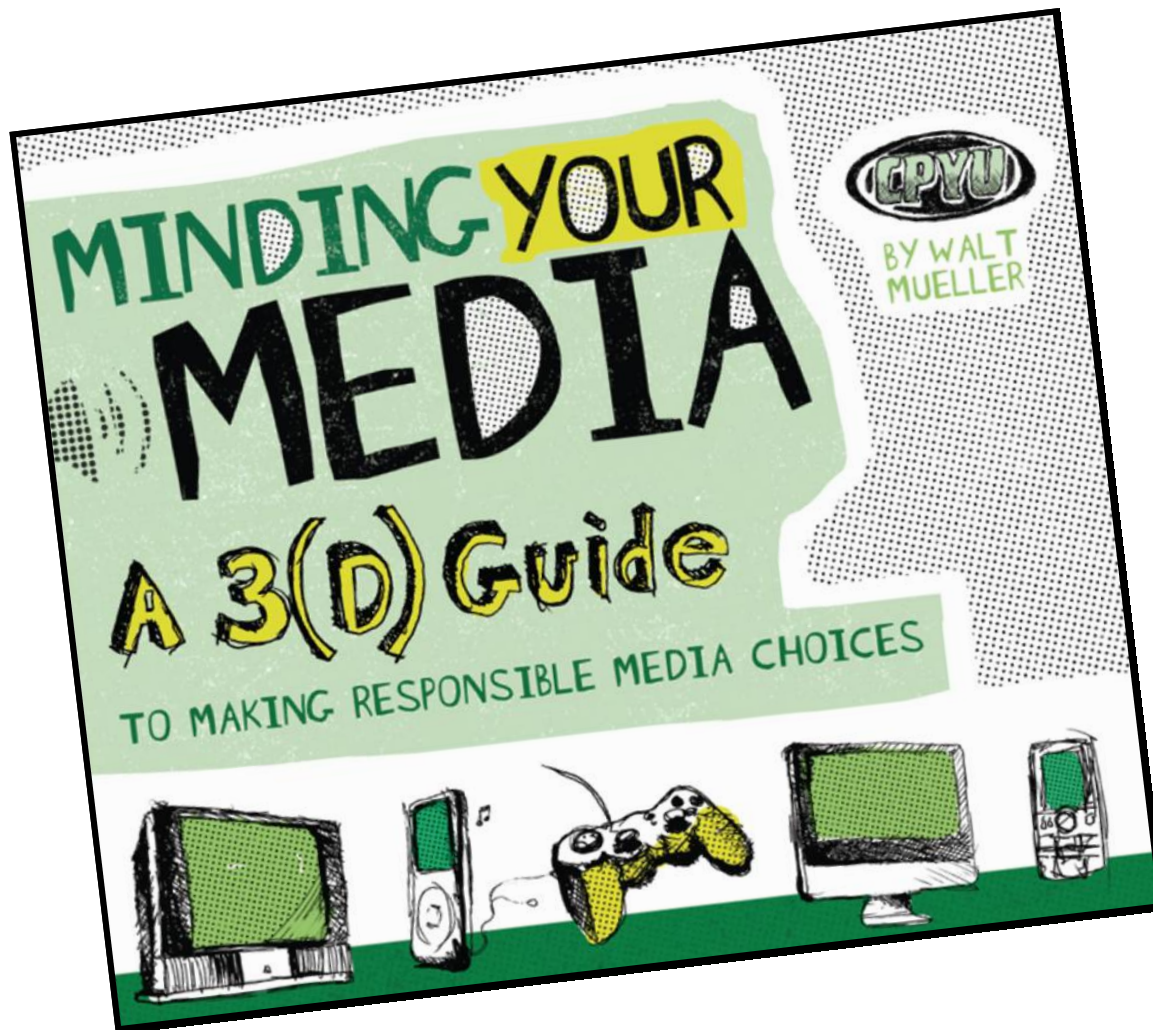


MINDING YOUR MEDIA:
A 3(D) GUIDE TO MAKING RESPONSIBLE MEDIA CHOICES

TEACHER'S GUIDE



*This Leader's Guide is written
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INTRODUCTION TO THE 3(D) GUIDE

