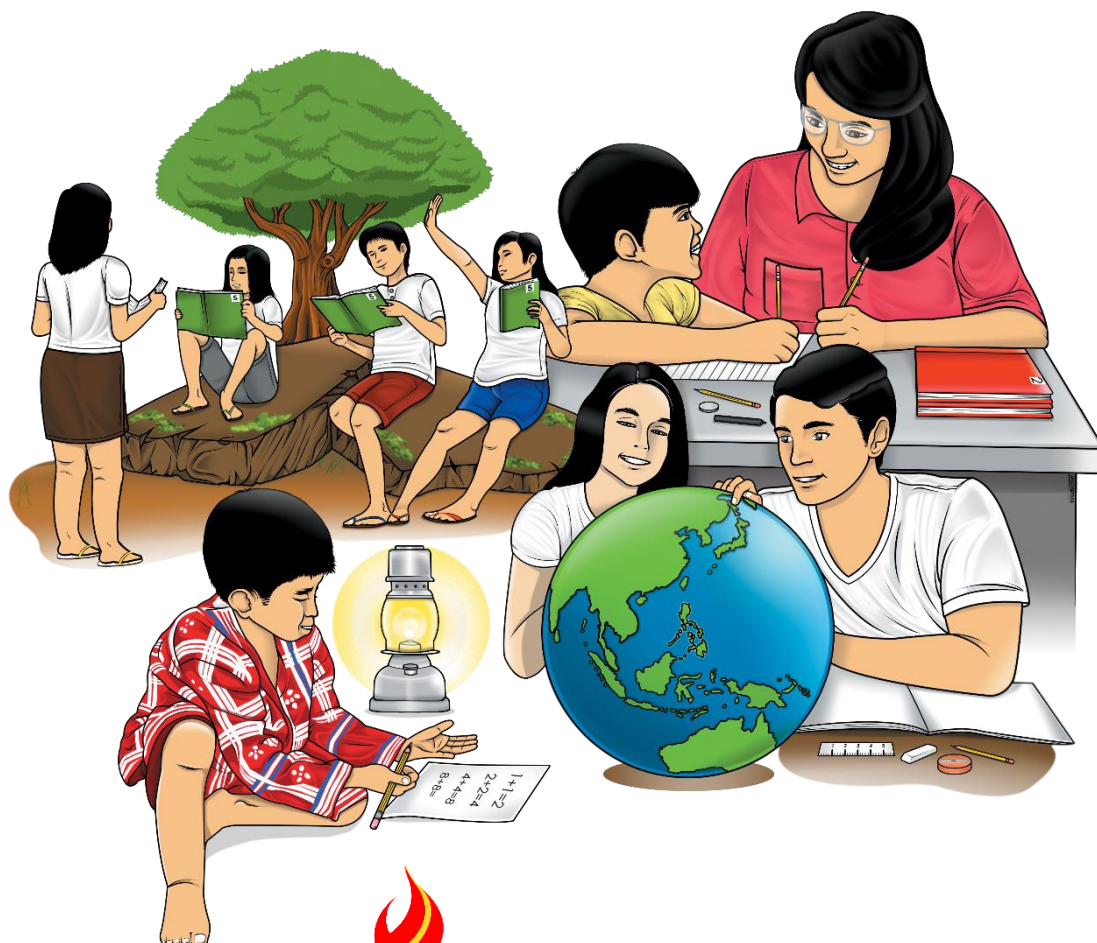


# Media and Information Literacy

## Quarter 2 – Module 3: Implications of Media and Information



**Media and Information Literacy**  
**Alternative Delivery Mode**  
**Quarter 2 – Module 3: Implications of Media and Information**  
**First Edition, 2020**

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# **Media and Information Literacy**

## **Quarter 2 – Module 3: Implications of Media and Information**

# Introductory Message

For the facilitator:

Welcome to the Media and Information Literacy – Grade 12 Alternative Delivery Mode (ADM) Module on Implications of Media and Information!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Media and Information Literacy – Grade 12 Alternative Delivery Mode (ADM) Module on Implications of Media and Information!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



***What I Can Do***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### **Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### **Additional Activities**

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### **Answer Key**

This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## ***What I Need to Know***

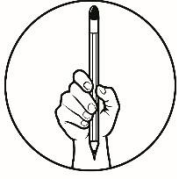
### **MOST ESSENTIAL LEARNING COMPETENCY**

Discuss the implication of media and information to an individual and the society

### **OBJECTIVES**

After going through this module, you are expected to:

1. Enumerate the implications of media and information;
2. Identify media content that reflects these implications;
3. Deduce the effects of media and information from various contents;
4. Make a personal assessment of one's engagement in media and how this engagement elicits personal change.



