

CNN News Highlights — Media Literacy

1) consumer	2) poll	3) savvy	4) social media	5) viewpoints	6) word choice
-------------	---------	----------	-----------------	---------------	----------------

I think the big public media sources, there's so many of them, and they all have different _____, and it's hard to see which ones are true or not.

I thought it was very interesting to think about the _____ that people use and how it can influence your opinions.

When we _____ our students, we found that 75% of them get their information off of _____. How do you become a more _____ news _____? I'd like to say that my 14-year-olds are better at information gathering than their parents and their grandparents might be. The media lessons allow them to take that skill and then add to it.

1) a big deal	2) bias	3) credible	4) headlines	5) Lateral Reading	6) revenge
---------------	---------	-------------	--------------	--------------------	------------

We're gonna use something called _____ to help you figure out if what you're reading is _____ or not.

And if you find something that you think is trying to make you feel certain ways, even better.

I need to catch — wait a minute. Why am I feeling like this? Do I believe this? Or I just told somebody something happened, but did I even check that that actually happened, or that that's even _____ to me.

Like, why am I saying it's a big deal?

Tell me what words you see in these _____ that you think shows _____?

_____.

Ah, revenge.

1) conservative	2) critical lens	3) liberal	4) media literacy	5) take it down a notch	6) which side of the debate
-----------------	------------------	------------	-------------------	-------------------------	-----------------------------

So much of what we hear is you're attacking the other side or attacking the other person. _____ has absolutely nothing to do with _____ you're on. And I often say to my students, "I don't care if you are _____ or you are _____. It really doesn't make a difference to me. Whatever article you're choosing, I want you to be able to look at it from a _____ and really make a decision about whether or not this is a trustworthy article."

How else can I say it besides threatened? _____ for me — how do you state it factually?

You can have an opinion on either side, but you should be able to validate that opinion with a fact-based article.

1) detect	2) determine	3) flattering	4) impact	5) pair that	6) potential
-----------	--------------	---------------	-----------	--------------	--------------

Information literacy is going to give them those skills.

So is the photograph that's attached to that story _____, neutral or unflattering? What does that say about this? Whether or not we should trust this article.

You give them how to decide if something is credible, how to _____ bias, how to _____ if something is coming from a credible source. If you _____ with what they already do well, I think then you have the _____ to really see change.

I think it's important to have these classes at school because there are more people turning 18, and a lot of them are getting all of their information from social media, and I think that'll _____ how they vote and will impact the country as a result.

1) accurate	2) brilliant	3) media environment	4) post	5) reflect	6) research skills
-------------	--------------	----------------------	---------	------------	--------------------

We don't want to limit those _____ to just their school projects, because think about your own life. Like, we all have that aunt that wants to _____ things and the things that they're posting, maybe aren't 100% _____. We want to give our kids language to be able to speak to that, to say, hey, I was interested in that topic too. And I get some research and here are two other sites I found that talk about that topic differently.

That's giving the person that you're talking to the opportunity to _____ on what you said. Maybe read a little bit and not feel like you're attacking them, which I think is really dangerous in this

_____. These are kids that are going to go out and do _____ things. We need them to think about how they accept information in a smarter way, because I think that will change the way we all do.

Translation

我認為大型公共媒體來源很多，它們各有不同的觀點，很難分辨哪些是真的。我覺得思考人們使用的詞語選擇以及它們如何影響你的觀點非常有趣。當我們對學生進行調查時，我們發現有 75% 的學生從社交媒體獲取信息。你如何成為一個更精明的新聞消費者？我想說，我的 14 歲學生在信息收集方面比他們的父母和祖父母要好。媒體課程讓他們能夠掌握這項技能，然後加以應用。

我們將使用一種稱為橫向閱讀的方法來幫助你判斷你所讀的內容是否可信。如果你發現某些內容似乎在試圖讓你產生某種特定的感受，那就更好了。我需要停下來——等一下。為什麼我會有這種感覺？我相信這個嗎？或者我剛剛告訴某人發生了某事，但我有沒有檢查那事實上發生了，或者那對我來說是否真的重要。比如，為什麼我說那是件大事？告訴我，你在這些標題中看到哪些詞彙你認為顯示了偏見？復仇。啊，復仇。

我們聽到的許多內容都是你在攻擊對方或攻擊另一個人。媒體素養絕對與你站在辯論的哪一邊無關。我常對學生們說，“我不在乎你是保守還是自由。對我來說真的沒有差別。無論你選擇哪篇文章，我希望你能夠以批判性的視角去審視它，並真正決定這是否是一篇值得信賴的文章。”除了受到威脅，我還能怎麼說？為我放輕一點——你如何實事求是地陳述？你可以對任何一方有意見，但你應該能夠用基於事實的文章來證實那個觀點。