Our students are growing up in a rapidly changing world. It's very different from the world where we spent our adolescent years. The frequent development of new media technologies has created a world where our students' lives are saturated by media. The growing variety of technologies, media types, and glut of media outlets have combined with the decline of institutions (the family, community, church, and school) that traditionally nurtured children and teens to create an environment where students are not only engaging with a greater amount of media, but where the media is shaping their values, attitudes, beliefs, behaviors, and character. **The most recent research indicates that the average 8 to 18 year-old is engaged in media use for about 6 ½ hours a day.** Many students have multiple media platforms in their bedrooms, creating a situation where as young as pre-school, kids are choosing and processing media messages without adult supervision or input. Some have labeled today's children and teens "Generation M(edia)." Students are using lots of media, and the media they are using is shaping who they are now, *and* who they will be as family members and citizens for the rest of their lives.

For the most part, parents and other adults have very little understanding of the media their children are using, that media's content, or that media's power to shape their child's life. Some parents and other adults choose to turn a blind eye to media, assuming that its content and influence are neutral. And, there are those parents and adults who forfeit their ability to influence their children by deeming media as dangerous, banning that media from their child's lives. Consequently, their children are never taught to engage with media in a positive, responsible, and thoughtful manner. **In today's media-dominated youth culture, media avoidance and ignorance invites irrelevance that can spell disaster as we seek to influence the children and teens under our care.**

***Minding Your Media: A 3(D) Guide to Making Responsible Media Choices* is a unique and easy-to-use tool that is designed to be employed by educators, parents, and community leaders to help you stay informed as to the media students are consuming, while helping those students become more media literate.** The *3(D)Guide* allows you to teach your students how to move from being "mindless consumers" of media, to an approach of "mindful critique" as they learn how to filter all media through the lens of the timeless virtues, or basic life standards that are marks of high personal and corporate character. Because teenagers are at a developmental stage where intellectual and cognitive abilities are taking shape, the *3(D) Guide* is a tool that allows teachers and other significant adults to walk alongside students as they begin to develop the ability to think for themselves. While many of us mistakenly continue to "think for" students as they pass through the teenage years on the road to adulthood, the *3(D) Guide* enables you to "think with" students about their media so that they will be equipped to launch into adulthood with the ability to "think for themselves" and engage with media for the rest of their lives in a responsible and thoughtful manner.

Statistics on students and media:

- See Walt Mueller's book, *Youth Culture 101* (Zondervan/Youth Specialties, 2007), Chapter 3—"Media: The New Face of Nurture."
- Visit The Center for Parent/Youth Understanding, www.cpyu.org
- See "Generation M—Media in the Lives of 8-18 Year-olds." <http://www.kff.org/entmedia/7251.cfm>

"Media literacy is the ability to access, analyze, evaluate, and produce communication in a variety of forms."

-Patricia Aufderheide, *National Conference on Media Literacy*, Conference Report (Wash. D.C.: Aspen Institute, 1993).

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WHO SHOULD USE THE 3(D) GUIDE?

Minding Your Media: A 3(D) Guide to Making Responsible Media Choices has been written for use with **adolescents in grades 6 through 12**. Middle and high school students are deeply immersed in media use. Consequently, they must be challenged to think critically about their media choices and habits in ways that foster positive character development, and a lifetime spent as productive, media-literate citizens.

WHERE SHOULD THE 3(D) GUIDE BE USED?

The *3(D) Guide* is designed for use in a variety of settings. **School Teachers** are encouraged to teach and use the *3(D) Guide* in a classroom or extracurricular setting. **School Districts** are encouraged to teach the 3(D) process to students' parents through parent education networks and **Parent/Teacher groups**. **Parents** are encouraged to use the *3(D) Guide* as the basis for discussion of media use in the home. The *3(D) guide* is not a "once-and-done" exercise. Rather, it is designed to be used on a regular ongoing basis with students as one element in a broader media literacy curriculum..