## ***What I Know***

True or False: Write True if the statement is a fact; otherwise, write False.

- \_\_\_\_\_ 1. The media force feeds information to unwilling receivers.
- \_\_\_\_\_ 2. Media and Information literate individuals enjoy an improved quality of life.
- \_\_\_\_\_ 3. Media and information literate individuals actively participate in politics.
- \_\_\_\_\_ 4. Only paid online content generates income.
- \_\_\_\_\_ 5. IT based jobs are needed in the media.
- \_\_\_\_\_ 6. Media and information have re-made the learning environment.
- \_\_\_\_\_ 7. Media and information literate individuals are in total disconnected to the world.
- \_\_\_\_\_ 8. Creation of jobs is the media's role in the economy.
- \_\_\_\_\_ 9. Critical thinking is a skill necessary to become a media and information literate individual.
- \_\_\_\_\_ 10. Communication between media and information literate individuals has become more complicated.



## Lesson

# 1

# Implications of Media and Information

In the previous lesson, we explored the current and future trends in media and information. We also expounded the idea that everything is in constant change, and this change is affected not just by media and information alone, but by how connected we are in the wide global network.

Media and information literacy is a transformative factor to the person who possesses it. This empowers people to be real agents of change in society. But then, can we consider ourselves as media and information literate? This, we will find out as we probe the identity of the media and information literate individual.



## ***What's In***

In 2016, a Broadway stage musical made waves for tackling sensitive issues regarding today's generation, including social anxiety, depression and suicide. This is entitled "Dear Evan Hansen" and tells the story of Evan, a teenager suffering social anxiety. You may view an excerpt of this musical through this link.

<https://www.youtube.com/watch?v=h9rf5wFq3zk>

Here are the lyrics of the song "Waving Through a Window." Take time to read it and think about how a person can feel left out in a world when everybody is practically connected by social media.

### **Waving Through a Window From "Dear Evan Hansen"**

I've learned to slam on the brake  
Before I even turn the key  
Before I make the mistake  
Before I lead with the worst of me

Give them no reason to stare  
No slipping up if you slip away  
So I got nothing to share  
No, I got nothing to say

Step out, step out of the sun  
If you keep getting burned



Retrieved from  
<https://upload.wikimedia.org/wikipedia/en/thumb/9/91/DearEvanposter.png/220px-DearEvanposter.png>

Step out, step out of the sun  
Because you've learned, because you've  
learned

On the outside, always looking in  
Will I ever be more than I've always  
been?

'Cause I'm tap, tap, tapping on the glass  
I'm waving through a window  
I try to speak, but nobody can hear  
So I wait around for an answer to  
appear  
While I'm watch, watch, watching  
people pass  
I'm waving through a window, oh  
Can anybody see, is anybody waving  
back at me?

We start with stars in our eyes  
We start believing that we belong  
But every sun doesn't rise  
And no one tells you where you went  
wrong

Step out, step out of the sun  
If you keep getting burned  
Step out, step out of the sun  
Because you've learned, because you've  
learned

On the outside, always looking in  
Will I ever be more than I've always  
been?  
'Cause I'm tap, tap, tapping on the glass  
Waving through a window  
I try to speak, but nobody can hear  
So I wait around for an answer to  
appear  
While I'm watch, watch, watching  
people pass

Waving through a window, oh  
Can anybody see, is anybody waving?

When you're falling in a forest and  
there's nobody around  
Do you ever really crash, or even make  
a sound?

When you're falling in a forest and  
there's nobody around  
Do you ever really crash, or even make  
a sound?

When you're falling in a forest and  
there's nobody around  
Do you ever really crash, or even make  
a sound?

When you're falling in a forest and  
there's nobody around  
Do you ever really crash, or even make  
a sound?

Did I even make a sound?

Did I even make a sound?

It's like I never made a sound

Will I ever make a sound?

On the outside, always looking in  
Will I ever be more than I've always  
been?

'Cause I'm tap, tap, tapping on the glass  
Waving through a window

I try to speak, but nobody can hear  
So I wait around for an answer to  
appear

While I'm watch, watch, watching  
people pass

Waving through a window, oh  
Can anybody see, is anybody waving  
back at me? (oh)

Is anybody waving?

