

# Media Literacy and COP26

## Grade Levels:

Middle and High School (grades 6-12)

The lesson can be taught across grade and age levels by modifying the prompts and materials provided.

## Time Needed:

One 90-minute class period, plus some additional time beforehand for providing background information.

## Lesson Context/Summary:

In this stand-alone lesson, students will learn about and implement skills in media literacy, while also learning about the role of Indigenous activists at the COP25 conference. Students will do this by completing individual and partner work, as well as completing a short class presentation.

This is the perfect follow-on lesson to the LAll's lesson plan which introduces the COP26 conference.[\(available here\)](#).

## Common Core Standards:

Standards covered will vary depending on the grade level but will focus on the ELA – Speaking and Listening standards. Below is an example from an applicable 8<sup>th</sup> grade standard:

[CCSS.ELA-LITERACY.W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Essential Question (EQ):**

*How can media literacy help us learn about the role of Indigenous activists at the COP26 conference?*

### **Learning Objectives (LOs):**

Students will be able to explain the role of Indigenous activists who attended and protested at the COP 26 conferences, their demands, and the reasoning behind those demands.

Students will be able to define and explain the role of media literacy in the contemporary world.

### **Key Vocabulary Terms:**

Key vocabulary terms will vary depending on articles used in this lesson. Some general ones are listed below:

COP26

United Nations

Fossil fuels

Delegations

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### **Learning Activities:**

#### **Before the lesson - 15 minutes (can be extended depending on teacher preference)**

Provide students with background on the COP26 conference and the role of Indigenous activists at that conference. This information can take the form of this lesson the LAII has prepared ([available here](#)) direct instruction or in another form. See the resource list below for some content options.

Explain that, in the next lesson, students will read articles about the role of Indigenous activists at the COP26 conference. In order to prepare for that lesson, they will read an article before class.

*Differentiation: content from articles does not need to be in written form; videos, podcasts, photos, or other forms of media can be provided depending on student interests and levels. Some tools for adapting and differentiating written material are listed in this article by [Assistive Technology Tools and Resources](#).*

Divide students into groups of 3-4 people and provide each group with a printed copy or link to their assigned article. Ask them to read their article and fill out [this worksheet](#) in preparation for the next class. If needed, explain any specific vocabulary terms needed in order to comprehend the articles presented.

**Differentiation:** *students can work individually or with a partner if they prefer.*

Some suggested articles are below:

- [“Indigenous peoples had a clear vision for Cop26, but it has not been delivered”](#) - *The Guardian*
- [“‘A continuation of colonialism’: indigenous activists say their voices are missing at Cop26”](#) - *The Guardian*
- [“From the Amazon to COP26: indigenous people fight big oil in Glasgow”](#) - *Climate Tracker*
- [“Climate justice must include land rights: indigenous leaders at COP26”](#) *Climate Tracker*
- [“Combatting The Climate Crisis, Recognizing Indigenous Peoples Rights And Knowledge](#) - *International Indian Treaty Council*

## Opening - 10 minutes

When students enter the classroom, ask them to answer the lesson’s “Do Now” question: “*What was the COP26 conference? How did Indigenous activists take part in this conference?*”

After thinking time, students will be prompted to answer the question verbally or in writing (on paper or in the video call chat box).

The teacher will ask two students to share their answers with the class (one volunteer, one cold call).

Provide students with the learning objectives and road map for the lesson (“*What are we doing today and why is it important?*”):

- *Students will be able to explain the role of Indigenous activists who attended and protested at the COP 26 conferences, their demands, and the reasoning behind those demands.*
- *Students will be able to define and explain the role of media literacy in the contemporary world.*

Pause for questions.

### **Direct Instruction and Guided Practice (I Do and We Do) - 25 minutes**

Ask students “*what do you think of when you hear the term ‘media literacy’?*”. As students call out their answers, draw a [word map](#) on the board (or ask for a student volunteer). Summarize the terms used and provide a definition.

[Project this poster on the board.](#) Provide background on media literacy. Explain what it is and how one can be media literate. Ask students “*Why is it important to have media literacy skills? What could be a result of not having media literacy skills?*”. Summarize the answers given.

