LESSON PLAN

Explore how filter bubbles shape our perceptions of the world, representation, and identity in social media, film, and journalism.

Film and Media provides youth with knowledge and skills to explore a career in this field. Youth will consider how stories are represented in the media, taking into account diversity in representation as well as the misrepresentation of people and communities. They will consider this career as it relates to social justice issues from identity in social media, film and journalism to how film crews can reduce their carbon footprint. Youth also learn about eco-production and green production. This curriculum highlights key topics for anyone who wants to produce, star in, write or consume media.

About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

Objectives

By the end of this module, students will:

1. Understand the media's ability to shape the way we think.
2. Learn how media contributes to bias.
3. Understand the importance of 'filter bubbles', and diverse representation.

Warm-up

- Begin the class by asking students to share their favorite movies or TV shows and discuss why they enjoy them.
- Prompt them to think about the impact of these media on their lives and how they shape their perspectives.
- Present the scenario of being an aspiring filmmaker on the set of an action movie, as described in the content provided.
- Engage students in a discussion about the metaphor of the invisible strings and how film and media influence our lives.

Discussion

Facilitate a discussion on the influence and power of the film and media industries. Discuss the concepts of justice and sustainability in the context of these industries and the impact they can have on individuals and society.

You can use the following guiding questions to facilitate this discussion:

1. What do you understand by the influence and power of the film and media industries on individuals, communities, and society?
2. In the context of a career in film and media, how would you define justice and sustainability? How do these concepts relate to your potential future work?
3. How do you think the film and media industries can contribute to a more just and sustainable world? What actions or approaches can be taken to achieve this goal?

4. Do you believe that the stories we tell in film and media can build empathy and compassion? Can you think of any impactful examples that have achieved this?

5. On the other hand, have you come across instances where stories in film and media have created divisions or reinforced stereotypes? How can we mitigate such negative impacts?

6. When it comes to sustainability, how can the film and media industries be more conscientious about their environmental impact during production? Are there specific practices or technologies that could be adopted to reduce their ecological footprint?

7. What role do you see yourself playing in shaping a more just and sustainable film and media landscape? What actions can individuals take to drive positive change within the industry?

8. Are there any inspiring examples of films or media projects that align with the principles of justice and sustainability that you would like to see more of in the future?

Brainstorming Session

- Divide students into small groups. Assign each group a specific focus area related to media influence, such as representation, messaging, environmental impact, or storytelling.

- Provide paper, markers, and sticky notes to each group for note-taking and idea generation.

- Instruct each group to brainstorm ideas, solutions, and strategies for promoting justice and sustainability within their assigned focus area.

Idea Sharing

- Bring all participants back together and have each group present their key ideas and strategies to the rest of the participants.

- Facilitate a discussion after each presentation to gather feedback, ask clarifying questions, and encourage cross-collaboration between groups.

- Engage all students in a reflective discussion about the brainstorming session.
- Discuss the importance of taking individual and collective responsibility for promoting positive change in the media industry.
- Encourage students to identify specific actions they can take in their potential careers or personal lives to contribute to a more just and sustainable media landscape.

Filter Bubbles

- Ask each student to take a few minutes to individually reflect on their own media consumption habits and whether they have noticed the presence of filter bubbles in their online experiences.
- Encourage them to consider how their early interactions with media might have shaped their current information sources and perspectives.

Breaking Out of the Bubbles

- Divide students into small groups (3-5 members per group) to discuss their reflections on filter bubbles and share any personal insights they discovered.
- Facilitate a group discussion by asking questions like:
  - Have you noticed any specific patterns in the content you are exposed to on media platforms?
  - How do filter bubbles impact your understanding of the world and your ability to empathize with diverse perspectives?
- Bring the groups back together and present the concept of diverse and comprehensive representation in media.
- Discuss how diverse representation can help individuals break out of their filter bubbles and gain exposure to a wide array of perspectives and ideas.
- Encourage students to brainstorm ideas and strategies to promote diverse representation in media content creation and consumption.
- Write down these ideas on a poster or whiteboard for everyone to see.

Video: Youth Perspectives on Representation in Media

- Show students the video: "Youth Perspectives on Representation in Media."
- After the video, initiate a discussion about the importance of diverse representation in media.
- Ask students to reflect on the films and TV shows mentioned in the video and discuss their own experiences with representation.

Individual Reflection

- Instruct students to individually reflect on the video and write down their thoughts.
- Encourage them to think critically and provide examples from their own experiences.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Remember the movie set you imagined you were on at the beginning of this module? Well, now you get to be the director!
2. For this assignment, you are going to recreate part of a movie, television show, or social media post so that it promotes a more just and sustainable world. How could you rewrite the script, re-cast the characters, or the setting so it represents a wider array of experiences and perspectives?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Engage with diverse media sources.
2. Explore misrepresentations and dive into the concepts of truth, accuracy, and algorithms.

Introduction

- Begin the lesson by showing the cartoon outline of a phone with text in the middle.
- Ask students to reflect on the communities they live in and whether people in their community generally share the same opinions and ideas on most topics.
- Engage in a class discussion by asking questions such as:
    - Do most people in your community have the same perspectives?
    - Why do you think that is?
    - If people in your community disagree with one another, how do you explain that?