Waving, waving, whoa-oh, whoa-oh



## ***What's New***

It is natural for teenagers to be technology savvy, but elderlies tinkering millennial gadgets is something unusual. Read these news articles about senior citizens engaged in digital technology and answer the questions that follow.

## 1. 'Lola Techie' urges senior citizens to be IT savvy

Tam Noda (The Philippine Star) - June 27, 2013 - 12:56pm

MANILA, Philippines - Local television personality Tessie "Lola Techie" Moreno is urging senior citizens to use information technology to spread their "elderly wisdom" especially among the young.

The Information and Communications Technology Office of the DOST (DOST-ICTO) has tapped Moreno to give talks to senior citizens in various barangays in Quezon City as part of the celebration of the national ICT Month 2013 with the theme "Inclusive ICT for a Smarter Philippines".

As part of its program, the DOST-ICTO through the National Computer Institute (NCI) is conducting basic computer literacy courses specifically designed for senior citizens. The program is focused on communication tools particularly social media, such as Facebook, Twitter, and Skype.



"Hipstamatic'12 - Gadgets" by koalazymonkey is licensed under CC BY-ND 2.0

Moreno, a 71-year-old grandmother, known for her role as a computer-savvy lola in a series of television commercials and viral videos with local telecom operator Bayantel, told the elderly on how they can improve their lives using IT as she shared her real life experiences in learning how to use technology, and how it has made her to be more productive despite learning how to use it at an advanced age.

In her talk, Moreno said that there is a next generation of the elderly who are catching up in the use of ICT.

"ICT can open up opportunities to enable us to use our collective elderly wisdom to contribute once more to society," Moreno said. "Through ICT, we can warn the new generation not to commit the same mistakes again as we did in our time, offer some solutions by actually showing them how, through our loving example, and advocate for reforms through social media, blogging and email campaigns."

For Lola Techie, the availability of "Skype" breaks the barrier of distance in talking face-to-face with her children and grandchildren.

Yet Google helps her in doing important researches. While Facebook and other social networking services like Twitter, Plurk and Multiply keep her connected with the digital world.

According to DOST-ICTO Undersecretary Louis Napoleon Casambre, by empowering the members of the society, ICT as a true enabler has given Filipinos the tools to realize their dreams and has helped them achieve financial independence.

## **2. San Pablo City's elderly trained on new tech gadgets**

By Saul Pa-a September 4, 2018, 5:17 pm

SAN PABLO CITY, Laguna – In the run-up to the special day celebration for Grandparents Day every second Sunday of September, a popular mall in this city is organizing its gadget literacy tutorial through the annual “Oldies but Techies” program for the elderly to keep them abreast with modern communication gadgets.

Evelyn Verzola, mall manager of SM City Pablo, told Philippine News Agency on Tuesday that their tutorial program, which started in 2011 as “High Tech si Lolo at Lola Ko,” is now dubbed “Oldies but Techies” to keep pace with the techie generation.

Verzola said the mall management has partnered with Power Mac in introducing and guiding the senior citizens on the latest apps and social media platform.

“We really want to make our grandparents feel welcome here in SM from the moment they enter our malls up until they leave, we want them to have memorable moments with their family and peers,” said Nina Wong, the mall public relations manager.

Wong said the city mall here is undertaking the modern communication apps literacy program for the elderly sector, which is implemented across all SM City supermalls nationwide as part of the SM Cares programs for senior citizens in partnership with their mall tenants.

“This techie learning program is only one of many services offered to the city’s senior citizens besides granting them free movie passes and other social programs such as free medical checkups, free eyeglasses and special flowers for them as well as to the marginalized and disadvantaged sectors,” she added.

The mall management said the techie learning sessions for the senior citizens are a way to spend more time with their family and their fellow elders and in recognition of their roles and contributions to society.

“They (senior citizens) deserve nothing less just as we honor mothers and fathers with special days we also dedicate a special day for them to show our

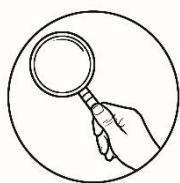
love and affection and this “techie” activity would certainly thrill them,” a maller remarked.

Another shopper also said: “magandang program ito kasi, lalong na pag buo ang pamilya sa mga techie communication gadgets ngayon tulad ng chats at mga posts at puede sila mag-games para di mainip (this is a good program as this brings the family closer using techie communication gadgets now like the chats and posts and they can also play games to while away the time).”

A computer instructor also commented that teaching the elderly how to operate gadgets bring them simple joys as they are delighted to tinker with the equipment they had not seen or used during their time.