Suggested Settings for Using the 3(D) Guide in Schools

- School Classroom as part of the Curriculum — English, Civics, Media Studies, Social Studies, Health, etc.
- Small Discussion Groups
- School—Based Media Literacy Program
- Media/Film Club
- Parent/Teen Conversation
- Character Education Component
- Parent Education Component through Parent/Teacher Association
- At-Risk Student Education

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WHAT OBJECTIVES IS THE 3(D) GUIDE DESIGNED TO MEET?

- To undo and correct the long-standing and wide-spread bad habits of citizens who fail to apply virtue-based decision making to the media-component of their lives, by teaching the emerging generations how to interact critically and responsibly with their media.
- To teach and equip students with life-long skills of critical, virtue-based-thinking that allows them to engage with all media thoughtfully and responsibly as a developed second-nature habit.
- To give parents, counselors, teachers, administrators, and other adults insight into the media students choose to engage, while enabling a deepened understanding of that media's "maps"/messages regarding character formation, values, attitudes, beliefs, worldview, and behaviors.
- To create opportunities for teachers, counselors, administrators, parents, and other adults to interact with and influence students as they build relationships through mutual discussion and evaluation, thereby nurturing the character formation of those students in relationship to their media-use habits, tastes, and choices.
- To facilitate the opportunity for teachers, counselors, administrators, parents and other adults to "think with" their students.
- To offer an opportunity to influence students to learn, experience, and embrace principles of character and virtue which can be integrated into all of life, including their media choices.
- To offer an opportunity for adults to teach students how the basic life standards of virtue should bear on the topics, issues, and worldview elements portrayed and promoted in today's media, thereby offering students insight into how positive character development informs and shapes all matters of life in a timely and relevant matter. The *3(D) Guide* engages students in character education that helps them to compare the basic life standards and virtues with the issues raised in their media.
- To help teachers, counselors, administrators, parents, and other adults to gain insight into the hopes, cares, concerns, and struggles of students by facilitating discussion and understanding of the media that so often puts into pictures and words those things which students feel, but for which they cannot find words to use to express these things for themselves. In other words, the *3(D) Guide* will spark discussion that opens windows and doors into their world, thereby facilitating effective education that shapes lives and encourages responsible lifelong global citizenship.

Suggestion for Leaders:

You play a valuable supportive role as you encourage and help parents shape and form the character of their children and teens. Take the time to encourage parents to utilize the *3(D) Guide* with their children. By communicating the objectives of the *3(D) Guide* to parents, you will be encouraging them to assume greater responsibility for the positive character development of their children.

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WHAT CURRICULUM STANDARDS IS THE 3(D) GUIDE DESIGNED TO MEET?

Because each state functions with its own set of curriculum standards, we have endeavored to list general standards gleaned from a variety of sources, with the expectation that each district, school, and teacher will research their particular standards and adapt the use of this *3(D) Guide* to those standards. At the present time, some states do not have a media studies strand or standards in the curriculum. **Note: To access an up-to-date list of state curriculum standards visit www.medialiteracy.com/teaching_media.jsp.**

The general curriculum standards for *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices* include:

- Engage in the critical and thoughtful inquiry of mass media with special regard to issues of character and virtue as a foundation for such inquiry.
- Recognize that media messages are constructed for a specific purpose (entertain, inform, persuade, etc.).
- Evaluate and compare how media forms, content, and products are constructed for specific audiences.
- Analyze and evaluate the way one form of media influences other forms, both reflecting and responding to social and political climates of the times.
- Identify and discern between fact, fiction, and opinion in media messages.
- Recognize how all media influence individuals, groups, and society with special attention to the formation of character.
- Analyze point of view and embedded values in media messages.
- Analyze media's influence on social and cultural norms and their impact on individuals, groups, and communities.
- Evaluate the origin, authority, accuracy, bias, and distortion of information and ideas in the media.
- Knowledge and understanding of the commercial nature of media.
- Evaluate how individual and social experiences affect the creation and understanding of messages.
- Recognize their ethical responsibility to challenge harmful communication void of virtue as established on the foundation of the basic life standards.
- Recognize and respond to the effects of their media choices on themselves and others.
- Develop and adopt media literacy and evaluation skills that will inform them for life, shaping them into responsible and virtuous global citizens.