The Influence of Media on Communities

- Explain to students that our communities' exposure to and engagement with diverse media sources contribute to their opinions and perspectives.
- Show images representing diverse communities and discuss how limited information and filter bubbles can create echo chambers.
- Discuss the concept of popping the bubbles and introduce the idea that there are tools available to broaden our perspectives.
- Present various tools and strategies available to broaden perspectives and pop the filter bubbles, such as:
    - Following media sources with diverse viewpoints.
    - Engaging in respectful discussions with people who hold different opinions.

o Exploring news and articles from multiple sources to gain a comprehensive understanding of a topic.

o Encouraging media platforms to prioritize diverse representation in their algorithms.

Popping the Bubble

- Divide participants into small groups again and assign each group one of the tools or strategies presented before.
- Instruct each group to brainstorm practical ways to implement their assigned tool or strategy to pop the filter bubbles in their own lives.
- Allow each group to share their ideas with the larger group, promoting cross-learning and inspiration.

Accurate Representation of Communities

- Discuss the importance of accurately representing our own communities to dispel stereotypes and misconceptions.
- Show images representing diverse communities and ask students if they have ever encountered misrepresentations about their country or people.
- Encourage students to share their experiences and discuss how these misrepresentations differed from their lived experiences and how they felt about them.
- Introduce the concept of careers in media as a way to represent lived experiences and challenge mainstream media representations.
- Show images and provide an example of Shina Nova, an Indigenous content creator who uses her platform to educate and challenge stereotypes.

Becoming Journalists

- Explain that while content creation can happen at any time, journalism requires a specific course of study and involves sharing accurate and unbiased information.

- Present students the 5 principles outlined by the Ethical Journalist Network:
  - o Truth and Accuracy
  - o Independence
  - o Fairness and Impartiality
  - o Humanity
  - o Accountability
- Engage students in a discussion on how these principles contribute to building a more just and sustainable world.

Hacking the Algorithms

- Explain how individuals can work to change what they are shown in their media feeds.
- Show an image of numbers, letters, and symbols and explain that deliberately seeking information that challenges our existing beliefs can broaden our perspectives.
- Discuss the importance of exploring topics from different perspectives and introduce the idea of searching for information from countries with different governments and media outlets not typically sought out.

Videos From Global Youth Content Creators

- If time permits and resources are available, show videos from global youth content creators representing diverse topics and reporting styles.
- Encourage students to reflect on the different ways these topics are reported and the perspectives they offer.

Conclusion and Reflection

Summarize the key points discussed in the lesson, emphasizing the importance of media in reducing inequalities, dispelling stereotypes, and building a more just and sustainable world.

Ask students to reflect individually or in pairs on one key takeaway from the lesson and share their reflections with the class if time allows.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Choose your favorite social media or news media platform (Instagram, YouTube, TikTok, Facebook, BBC, Al-Jazeera, etc.). Now we want to try and "hack" the algorithm. On this platform, search for a topic you are passionate about, for example, mental health, animal rights, health care, representation, or climate change.
2. Write down the perspectives, voices, opinions, and ideas that are initially presented to you. Then, adjust your search words to include different parameters, for example "Mental health in [name a different country]," or "Healthcare and women".
3. Explain the different ways the topic is shared in different communities or countries, and across different news outlets and social media platforms.
    1. How does gaining these different perspectives help you?
    2. What questions do they raise for you?
    3. What would you want to add to expand the audience's perspective?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Explore the environmental impact of the media industry.
2. Reflect on different types of reporting on issues such as climate change.
3. Learn about the Green Production Guide, and eco-producers.

Introduction

- Begin the lesson by asking students to reflect on how much choice they have in what they pay attention to in the media.
- Explain that media coverage can shape perceptions and influence how people feel about certain issues.
- Introduce the concept of filter bubbles and explain how the media can highlight some aspects of a story while leaving others in the shadows.
- Show the video on shifting shadows in the media to provide a global perspective on this idea.

The Role of News Directors

- Discuss the role of News Directors in developing strategic plans for news stations and prioritizing news stories.
- Focus on the example of reporting on climate change and how the media's coverage can impact public perception.
- Show the graph illustrating the most used sources of climate change news and emphasize the responsibility of News Directors in shaping content.
- Engage students in a discussion on the potential biases and perspectives that can be present in media coverage and the importance of unbiased, empathetic, and accurate reporting.

United Nations Sustainable Development Goal 12

- Show the image of the United Nations Sustainable Development Goal 12, "Responsible Consumption and Production".
- Explain the goal's aim to encourage companies, including those in the film industry, to adopt sustainable practices.
- Engage students in a discussion on the importance of responsible consumption and production in achieving a just and sustainable world.
- Encourage students to brainstorm other ways the film industry can contribute to sustainability and justice.