Guide questions:

1. What are the benefits senior citizens get in learning new technology?
2. What can the new generation learn from the elders who are techie savvy?
3. How do modern communication gadgets bridge the generation gaps within the family?



## ***What is It***

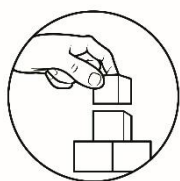
A senior high school student might ask why Media and Information Literacy becomes a core subject in the curriculum, while it could have been a specialized subject meant only for students who are inclined for further academic studies in communication and media arts. The reason is simple: every citizen must be media and information literate.

One of the proponents for this conclusion dates back to 2010, in the 3rd United Nations Alliance of Civilizations (UNAOC) Global Forum on May 2010 in Rio de Janeiro Brazil. In one of its thematic sessions focusing on the social impact of media literacy, media literacy was identified as “an empowerment tool that facilitates the active participation of citizens in the political process of contemporary societies.” MIL is considered as a platform for social inclusion, especially in the new digital environment, where the youth who are becoming more and more exposed to social media, are challenged to become more involved participants in their communities. Moreover, the new digital environment promotes a certain “participatory culture” that empowers individuals to get actively involved in democratic societies, thus enabling them to participate in social discourse and deeper dialogue with their communities.

Education is the key factor to inform societies about the implications of media and information literacy. Thus, UNESCO’s Teacher Training Curricula for media and

information literacy was highlighted as the new resource that identifies the core competencies and areas in general education associated with MIL. In 2010, discussions on MIL were not yet highlighted in exiting curricula for general education around the world. Therefore, the need educate people in this brand new perspective was seen as a much-needed course of action.

The end point of the 2010 Rio de Janeiro Forum was the identification of the attributes of media and information literacy: a necessary source for social inclusion, and a platform that facilitates the development of citizenship participation in pluralistic societies. All MIL initiatives, whether within or beyond the formal education settings were regarded as key elements for the promotion of intercultural dialogue.



## ***What's More***

### **Meant for a Better World**

UNESCO refers to Media and Information Literacy as the essential competency and skills that enables people to engage with media and other information providers effectively and develop critical thinking and life-long learning skills to socialize and become active citizens. Therefore, media and information literate individuals have improved the quality of life, show active participation in politics, promote economic opportunities, enjoy an improved learning environment and become a more cohesive social unit as an individual.

The following implications of media and information literacy is extracted from the “E-Learning Guide on Media and Information Literacy” available in <https://sites.google.com/>.

#### **Media and information improve quality of life**

Anyone can attest that life before is different than life today. The dawn of every age in history has always been brought by developments that change society’s way of life. From the stone age ushered by cavemen who developed stones as tools, to today’s information age brought about by media and information technologies, the change of era from then until now is prompted by the desire to make things better.

There is no denying the extent of how the media and information age has drastically improved the lives of people. Communication has been made easier. Information has become widely accessible. Conducting research has become more convenient. There

is entertainment content for everyone. Things that used to take time to long distance communication are now instantaneous. The cost of getting information is down from exorbitant to incredibly cheap – often even free. What was one for the select few, are now for everyone. All these and more are enjoyed by media literate individuals and prove just how much the quality of life has improved thanks to media and information.

### **Media and information for greater political participation**

The media and the government have a long-standing relationship in the field of public service. While the government serves the people by leading the nation towards progress, the media serve them by informing the public about subjects they need or want to know. Politics is a persisting media content, particularly in news.

Former President Benigno Aquino III once alluded that the Filipino people are his boss. Unlike bosses, however, not everyone has the time or resources to verify if those in the government serve the best interest of the Filipino people as a whole. So the media does this job for them. It is said that the media serves as the eyes and the ears of the masses in the government. Through media reports of government activities and issues, the publics are informed of the political affairs in the country and are further encouraged to take a more active role in the government.

### **Media and information promoting economic opportunities**

The media industry has grown in number in today's information age both in content and in the workforce. The open content contribution nature of the new media has made it possible for ordinary individuals to offer their materials for consumption often for free or at times for a cost. Typically, if online content is free but has gained popularity, advertisers will offer to buy digital ad space on a web page. Even YouTube, a free video host, pays video contributors if their videos get enough views or if their channels have a high subscriber rate. Paid content, on the other hand, creates direct revenue. Free or not, media and information give contributors a platform for earning additional income.