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WHAT ARE THE COMPONENTS OF THE 3(D) GUIDE?

The *3(D) Guide* contains two main components. It's important for teachers to familiarize themselves with these components before leading students through the 3(D) evaluation process. The first component is comprised of the **Core Realities** we must address if we hope to help students learn the life-long skill of thinking critically and responsibly about all media choices. The second component is comprised of the practical **Media Evaluation Steps** that we hope to teach and instill as second-nature skills.

Component One—The Core Realities

Core Reality #1 – Authority

Students are taught to understand that all their decisions are based on some authority. They are challenged to evaluate the authority or authorities they have been using as they make media choices and evaluations. They are challenged to consider and adopt a commitment to using the basic life standards (or virtues) as the foundational authority for their media choices and evaluation. This first Core Reality of Authority is addressed in the Introductory material found on pages 1 to 4 in *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. (Take some time now to read through and familiarize yourself with this content.)

Core Reality #2 – Worldview

Students are taught to understand that they have a worldview. In addition, they are taught that every media piece promotes a worldview. The concept of worldview is explained simply, and they are challenged to turn to the basic life standards as the foundation for a virtuous worldview. This second Core Reality of Worldview is addressed in the green box on the right hand side of page 4 of *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*, under the heading "More than Noise!" (Take some time now to read through and familiarize yourself with this content.)

Core Reality #3 – Media Use Habits

Students are taught to consider and evaluate their own media use habits, particularly the posture they have habitually come to assume as they've engaged with media throughout their lives. They are challenged to move from a posture of "mindless consumption," to consciously choosing to hold a life-long posture of "mindful critique." This third Core Reality of Media Use Habits is addressed in the green box on the right hand side of page 7 of *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*, under the heading "Your Media Use Habits." (Take some time now to read through and familiarize yourself with this content.)

Reminder to Leaders:

You may be tempted to skip over teaching The Core Realities and jump right into utilizing the media evaluation process. **Avoid the temptation!** It's crucial that your students be taught these necessary foundations *before* embarking on the process of media evaluation.

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Component Two—The 3(D) Media Evaluation Steps

Media Evaluation Step #1 – Discover

Students are taught how to listen critically to all types of media pieces, including film, advertising, television, music, music videos, games, web sites, etc. They are taught to filter what they see and hear through a series of questions designed to discover the message and worldview communicated in the media piece. This first Media Evaluation Step – Discover – is explained on pages 5 to 7 of *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. (Take some time now to read through and familiarize yourself with this content.)

Media Evaluation Step #2 – Discern

Students are taught to take what they've learned in the Discover step, and evaluate that in light of the basic life standards, paying particular attention to how the basic life standards speak to these attitudes, values, behaviors, beliefs, and worldview elements. During this step, students are involved in timely and relevant interaction which forces them to compare and contrast the virtues with the current cultural realities and messages of their world. We've included some additional content on Francis Schaeffer's four standards of artistic judgment that can be used as optional teaching material for students who want to go deeper in the discernment process. This second Media Evaluation Step – Discern – is explained on pages 8 and 9 of *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. (Take some time now to read through and familiarize yourself with this content.)

Media Evaluation Step #3 – Decide

Students are taught to make responsible character-based decisions regarding their media use, consumption, and habits. They are challenged to make decisions regarding the *entertainment value* of their media, and the *life-shaping value* of their media. This is the important application/action step in the process. This third Media Evaluation Step – Decide – is explained on page 10 of *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. (Take some time now to read through and familiarize yourself with this content.)