Film and Media Careers for Justice and Sustainability

- Explain that a career in film and media offers opportunities to promote justice and sustainability.
- Discuss the various roles involved in film production, highlighting their potential environmental impact.
- Introduce the concept of an Eco Supervisor and their role in reducing waste on set and implementing sustainable practices.
- Show the image of the Green Production Guide and discuss sustainable alternatives in film production.
- Provide examples of sustainable practices implemented by film crews, such as the crew of the movie "1917" and their Albert Sustainable Production Certification.

Reflection and Discussion

Divide the class into small groups and provide them with discussion questions, such as:

1. How can media coverage on climate change be improved to promote justice and sustainability?
2. What sustainable practices can be implemented in film production to reduce environmental impact?

3. How can individuals in film and media careers promote justice and sustainability in their work?

Allow time for group discussions and then facilitate a whole-class discussion to share ideas and insights.

Conclusion

Summarize the key points discussed in the lesson, emphasizing the potential of film and media careers to contribute to a more just and sustainable world.

Encourage students to think about their own career aspirations and how they can incorporate principles of justice and sustainability into their chosen paths.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Compare two countries' media coverage of climate change, global hunger, pollution of the seas, etc.
2. Choose one of them or a world issue of your choice:
    1. How frequently is it mentioned in their media sources?
    2. Are there any celebrities/influencers that cover this topic?
    3. What is the emphasis put on this topic in each country?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Read about the skills needed for a future in the film and media industry.
2. Design goals in order to pursue a career in this field while attending to the importance of justice and sustainability.

Introduction

- Begin the lesson by engaging students in a discussion about their interests in the film and media industry.
- Ask students if they have ever thought about pursuing a career in this field and what roles they are familiar with.
- Explain that in today's lesson, they will explore different career paths within the film and media industry and consider the skills and knowledge required for each role.

Exploring Career Paths

- Display the list of career roles within the film and media industry on the whiteboard or chart paper.
- Go through each role briefly, explaining their responsibilities and contributions to the industry.
- Encourage students to take notes or ask questions about any roles they find interesting or want to learn more about.
- Emphasize that each role requires different skills and knowledge, and it's essential for students to identify their own strengths and preferred learning styles.

Understanding Personality and Learning Styles

- Explain the concept of personality assessments and their relevance in career exploration.
- Introduce the Myers-Briggs Type Indicator (MBTI) as one popular assessment.

- Show the image of the 16 personality types and explain how the four-letter code represents different aspects of personality (introversion/extroversion, intuition/sensing, thinking/feeling, judging/perceiving).
- Discuss a few examples of how certain personality types may align with specific careers within the film and media industry.
- Encourage students to reflect on their own personalities and how they may relate to the careers they find interesting.

Justice and Sustainability in the Industry

- Discuss the importance of justice and sustainability in the film and media industry.
- Explain the qualities and ways of being that contribute to a more just and sustainable world, such as leadership, giving credit to others, representation of diversity, and staying engaged in social discourses.
- Emphasize that regardless of the specific career path, all professionals in the industry can make an impact by promoting justice and sustainability in their work.

Reflection and Discussion

- Ask students to reflect on the career paths they explored and the qualities needed to make an impact in the industry.
- Facilitate a class discussion, allowing students to share their thoughts, ask questions, and express their aspirations.
- Encourage students to consider how they can align their career goals with promoting justice and sustainability in the film and media industry.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. No matter your interest in the film and media industry, you can still take action related to this field for a more just and sustainable world. Using the template below, create a SMARTIE Goal.

A Smartie Goal should be:

S - Specific: Reflects a concrete, definable goal that you seek to accomplish, connected to a broader values-based purpose. Guiding Questions: What specifically do you want to do? Is the purpose of your goal clear? What is your desired result?

M - Measurable: Includes clear measures that show whether the goal has been reached (in numbers or a measurable change). Guiding Questions: How will you measure your progress? How will you know when you have achieved your goal?

A - Ambitious: Challenging enough that reaching the goal will make a difference in people's lives. Guiding Questions: Is your goal aligned with the issue? Is your goal challenging enough? Is your goal meaningful and relevant? Why does your goal matter? What makes attaining this goal important?

R - Realistic: Something you can actually accomplish.Guiding Questions: Is this goal within your power to accomplish? Do you have the resources you need to accomplish your goal? Do you have access to the contacts, support, training, facilities, education, skills that your goal requires?

T - Time-bound: Includes clear deadlines. Guiding Questions: When exactly do you want to accomplish this goal? What time frame do you need to reach your goal? When will your goal be achieved and at what pace?

I - Inclusive: The goal brings people who are directly affected, particularly those most impacted, into reaching the goal. Guiding Questions: Are all the people affected accounted for in your goal? Does it bring in traditionally marginalized people? How can you make your goal be inclusive towards/positively impact people from marginalized groups? Is your goal taking a diverse universe into consideration?

E - Equitable: Seeks to address injustice, inequity, and oppression. Guiding Questions: Does it seek to address systemic injustice, inequity, or oppression? How can you adapt your goal so that it actively and intentionally seeks to promote equity and limit the disparity of access to resources? How can you make your goal purposefully seek to share power amongst groups?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.