It is true that the influx of media offerings has led to the creation of more jobs in the media. Of course, if there is an increase in content, there's a need for more people to manage them. The convergence of various media platforms has created hybrid mediums that requires experts to run them. The persistent need to always be in the know has called for specialists to maintain the ubiquitous nature of media and information. New jobs like social media managers or multimedia specialists have been created because of this growth. Even IT based jobs which were once rarities in the media are now a necessity. As media and information grow, so does jobs that require media and information literate individuals and when jobs grow, so does the economy. Employment or the lack thereof persists as an economic problem in most developing countries like the Philippines. The media industry in the age of information plays a vital catalyst role to address that.



## **Media and information for improvement of learning environment**

Many believe that media and information have made learning easy, accessible and inexpensive. Which these are true, the improvement in the learning environment brought by media and information goes beyond convenience, availability and cost. Its true implication is that it made the learning an object of desire. For so long, the concept of learning has been a sore subject for many. This is not because everyone is just innately opposed to learning -in fact, the birth of the information age proves the exact opposite- but because the learning environment people were exposed to is simply unattractive. For so long learning has been perceived as a tedious yet necessary part of everyone/s lives. Learning in schools meant understanding – or at least attempting to- subjects for the sake of passing or getting good grades. One's education is given importance because it is pre-requisite to a good which is then equated to a good life. Traditional learning environments have caused people in general to lose appetite for knowledge. Luckily, media and information have cleansed society's palate and have reinvented learning.

Media does not force feed information to unwilling receivers; instead, media has made information sought after. By offering a wide variety of content through various platforms, there is information that would appeal to everyone. The media also made learning a choice instead of a necessary evil. After all, no one is commanded "google" a topic or enroll on a certain online course, people who do so chose to do it. Since the media is a source of information and information age is characterized by the abundance of data, media and information have been closely linked to the improvement of the learning environment in the present age. A media and information literate individual take advantage of this to further his or her lifelong learning process.

## **Media and Information individuals as more cohesive social units**

The concept of unit cohesion stems from a military concept of the bond soldiers have that makes them more effective in working together to complete a mission. Media and information literate individuals are said to be more cohesive social units than those who are not. By keeping them informed, as well as connecting them in ways that were not possible before, media and information literates becomes more cohesive social units. This creates a bond that does not only have relational implications but also creates societal impacts.

The media is said to have the power to affect social change. While this is true, it is not the media that does the heavy lifting to create change in society, it is the individuals in the society who developed a clamoring need for change because of media. The media and information literate individuals sharing that same goal, development would not occur.





## ***What I Have Learned***

One of the most iconic songs made for a movie is Justin Paul and Benj Pasek's "This Is Me" from the movie "The Greatest Showman" (2017). This has become an anthem during the time when diversity was the demand in many social institutions. Read the lyrics of the song. You may even sing along with a lyric video via YouTube, then answer the questions that follow:

### Guide Questions:

1. "This Is Me" is a musical interpretation of the cries of the marginalized, disenfranchised, the bullied and the outcast. Do you believe that this song does its work to promote social inclusion?
2. Search various interpretations of this song through different platforms. Which members of society are represented in the videos? If you do not have internet access, observe the picture of the cast of "The Greatest Showman" below and use it to help you answer this question.
3. Cite other media and information utilized to foster social inclusion in a pluralistic society.

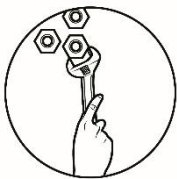


"Our dancer loves The Greatest Showman" by Bernie Goldbach is licensed under CC BY-NC-ND 2.0

## THIS IS ME

I am not a stranger to the dark  
Hide away, they say  
'Cause we don't want your broken parts  
I've learned to be ashamed of all my scars  
Run away, they say  
No one'll love you as you are  
But I won't let them break me down to dust  
I know that there's a place for us  
For we are glorious  
When the sharpest words wanna cut me down  
I'm gonna send a flood, gonna drown 'em out  
I am brave, I am bruised  
I am who I'm meant to be, this is me  
Look out 'cause here I come  
And I'm marching on to the beat I drum  
I'm not scared to be seen  
I make no apologies, this is me  
Oh-oh-oh-oh...  
Another round of bullets hits my skin  
Well, fire away 'cause today, I won't let the shame sink in  
We are bursting through the barricades and  
Reaching for the sun (we are warriors)

Yeah, that's what we've become  
I won't let them break me down to dust  
I know that there's a place for us  
For we are glorious  
When the sharpest words wanna cut me down  
I'm gonna send a flood, gonna drown 'em out  
I am brave, I am bruised  
I am who I'm meant to be, this is me  
Look out 'cause here I come  
And I'm marching on to the beat I drum  
I'm not scared to be seen  
I make no apologies, this is me  
Oh-oh-oh-oh...  
This is me  
And I know that I deserve your love  
There's nothing I'm not worthy of  
When the sharpest words wanna cut me down  
I'm gonna send a flood, gonna drown 'em out  
This is brave, this is bruised  
This is who I'm meant to be, this is me  
Look out 'cause here I come  
And I'm marching on to the beat I drum  
I'm not scared to be seen  
I make no apologies, this is me.