信息素養將賦予他們這些技能。那麼，附在那個故事上的照片是令人滿意的、中性的還是不滿意的？這對我們是否應該信任這篇文章意味著什麼？你告訴他們如何判斷某物是否可信，如何檢測偏見，如何確定某物是否來自可信來源。如果你將其與他們已經做得很好的事情結合起來，我認為那你就有可能真正看到變化。我認為在學校開設這些課程很重要，因為有更多人即將滿 18 歲，而且他們中的許多人都是從社交媒體獲取所有信息的，我認為這將影響他們的投票方式，進而影響國家。

我們不希望將這些研究技能僅限於他們的學校項目，因為想想你自己的生活。就像我們都有那位想發布東西的阿姨，而他們所發布的東西可能不是 100% 準確的。我們希望給我們的孩子一種語言，能夠對此發言，比如說，嘿，我也對那個話題感興趣。我做了一些研究，這裡有兩個其他網站，它們對那個話題有不同的談論。這就給了你與之交談的人一個機會來反思你所說的話。也許讀一點，而不覺得你在攻擊他們，這在當前的媒體環境中我認為非常危險。這些都是將要走出去做出傑出事情的孩子。我們需要他們更聰明地思考他們如何接受信息，因為我認為這將改變我們所有人的方式。



You can access this activity here:

<https://linguadox.com/2023/12/16/cnn-headline-news-media-literacy/>

Answers

1) consumer	2) poll	3) savvy	4) social media	5) viewpoints	6) word choice
-------------	---------	----------	-----------------	---------------	----------------

I think the big public media sources, there's so many of them, and they all have different 5) viewpoints, and it's hard to see which ones are true or not.

I thought it was very interesting to think about the 6) word choice that people use and how it can influence your opinions.

When we 2) poll our students, we found that 75% of them get their information off of 4) social media. How do you become a more 3) savvy news 1) consumer? I'd like to say that my 14-year-olds are better at information gathering than their parents and their grandparents might be. The media lessons allow them to take that skill and then add to it.

1) a big deal	2) bias	3) credible	4) headlines	5) Lateral Reading	6) revenge
---------------	---------	-------------	--------------	--------------------	------------

We're gonna use something called 5) Lateral Reading to help you figure out if what you're reading is 3) credible or not.

And if you find something that you think is trying to make you feel certain ways, even better.

I need to catch — wait a minute. Why am I feeling like this? Do I believe this? Or I just told somebody something happened, but did I even check that that actually happened, or that that's even 1) a big deal to me. Like, why am I saying it's a big deal?

Tell me what words you see in these 4) headlines that you think shows 2) bias?

6) Revenge.

Ah, revenge.

1) conservative	2) critical lens	3) liberal	4) media literacy	5) take it down a notch	6) which side of the debate
-----------------	------------------	------------	-------------------	-------------------------	-----------------------------

So much of what we hear is you're attacking the other side or attacking the other person. 4) Media literacy has absolutely nothing to do with 6) which side of the debate you're on. And I often say to my students, "I don't care if you are 1) conservative or you are 3) liberal. It really doesn't make a difference to me.

Whatever article you're choosing, I want you to be able to look at it from a 2) critical lens and really make a decision about whether or not this is a trustworthy article."

How else can I say it besides threatened? 5) Take it down a notch for me — how do you state it factually? You can have an opinion on either side, but you should be able to validate that opinion with a fact-based article.

1) detect	2) determine	3) flattering	4) impact	5) pair that	6) potential
-----------	--------------	---------------	-----------	--------------	--------------

Information literacy is going to give them those skills.

So is the photograph that's attached to that story 3) flattering, neutral or unflattering? What does that say about this? Whether or not we should trust this article.

You give them how to decide if something is credible, how to 1) detect bias, how to 2) determine if something is coming from a credible source. If you 5) pair that with what they already do well, I think then you have the 6) potential to really see change.

I think it's important to have these classes at school because there are more people turning 18, and a lot of them are getting all of their information from social media, and I think that'll 4) impact how they vote and will impact the country as a result.

1) accurate	2) brilliant	3) media environment	4) post	5) reflect	6) research skills
-------------	--------------	----------------------	---------	------------	--------------------

We don't want to limit those 6) research skills to just their school projects, because think about your own life. Like, we all have that aunt that wants to 4) post things and the things that they're posting, maybe aren't 100% 1) accurate. We want to give our kids language to be able to speak to that, to say, hey, I was interested in that topic too. And I get some research and here are two other sites I found that talk about that topic differently.

That's giving the person that you're talking to the opportunity to 5) reflect on what you said. Maybe read a little bit and not feel like you're attacking them, which I think is really dangerous in this 3) media environment. These are kids that are going to go out and do 2) brilliant things. We need them to think about how they accept information in a smarter way, because I think that will change the way we all do.