Media Analysis and Evaluation Project

**A. Name of Presenter:** Shannon Kelly

**B. Connection to the Curriculum:**

* **Curricular Area and Age:** Healthful Living – Health education, grades 3-5
* **Curricular Connections:** Other curricular [Essential Standards](http://www.dpi.state.nc.us/acre/standards/new-standards/)- Healthful Living- Health Education
  + 1. -“Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.” (3.MEH.2)

>Identify common sources for feelings of grief or loss (3.MEH.2.1)

>Summarize how to seek resources for assistance with feelings of grief or loss (3.MEH.2.2)

>Identify unique personal characteristics that contribute to positive mental health. (4.MEH.2.1)

\*Through the viewing of this video, students will learn about how real the situation of depression is, and how they can seek help if they need to, or how they can help their friends who may be going through something similar.

-“Understand healthy and effective interpersonal communication and relationships.” (3.ICR.1)

>Summarize qualities and benefits of a healthy relationship. (3.ICR.1.1)

>Plan how to show compassion for all living things and respect for other people’s property. (3.ICR.1.2)

>Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships. (3.ICR.1.5)

>Explain the importance of showing respect for self and respect and empathy for others. (4.ICR.1.1)

>Interpret facial expressions and posture to emotions and empathy. (4.ICR.1.3)

>Contrast healthy and unhealthy relationships. (4.ICR.1.6)

\*Students will learn the importance of healthy relationships, and how they can promote healthy relationships with the people in their life.

-“Understand help-seeking strategies for depression and mental disorders.” (5.MEH.2)

>Interpret feelings of depression and sadness as normal response to loss. (5.MEH.2.1)

>Summarize how to seek assistance from reliable resources for depression. (5.MEH.2.2)

\*Students will hopefully be affected by the intensity of this video, and be encouraged to really strive to fight against depression in their loved ones, as well as learning how to deal with it.

* [**Information and Technology Essential Standards Curriculum:**](http://www.dpi.state.nc.us/acre/standards/new-standards/#it)
  1. -“Apply criteria to determine appropriate information resources for specific topics and purposes.” (5.SI.1)

>Use various types of resources to gather information (including print and online media). (5.SI.1.1)

>Use relevant sources of information for an assigned task. (5.SI.1.2)

>Use reliable sources of information. (5.SI.1.3)

\*Students will be creating a product of their own, and must understand how to use media sources and technology in order to do so.

-“Use technology tools and skills to reinforce and extend classroom concepts and activities.” (5.TT.1)

>Use a variety of technology tools to gather data and information (5.TT.1.1)

\*Students will learn how to use technology to interpret the media and then to create media of their own.

* [**The NC Professional Teaching Standards:**](http://www1.appstate.edu/~goodmanj/2300/mediaanalysisevaluation/standardsteacher.pdf)

-Standard II: Teachers establish a respectful environment for a diverse population of students.

>Teachers treat students as individuals.

>Teachers embrace diversity in the school community and in the world.

\*Throughout the entire process, teachers will be unbiased and will be open and respectful to whatever their students or the friends of their students may be going through. They must understand diversity in order to understand where each student is coming from.

-Standard III: Teachers know the content they teach.

>Teachers align their instruction with the North Carolina Standard Course of Study.

>Teachers recognize the interconnectedness of content areas/disciplines.

>Teachers make instruction relevant to students.

\*Teachers must be aware of both the curricular connections and the technology curriculum in order to adequately teach students these concepts.

-Standard IV: Teachers facilitate learning for their students.

>Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

>Teachers plan instruction appropriate for their students.

>Teachers integrate and utilize technology in their instruction.

>Teachers help students develop critical thinking and problem-solving skills.

\*Teachers must really know the level that their students are at and the appropriate content to teach them.

**C. Title of Media You Will Analyze:** How to Save a Life YouTube video

**D. Type of Media:** Music video

**E. Media Materials:** <http://www.youtube.com/watch?v=cjVQ36NhbMk>

**F. Your analysis (may be done together if you work in pairs):**

**1. All media are constructions.**

1. What elements of construction do you see in this music video?
   1. The lyrics to the song, the characters shown throughout the video, and the words/phrases throughout all are elements of construction in this video.
2. What decisions do you think the director/producer of this music video made in the creation process of this video?
   1. I think the producer/director made the decision to not hold back in this video. The power within this video is immense, but may not have been that way had they held back any of the emotion.

**2. The media are commercial entities.**

1. Why do you think that anyone would pay to make a music video like this?
   1. I think this music video was created to really show people, old and young alike, the reality of death, and to hopefully get people to start acting questions and being proactive with their friends.
2. Who do you think the target audience for this music video is?
   1. I think the target audience for this video would have to be young, teenaged people. This age is a critical time for self-discovery and changes within teenage brains, and teens often struggle with appearance, bullying, and other similar problems. I think the producer of this video wanted to send awareness to people of those issues, so that teens can be there for their friends who may be struggling with some of these issues.

