use or refer to the rubric below as a guide. Please be conscious that our experiences with media can vary greatly due to factors such as age, geographic location, or even social status. Our grandparents may see or look to media as a source for entertainment and radio drama, our parents may refer to it for news and current affairs, while younger generations may only think of media as something that you play with or create content for.

Understanding that radio is much, much more than these individual elements, allows us to be more creative in developing content for media arts students that are relevant and responsive to an ever-changing world.

	Excellent 94-100	Very Good 87-93	Acceptable 79-86	For Improvement 70-78
Exploration Degree to which the learner "reaches out" and tries to experience and create art within his/ her surroundings	The learner showed that art and the production of art can have no limits; the learner found ways to create, experience, perceive, or see art in unexpected places or from unexpected sources. The learner he/ she is not limited by "what I have" but rather thinks "what else can I do?"	The learner showed that art and the production of art can have no limits; the learner found ways to create, experience, perceive, or see art in unexpected places or from unexpected sources. There was some evidence of "thinking out of the box"	The learner showed that art and the production of art can happen but that limitations will hinder the results. The learner produces the required outputs but does not find new or novel ways to execute the works.	The learner is hindered greatly by what he/she perceives as limitations. The works produced are ordinary, cliché, and poorly-thought. The learner does not find new or novel ways to execute the works and barely produces the required outputs
Insight Degree to which the learner sees, extracts, or perceives deeper and complex meanings in an artwork	The learner makes surprising insights. He/she sees or perceives meanings that indicate his/ her deeper reading and appreciation of the works analyzed	The learner makes very good insights as far as meanings and messages in the artwork. He/ she shows an ability to perceive more than what is physically visible in an artwork	The learner can interpret art and make inferences on possible meanings from the work. He/ she can perceive some deeper meanings, but most insights are shallow and superficial.	The learner makes shallow, superficial, or silly interpretations. There is no significant evidence of an attempt to derive or perceive meanings from the artworks analyzed

Reflexivity Degree to which the learner is able to reflect within his or her experience and to articulate this in the context of analyzing artworks	The learner makes perceptive or wise inferences about his or herself in the context of the artwork. The learner expands his or her reflection beyond the context of the artwork to make a statement on the human condition.	The learner makes perceptive or wise inferences about his or herself in the context of the artwork. The learner attempts to expand his or her reflection beyond the context of the artwork to make a statement on the human condition.	The learner makes shallow or expected inferences about his or herself in the context of the artwork. There is no statement or comment made about these inferences in the context of the human condition.	The learner makes shallow inferences about how a work affects him or her. No attempt is made to reflect beyond the self.

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