

## Lesson Outlines

### Lesson #5 (Media Analysis): Reading a Website

In this lesson, students learn to deconstruct a website (in this case, a website created by the Ontario Ministry of Health to promote active living), using the Media Triangle to guide questions and promote understanding of the intended audience and message.

The Media Triangle guiding questions for the lesson are:

#### Production

- *Who created this message? Why?*
- *Who benefits from this message?*

#### Audience

- *What is the purpose of the message and who is the audience?*
- *How closely does this message represent reality?*
- *What lifestyles, values, and points of view are represented or omitted?*

#### Text

- *What techniques are used to attract attention?*

Questions to prompt reflection and further discussion might include the following:

- *Are the messages on this website conveyed primarily using visuals, animations, sounds, or text?*
- *Where should this website be displayed for maximum exposure?*
- *What does the government hope the audience will do after visiting the website?*
- *How would you improve this website?*

#### What the Teacher Does:

##### Before

- Reviews with students the essential elements of a website (e.g., website URL and name, navigation, visuals, animations, sounds, interactivity, logos, text, slogans)
- Visits [www.pausetoplay.com](http://www.pausetoplay.com) with the whole class and has students predict the main purpose of the website.
- Makes connections between student responses and the website's URL, name, navigation, visuals, animations, sounds, interactivity, logos, text, slogans (see Appendix 17 for a sample think-aloud).
- Continues reading the website and providing think-aloud responses to the guiding questions.

#### What the Students Do:

- Make predictions about what the main purpose of the website might be.

*(continued)*

## Lesson Outlines – Continued

### What the Teacher Does:

#### During

- Asks students, working in pairs, to visit and analyse another website, chosen from a list of teacher-selected, government-sponsored, bookmarked websites, and to deconstruct the website using the *Text* side of the Media Triangle.

#### After

- Has students reflect on their learning by describing the strategies they used to read their website.
- Poses further questions to prompt reflection. Asks students to write their responses in their media logs.
- Uses the media-log entries to assess student learning.

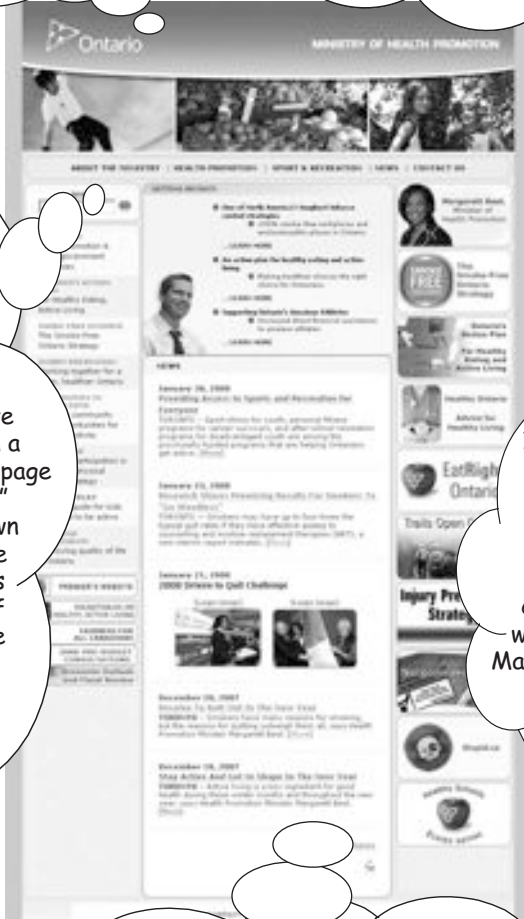
### What the Students Do:

- Work with partners to visit another government-sponsored website. With help from the guiding questions, examine the multiple messages on the site.
- In small groups, share their ideas. Reflect on their learning by writing media-log responses to question prompts.

Seeing the logo of the Ontario government makes me think this website is credible, but the government isn't identified in the URL. I'll need to check who created the website.

As I mouse over certain words, the website makes all sorts of noises. This feature makes me want to interact with the site and explore what's behind the hypertext. (reckon this technique appeals to a particular target audience: youth).

The Z-pattern:  
Readers typically scan a page of text by zig-zagging their eyes across the page from left to right until they reach the bottom. I can see here that the designers placed some important elements along the invisible lines tracing the Z. On the next page, my eye starts with the Ontario logo on a green banner and crosses the page to the green "pause to PLAY" icon. My eye then travels down to the left past the lacrosse and hockey players. My eyes scan to the bottom right of the screen, stopping at the jumping volleyball players and the words: **SERVING UP VOLLEYBALL** in a red and white CAPS font.



I think the government values sport activity. The slogan assumes that kids are using the computer instead, because it's saying, "Log off and play..." Yet the poster contains a website URL as a way to get more information. Maybe this poster is suggesting a balance of computer time and active living?

A variety of camera angles have been used in the photographs, but most are pointing upwards. This camera angle puts me right in the midst of the action of the sport being shown and invites me to get active. The slanted lines of the net and sideboards create a feeling of edginess and excitement. I notice this pattern in many "Active Living" posters. It is used to grab my attention.