Helpful Media Literacy Websites For Educators:

- Visit the CPYU website at www.cpyu.org for a growing archive of sample 3(D) reviews.
- The Center for Media Literacy at www.medialit.org
- MediaLiteracy.com
- National Association for Media Literacy Education at www.amlainfo.org
- Media Education Foundation at www.mediaed.org
- Understand Media at www.understandmedia.com
- Media Awareness Network at www.media-awareness.ca

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USING THE 3(D) GUIDE—A STEP-BY-STEP GUIDE

Step One—Evaluate Your Students' Media Use Habits

Find out how important media really is in the lives of your students. It will be rather eye-opening! We suggest using our **free downloadable Media Survey** (available online at www.cpyu.org). This survey allows your students to anonymously answer questions related to all areas of media usage. Some of their answers may surprise you. Let them know that you intend to use the results to help you get to know them better, and to shape your future teaching. Feel free to modify our CPYU Media Survey in any way you see fit in order to meet your specific needs. Remember, your goal here is to get a clear picture of your students' media use.

Once your students have completed the surveys, take the time to tabulate the results, getting a big picture of what media your students are using, when they're using it, and their favorites. This information will be helpful to you in two ways. First, it will guide you in your choice of media pieces to evaluate with your students as you begin to instruct students in the 3(D) evaluation process. Second, it will be helpful as you lead their parents into an understanding of why you will be teaching them the 3(D) process.

The free downloadable CPYU Media Survey is available online in both .pdf and Word formats. If you would like to adapt and revise the survey to meet your specific needs, download the Media Survey in Word format and edit it as you see fit.

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Step Two—Parent Orientation

Chances are that the parents of your students are all over the place in terms of both their awareness of their child's media use habits, and their notion of what is appropriate or inappropriate for you to address in the classroom setting. It's important for you to inform parents of your plans for their children, telling them what you will be teaching. Give them a copy of *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. Explain the purpose and flow of the guide to them.

Once parents have been informed, you can encourage them to practice the 3(D) evaluation steps at home as they are the ones with the greatest influence in their child's life. Be sure to let them know that you are serving them in a secondary supporting role.

Be aware and prepared for some parents to balk at your plans for addressing these matters in the classroom setting, challenging you because of their understanding or misunderstanding of what their children have already been exposed to media-wise. In addition, some may not want you to take on this task for fear of their children being exposed to media and messages they have never seen before. This is why you should take time in your parent orientation meeting to share the survey results with students' parents. It's advisable to offer them audio and/or visual examples of the media their children are using (ie, a music video from a favorite artist, a short sample of recorded radio from a favorite radio station, advertisements from a favorite magazine, etc.). You can also direct them to the CPYU website – www.cpyu.org – where they will find dozens of sample 3(D) reviews of recent films, television, music video, etc. In addition, they can use the regularly updated CPYU homepage—www.cpyu.org—as a gateway to the top music videos, film trailers, and best-seller lists.

Be sure that parents know that you are communicating this information to them because of your commitment to keep them informed, to partner with them, and to never usurp or undermine their parental authority and influence.

Reminder to Leaders:

Don't ever usurp or undermine the authority of parents. Keep them informed. Let them know when you will be teaching and what you will be teaching their students. Always give parents the opportunity to opt their students out of the process.

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Step Three—Training Your Students In The 3(D) Process

Choose a media piece to evaluate

Now you're ready to begin the training process with your class. Because training them in this process takes time and practice, it is best to start in a large group setting. Prior to your first class, choose a mainstream media piece, preferably a chart-topping music video. Music videos are easier to filter through the 3(D) process since the visual element gives you more to work with, and has the added benefit of catching the group's attention. Visit mtv.com and find out which music video is currently #1 on MTV. It is important not to judge the piece prior to filtering it through the 3(D) process.