## ***What I Can Do***

### **Let's Compare Notes**

Let us look into how the implications of media and information are reflected in actual situations. Since I am a GenXer (a 1990's youth) and you belong to Generation Z (anyone born from 1997 onward, according to Dimock [2019]) let's try to compare notes. I'll tell you accounts during my youth when media and information educated me, and tell me yours based on the latest trends and news.

<b>Implications of Media and Information</b>	<b>GEN X Speaks (My Space)</b>	<b>GEN Z Speaks (Your Space)</b>
improves quality of life	In the 1980's and 1990's I enjoyed viewing commercials about innovative consumer products. Some TV shows would also include segments for indorsement of these products. These products include toothpaste the came on soft plastic tubes, calamansi-infused laundry soap, and my all-time favorite comfort food, instant pancit canton.	
promotes greater political participation	On February 1986, Jaime Cardinal Sin, then archbishop of Manila, urged Filipinos through radio to gather in EDSA in a move to oust the dictator. That began the People Power Revolution, known all over the world as the "first bloodless revolution in history."	
provides economic opportunities	Some TV shows were aired in order to help televiewers acquire skills for business. Some of these are "Tele-Aralan ng Kakayahan" (Channel 4) and "Negosiyete" (Channel 7). My fondness for handicrafts is influenced by these shows.	
improves learning environment	TV and <i>komiks</i> were my first non-human teachers. The TV show "Sesame Street" taught me English and a bit of Spanish, while "Kulit Bulilit" and "Batibot" exposed me to various Filipino cultures. "Funny Comics," on the other hand, taught me how to read. All these I learned even before I entered formal schooling.	
hones individuals	In 1994, we staged a play for the people of Canlubang, our	

as more cohesive social units	barangay which, at that time, was about to undergo a drastic change. Our stage play served as a celebration of our community's glorious past and preparation to what would happen next – the closure of the sugar industry and relocation of residents to name some.	
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## ***Assessment***

Here are 8 visual contents from the internet. Identify their implications to an individual or society. Choose from the following:

- A. improves quality of life
- B. promotes greater political participation
- C. provides economic opportunities
- D. improves learning environment
- E. hones individuals as more cohesive social units

Afterwards, support your choice using one or two sentences per content.



1

"Zone de Pakadjuma, Province de Kinshasa, RD Congo: Des mobilisateurs sociaux mettent en place des affiches sur les mesures clés pour éviter le choléra dans la zone de Pakadjuma touchée par l'épidémie de choléra." by MONUSCO is licensed under CC BY-SA 2.0

2

"Healthy Living Home" by DES Daughter is licensed under CC BY-NC-SA 2.0

3

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5

INFORMATION ARCHITECTURE  
(IA for short)

connects PEOPLE to the CONTENT they're looking for

...and links content to other content to make it more visible and easy to find.

...or even conversations...

...and other people

...the content people are looking for could be text, images, videos, whole documents...

IA also helps the people who create and maintain content do their job easier...

6

"ExplainIA Entry: Information Architecture Connects People to Content" by murdocke23 is licensed under CC BY-NC-SA 2.0

7

"941030-KMU 反GMA海报" by Lennon Ying-Dah Wong is licensed under CC BY-NC-ND 2.0

8

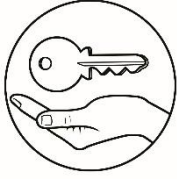
"Making Friends - Marketing Cartoon" by HubSpot is licensed under CC BY-NC-SA 2.0



## ***Additional Activities***

### **Reflection**

Is the song “This Is Me” still ringing in your ears? I hope you can share a bit of your story and tell how media and information change the way you look at yourself and how you see other people. A short 100-word essay will mean a lot.



## ***Answer Key***

**Assessment**

1. A  
2. A  
3. B  
4. D  
5. E  
6. C  
7. B  
8. E

Students' sentence-  
answers may vary.

**What I Know**

1. F  
2. T  
3. T  
4. F  
5. T  
6. T  
7. F  
8. F  
9. T  
10. F



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