Then, project the infographic associated with [this article](#) from the BBC - “*COP26 delegates associated with fossil fuel industries outnumber national delegations*”. Ask students - “*what information does this infographic share and why is it important information?*”.

Then, guide students through the “who, why, what, how, who and who” questions listed [on the poster](#). Note: the infographic uses data from [Global Witness](#) as its source, so have information on that organization handy.

Explain that, in groups, students will now work to answer the “who, why, what, how, who and who” questions for the news article they read. They will then present this information to the class. Pass out one copy of the activity worksheet (see below) per group.

***Differentiation:*** *students may present the requested information in another form if they prefer. Examples include: written essay, private presentation to the teacher rather than to the class as a whole, pre-recorded presentation, video, etc.*

### **Partner Work (We Do) - 40 minutes**

Students work in groups to fill out the worksheet. While this is happening, circulate to check for understanding.

Once the worksheet is complete, each group takes turns presenting their article and their findings to the class. As each group presents, solicit questions from the audience (and ask questions of the group yourself) to deepen understanding. *Example: what can be done to mitigate any harm caused by this issue or the way it is presented in this media article?*

### **Independent Assessment (You Do) - 10 minutes**

Students will complete an independent writing activity. They will answer the following questions in written form.

- *What message was presented by your media article? Why do you think the information was presented in this way?*
- *Of the articles presented today, which article had the greatest impact on you? Why?*
- *How can media literacy help us learn about the role of Indigenous activists at the COP26 conference?*

**Differentiation:** *students may answer the questions in another form (presentation, drawing, etc.) or in a shortened form. Students may also work in groups to outline their answers before completing the assignment.*

### **Assessment [How will the educator determine students have achieved the EQ and LOs?]**

Teacher will determine student mastery by assessing their responses to the assessment assignment above.

### **Closure - 5 minutes**

At the end of class, the teacher brings the students back to ask the closing question – *How can media literacy help us learn about the role of Indigenous activists at the COP26 conference?*

To close, the teacher restates the learning objectives, provides extension resources if students wish to learn more, and answers any last questions.

### **Lesson Materials:**

Way of projecting maps and PDFs

[“Media Literacy!”](#) - National Association for Media Literacy Education

[“COP26: Fossil fuel industry has largest delegation at climate summit”](#) - BBC

Copies of [“News Story Analysis Worksheet”](#) - PBS

Copies of the media literacy worksheet below

Copies of or access to news articles regarding the role of Indigenous activists at the COP26 conference (see above for some examples)

### **Differentiation and Modification Options [*How can this lesson be modified to reach all students?*]:**

In addition to the below, see differentiation options included in the above lesson plan.

Content: see resources below and above for different forms of content.

Process: students can work individually or with a trusted partner on assignments if they prefer.

Product: students may provide their assessment work in a format that best suits them (PowerPoint, podcast, poster, writing, etc.).

Learning Environment: lessons can be provided in an in-person, virtual, or hybrid format using drawing software such as *Jamboard* or [MS Paint](#).

Extension resources: students may explore the resources provided below for extra content and evidence for their assessment work.

English Language Learners (ELLs): Vocab words defined in detail during direct instruction; can use notes in assessments; extended time.

IEPs and 504s; lessons can be modified in content, process, and product to reflect learning accommodations.

### **Acknowledgements:**

Thank you to the activists of global Indigenous origin and decent whose long history of global, national, and local advocacy and activism inspired this lesson plan.

This lesson plan incorporates resources from PBS, the BBC, Vocabulary.com, and the National Association for Media Literacy Education.

## Resources Specific to This Lesson Plan:

- UK COP26 - [Schools Pack: Resources](#)
- BBC - [UN Climate Change Conference \(COP26\) - Teaching Resources](#)
- WWF - [Our Climate Our Future: COP26 Video Library For Young People & Schools](#)
- [Our Climate Our Future - Global](#)
- AFT - [Teaching Climate Change](#)
- NEA - [Climate Change Education: Essential Information for Educators](#)

Name:

## Media Literacy Activity

Instructions:

Complete this worksheet using the article assigned to your group.

Our assigned article is (title and media source):

Summarize your article in 2-3 sentences:

Geophysical (Earth) Sounds	Biological (Plant and Animal) Sounds	Human Sounds
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