Show and discuss the chosen media piece

Before you delve into the content of the 3D guide, show the media piece and invite discussion, asking students the following questions and any others you deem appropriate. Listen carefully to their answers and discussion as what they say will give you helpful insights into how they are currently processing and thinking about their media choices and preferences.

- Did *you* like it? Why? Why not?
- Was there a message? What was the message?
- Would *you* consider what you just saw and heard to be "good" or "bad?"
- What standards do *you* use to judge whether a media piece is "good" or "bad?"
- Do *you* think media shapes the way your peers look at and/or live their lives?
- Does it matter what we listen to or watch? Why? Why not?
- Do *you* think there are any standards that should guide your media use, habits, or preferences?
- If so, what would those standards be?

Suggestion:

Always begin your first training endeavor with a contemporary media piece that will be familiar to a large number of your students. We suggest using a current music video. Visit our homepage at www.cpyu.org or mtv.com to access the latest chart-topping music videos.

Remember:

You will be tempted to interject your opinions early on in the process, but don't. You want to get students talking and thinking about their media since most of them have never done this before. Listen to and respect their opinions even though you might not agree. You will have opportunity to steer them in the right direction later on in the evaluation process.

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Give each student a 3(D) guide

Give each student their own copy of CPYU's *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. Outline your objectives and goals for teaching them the process, letting them know that you will be depending on them to give their insights, and that this is sure to be lots of fun.

Explain the 3 Core Realities

This is where you will begin to build a foundation in your group for media evaluation. You can either highlight each of the 3 Core Realities by reading them aloud and summarizing them, followed by some discussion, or, you could go more in-depth in your teaching by using three separate classroom sessions to explain the 3 Core Realities, one class period for each.

While the *3(D) Guide* has been written to explain each of the 3 Core Realities in simple, straightforward, and understandable language, here are some suggestions on teaching each:

- **Core Reality #1 – Authority:** Spend some time, or even an entire class, discussing the concept of authority as presented on page 1 to 4 in the *3(D) Guide*. Explain how as responsible global citizens we should use the timeless basic life standards as our source of authority since they have been the basis for good and responsible citizenship in many societies over the course of history. Unfortunately, this may be an entirely new concept for your students. Today's teens often create their own ever-changing codes of morality based on their feelings or personal preferences, which is ultimately their authority. For many, the virtues of their childhood and parents are just one of many equally valid belief systems from which they choose. Teens often create their own fluid virtues and standards in a "smorgasbord" fashion by picking and choosing those elements of different systems they happen to like. Remember, today's teens generally conduct their lives based on the authority of their feelings, rather than on objective standards of virtue and character. **Note: the teacher should explain and illustrate each of the basic life standards listed on page 3 of the 3(D) Guide with historical and personal examples. Personal examples from one's life are most powerful, as they engage students to understand real-life dilemmas in a context of personal vulnerability. Today's students value and learn from authenticity. The teacher should prepare for this portion of the educational process, accumulating relevant illustrations through historical and personal inquiry.**

Need more 3(D) Guides?

You can order additional copies of CPYU's *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices* from our online resource center at www.cpyu.org, or by calling us at 1.800.807.CPYU

Remember:

Don't expect everyone in your class to accept the authority of the basic life standards. However, give them permission to question that authority while encouraging them to put it to the test as they embark on learning the process of 3(D) evaluation.

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- **Core Reality #2 – Worldview:** Discuss the concept of worldview as explained on page 4 of the *3(D) Guide*. Teens – or adults for that matter – usually have no idea that each of them has his or her own worldview that's been shaped by their family, culture, and experiences. Neither do they realize that all media pieces are presented from a distinct worldview, and that all media communicates and promotes worldview messages. Explain that we as responsible citizens must view the world through the lens of a virtue-based world and life view for society to function in healthy and positive ways.