**3. Media communicate values and ideology.**

1. What is one of the values depicted by this video, and how do you think this affects the viewer?
   1. I think this video places great value on the importance of relationships. If anyone had ever lost someone they were close to, this video would affect them in an incredibly emotional and intense way.
2. What message does this video send about relationships between people, and how do you think this affect the viewers?
   1. I think this video sends the message that relationships with people are incredibly important, but that the can potentially be lost at any moment. I think people viewing this video would be affected in a way that inspires them to truly love the people in their lives as wholly as they possibly can. Because life is constantly changing, it is so important to show people how much they mean to you every single day, and to care for the people as unconditionally as is humanly possible.

**4. The media have social and political implications.**

1. How would viewing this video over and over affect the viewer?
   1. I think that the more times this video is viewed by an individual, the longer the message will stick. This video stuck in my mind after watching it just a few times, so I can be sure that watching it even more would make it even more of a reality for the people watching it.
2. How would the actions of people who see this video most likely change?
   1. I think that people who see this video would possibly become more intentional about showing others how much they care for them. Some of the words in the video that stuck out to me were, “listen, have faith, love, release the fear, surrender, talk to someone, open up, say goodbye, remember, let it go, cry, and forgive.” These words are incredibly powerful, and are great things for people who have lost someone or are trying to help out people who are struggling to do. Whether someone is affected by the depression themself, or is helping a friend or family member through it, these things are really crucial for everyone to do.

**5. Media forms are related to content.**

1. What is the format of this media, and how would the messages given by this video change if it were of some other format?
   1. The music video format of this piece of media is incredibly powerful. I think that if this piece of media were of a different form, it could still be just as powerful. The music is powerful, but a music video is not the only media format that could send across the powerful message.
2. How do the characteristics of this video affect the message that it sends?
   1. The musical component of this video certainly adds power and emotional intensity to this piece of media. Additionally, the photos of the different people who appear to be affected by suffering or loss are incredibly powerful as well. The words throughout the video also make it more intense, and really send the messages across in a powerful way.

**6. The media have aesthetic qualities.**

1. How is meaning constructed through the elements of music, editing, color, etc.?
   1. I think that the cool lighting of this music video definitely increase the intensity of it. Rather than warm, comforting colors, the cool colors make it that much more realistic and intense for the viewer. It gives the viewer strong feelings of emotion, so that they will be more likely to remember the experience of watching the video and the meaning that they got from it. The music and lyrics to the song also add to the meaning of the video, for they make up an intense story and hold strong emotion. The editing of the video with the different elements of symbolism adds incredible meaning also.

**7. Audiences are involved in the process of creating meaning.**

1. How would current or past experiences affect the way a viewer interprets this music video?
   1. If someone has experience death or tragedy of a loved family member or friend in the past, this music video will likely bring back the strong emotions associated with that memory, and encourage them to continue to work to love other people in their life. For people who are currently experiencing tragedy or death, this video will be incredibly powerful to them, and will likely help them to understand how to deal with those issues.
2. How would age affect the interpretation of this video?
   1. I think that this video really hits home for people of our generation. These issues have become more common and more widely discussed in this generation, so I think the younger people of this generation would have a stronger connection to the video and the message it sends. Also, the connection of our generation to technology and the media, in general, would strengthen the importance of this video for them. I think older people would also understand the message from this video, but due to their disconnect from technology and less experience with the issues it addresses, the response would not be as strong.
3. How may different audiences interpret this video differently?
   1. I think that people who have never experienced death or loss may not have as strong of a reaction to this video, even though it will certainly instill the reality of this issue in their mind and hopefully cause them to take action with their loved ones. However, I think that people who have personal experience with this issue would be more likely to feel strong emotion while interpreting this video.
4. How could you send the same message that this video is sending through another form of media?
   1. Some other ways to send the message found in this music video would be poetry, a series of photographs, a collage, videos of people’s personal stories, and more.

**G. Possible Production Connection:**

Students will create some other form of media that uses some of the same characteristics found within this music video, including emotions, words, or whatever else they may find, but that is not a music video, that gets across a strong message like this video. The point of this is to really analyze the power of media, and how it can affect someone. Students should include aspects of positive, healthy relationships. Ideas could include, but are not limited to, a poster, a collage, a video, or really anything the student wants. The format is entirely up to them, but they must tie in the curriculum and usage of media.

**Product Front-** Shows positive expression of emotion and healthy relationships. Students will learn aspects of positive mental health and how those can positively affect lifestyle. Students will learn how to interpret facial emotions.



**Product Back-** Shows negative expression of emotion, which could lead to difficulty in relationships. Students can learn how to interpret emotions of depression or sadness through the production of this project. Students can talk about what people who are dealing with these negative emotions can do to get help.