Want to learn more about the virtues and character education in the classroom? Here are some suggested resources:

- *The Book of Virtues: A Treasury of Great Moral Stories*, by William J. Bennett, (Simon and Schuster, 1993).
- *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, by Thomas Lickona, (Bantam Books, 1991).
- *Discipline—A Problem Solving Approach: Using Class Meetings to Teach Problem Solving, Conflict Resolution, Character Education, Anger Management, and Bullying Prevention*, by Spencer Henry, (available online at www.shenrypie.com)
- Character Education Partnership—www.character.org
- Character Counts—www.charactercounts.org
- Center for the 4th & 5th R's—www.cortland.edu/character

- **Core Reality #3 – Media Use Habits:** Discuss the concept of Media Use Habits as explained on page 10 of the *3(D) Guide*. Ask them specifically about how they think their peers process media, how their parents process media, and how they process media. Let them know that you are going to challenge them as a group to move out of a posture of “mindless consumption” to one of “mindful critique.”

Teaching Suggestion:

There are a wealth of Internet resources related to the virtues. Do a Google search for “virtue” and “virtues” to discover helpful sites offering definitions and examples to utilize with students in the classroom setting.

Quote:

“Man becomes what he thinks about all day long.”

- Ralph Waldo Emerson

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Enlist The 3(D) Steps

You are now ready to walk your students through the 3(D) evaluation steps. Briefly explain the process, pointing students to the 3(D) steps – **Discover, Discern, Decide** - that are included in *Minding Your Media: A 3(D) Guide to Making Responsible Media Choices*. Tell them that the goal of this exercise is to get them to think consciously and critically about the media piece. The process is self-explanatory (in the 3(D) Guide) as you help the students **Discover** the messages and worldviews presented by the music, **Discern** by comparing the worldviews and messages in the music with the basic life standards, and finally, **Decide** what to do with the music in terms of their media diet.

Note: *It is important to work alongside the students, giving them the chance to come up with answers and evaluation on their own. Remember, you are there to think with - not for - your students. (This is important to remember as the goal of the process as enlisted repeatedly over time is to teach and train students by doing, preparing them for a lifetime of thinking critically for themselves). An important part of the 3(D) process is approaching the media as objectively and impartially as possible. For example, we all have preconceived notions about particular songs, bands, and styles of music that we need to leave behind. We should never go into the process with the idea that the 3(D) Guide will validate our personal opinions about a particular media piece. We can learn alongside the students.*

Prepare the students to watch the chosen media piece again. Tell the class that you are going to have them watch the media piece one more time. This time, you want them to pay special attention to the message that is being communicated. If you are using a music video (which we suggest is a great media form to use as you train your class), tell them to pay special attention to the song's lyrics and visuals. Remind them that they are to thoughtfully and carefully listen and watch in order to hear and see the underlying worldview of the media piece.

View the media piece again. Play the media piece one more time. When you are finished, ask the students if they would like to view it again in order to catch things they might have missed or to clarify what they saw. Repeated watching is helpful as with each viewing, new things are seen and heard.

Break into manageable groups. Since this is the first time walking your group through the 3(D) media evaluation process, you should facilitate and guide the process for the entire class, no matter how large or small. If your class is small enough, lead the discussion from the front. If your class is larger (20-plus students), you should still lead the process from the front, but you should have the group divide into smaller groups for discussion purposes so that all students have the opportunity to offer input and opinion.

Middle Schoolers and Media. . . .

While high school students will benefit greatly from learning and practicing the 3(D) evaluation method, *don't* wait until your students are in high school to teach them the process. Media use starts at a young age. Middle school students are at a great developmental point for teaching and practicing the 3(D) media evaluation method!

Remember. . . .

Because many students believe that adults see little or no good in teen media, go out of your way to look for and comment on media messages and portrayals that are positive and virtuous.

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Take Step 1: Discover

Now that you have watched the piece, either read or instruct the students to read (in their groups) the introductory paragraphs on page 5 in preparation to go through the Discovery questions listed in the *3(D) Guide* on pages 5 to 7. The students should endeavor to ask and discuss those questions that clearly apply to the lyrical and visual message of the media piece. Add additional questions when appropriate in order to help students gain a deeper understanding of the message of the media piece. It's a good idea to have someone record the results of your discussion on a white board or piece of paper as it will be helpful to have these available for reference during Step 2.

Take Step 2: Discern

Either read or instruct the students to read (in their groups) the explanatory paragraphs on page 8 so that they understand the Discern step. Guide the discussion in a way that evaluates what was discovered in Step 1 under the authority of the basic life standards, *not* the group members' personal feelings or opinions. You would be wise to prepare for this step by viewing and considering the discussion questions prior to working with the class. Together, students and teachers should search and discuss the basic life standards, looking together for answers to the worldview questions asked by the piece. Compare the basic life standards' answers with the media piece's answers to look for those worldview elements of the media piece that can be celebrated and affirmed because they are in line with the basic life standards, and those that should be challenged and corrected because they are in opposition to the basic life standards.

Take Step 3: Decide

Again, let the *3(D) Guide* steer your discussion (page 10). It is important to allow students to process what they've seen and heard without criticizing or reprimanding them for their choices or conclusions. If you think a student is off-base in their conclusions, ask the group to respond, or ask them all to "consider this," or "here's another position to consider." Always remember: teenagers are in process themselves. They are going through the developmental stage between childhood and adulthood. Don't expect them to accept those conclusions that may seem obvious to you. Remember, thinking critically and responsibly *with* them during this time is an important modeling step in their growth towards thinking critically and responsibly *for themselves*.

Optional Activity:

As a discernment option for older and more mature students, discuss the media piece and how it measures up in relation to Francis Schaeffer's four standards of judgment. Schaeffer's four standards are listed and explained on page 9 of the *3(D) Guide*.

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Step Four—Continue The 3(D) Process

Teaching students the 3(D) Guide media evaluation steps is not a once-and-done exercise. Because you are endeavoring to teach students to think critically and responsibly about media as a life-long second-nature skill, repetition is required. Because students are flooded with new media options each and every day, it is not unreasonable to walk students through the 3(D) Guide and steps on a regular basis. If we continue to make opportunities to think with students and consciously filter their media through this 3(D) process, it will eventually become second nature.

Here are some suggested ways to continue the process:

Regular Media Evaluation In The Classroom

To help students become more accustomed to the 3(D) process, you can schedule a regular classroom period each month or week where students bring in their music and other media. Separate into groups according to media interests and work through the 3(D) steps. For example, one small group might view and evaluate a music video. Another, a magazine. Others might view and discuss an advertisement, a film, a comic book, a television show, a video game, etc. While from time to time you should choose a media piece to evaluate together as a large group, it's also important to allow students the opportunity to evaluate their media favorites.

On Their Own

Assign your class some homework. Ask each of them to listen to a song or watch a music video at home and write out their own 3(D) Review (a growing archive of 3(D) Reviews is available online at www.cpyu.org). They can present their 3(D) reviews orally. After the presentation you may want to give other group members the chance to offer additional insights, opinions, and rebuttals. You might even want to set up more formal debates.

With Their Parents

Most adults have never been challenged or trained to think critically and responsibly about media. Challenge your students to enlist the 3(D) steps at home with their parents. When viewing media popular among youth, this allows parents an opportunity to interact with their students and go deeper in their understanding of their child's media. When viewing media popular among parents, this allows parents an opportunity to be trained and challenged by their own children, and to realize the importance of parental integrity along with their need to evaluate all *their* media choices.

Keys to Good Communication With Teens . . .

- Don't act like you have all the answers.
- Be sure to listen.
- Ask clarifying questions.
- Have the facts straight before disagreeing or defending your view.
- Don't get angry. Demonstrate patience.

Remember:

Media tends to influence gradually over time as students are repeatedly and cumulatively exposed to media portrayals and messages.