Media
Education

Guidance

MEDIA EDUCATION
GUIDANCE

Preschool education
Basic education (1st, 2nd and 3rd cycles)
Secondary Education

CREDITS

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INTRODUCTION

Media Education is an educational process that sets out to empower citizens to experience the 'communicational ecology' of today in a critical and interventionist spirit. It aims to harness the resources and opportunities that media and communication networks provide to enrich personal and social development, so that every person can live, learn and work with more quality. It involves addressing issues such as: conditions and opportunities to access technology equipment and applications; diversity and media use rules; ability to seek, assess and select relevant information, to critically analyse it and apply it significantly to the needs of everyday life; ability to communicate better with ourselves and others.

Citizens, as media consumers, are faced with ever-greater challenges due to the quantity and diversity of data and information, which requires increasingly accurate and sophisticated literacy levels in this area. In Portugal, as it happens in other countries of the European Union and the Organisation for Economic Cooperation and Development (OECD), Media Education should be regarded as lifelong education, a process for which education formal is a key step.

This document aims to propose a frame of reference for the pedagogical work on media education issues in preschool education and primary and secondary schooling, taking analogous documents from other countries as a reference, as well as the recent positions of European and international institutions. It is worth noting here Directive 2007/65/EC of the European Parliament and of the Council of 11 December 2007, concerning the engagement in television broadcasting activities (Recital 47); the Commission Recommendation of 20 August 2009 (Recitals 11 and 16); Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - A European approach to media literacy in the digital environment; Recommendation 1466 (2000) of the Parliamentary Assembly of the Council of Europe and the Grünwald Declaration on Media Education (UNESCO, 1982)[1]

The national documents considered included: Recommendation No. 6/2011 of the National Education Council on Education for Media Literacy[2]; the study commissioned and published by the Regulatory Authority for the Media, Media Education in Portugal: Experiences, Actors and Contexts, drafted by Manuel Pinto, Sara Pereira, Luis Pereira and Tiago Ferreira (2011); and Media Literacy - Braga Statement (2011).

The importance of Media Education in schools stems from the fact that children and young people are becoming more and more intensely identified as consumers and producers of media. They must therefore be equipped with the knowledge and skills for a well-informed consumption and understanding.

particularly considering the growing complexity of these resources and constexts in which the media emerge and develop.

Within the education system, pursuing Media Education will enable children and young people to take ownership of tools that equip them to use the potential of the media responsibly and alert them to the the dangers to which they may be exposed through them.

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1 To view the content of these documents we suggest you go to the Media Literacy site: http://www. literaciamediatica. pt/pt/documentos-de-referencia. Equally useful are these two works from UNESCO: *Media Education - A Kit for Teachers, Students, Parents and Professionals* (UNESCO, 2006); *Media and Information Literacy - Curriculum for Teachers* (UNESCO, 2011).

2 *Diário da República*, series 2, no. 250, of 30 December 2011.

The development of media literacy must be coordinated with all other forms of literacy, and there should be close coordination between the various thematic areas.

Media Education implies the ability to understand - or "read critically" - the media and the social and cultural processes through which images and representations of the world in which we live are presented, using different languages. Attention will naturally focus on the press, music, photography, comics, radio, television, advertising, film, video, video games - in both analogue and digital formats - but also for digital platforms and networks, mobile phones, tablets, smartphones and other forms of spreading and broadcasting messages.

"Reading [the media] critically" implies being able to recognise and value the content that contributes to the broadening of horizons, to understanding what is going on in the world, to welcoming the diversity of values and worldviews and to the construction of identities. It further involves the acquisition of processes of self-defence against the risks and threats, including those arising from the new media and social networks.

The media are not only the content and the technologies that convey and that, in some way, shape them. Understanding the media also requires looking beyond the screens (to see the professionals, the organisations, the editorial rationales and strategies, laws and regulations, etc.), as well as at users and consumers (what the latter do with the media, and their impact on people's lives and communities).

Known in some parts of the world (e.g. in Latin America) as Education for Communication or Educommunication, it also assumes mastery of the savvy use of the media to receive the information, the message of others, and to learn to establish active, critical forms of communication with them. Its starting point is the most basic realities and experiences of life, like the ability to and difficulty of establishing rewarding relationships with one another and the ultimate aim is to develop interaction and communication at all levels, from the interpersonal to the global, through group and organisational.

Media Education is understood here, in the wake of a number of other authors, as one of the processes (experienced in the family, at school, in peer groups, in communities...) that will empower individuals to become sensitive, active and responsible citizens. It can be said that this type of training, to the extent that it invests in enabling people to make smart choices, is a civic and political alternative to censorship and excessive regulation by the State.

Media Education also involves the acquisition of thinking skills and a critical spirit that facilitates communication via the media and, indeed, with the media: taking an informative role on matters of public interest; exercising the constitutional right of reply and rectification; and/or collaborating with the criticism, the applause, the suggestion and the proposal through individual initiatives or organised movements.

Media Education is not limited to (nor should it be confused with) the use of media in education, even if it can benefit from that use. Nor, by any means, should it be confused with the mere use of technology, whether old or new. It is necessary to dispel such misunderstandings.

Media Education involves making the media - not just the "traditional", but the new media, too - a subject for study, reflection and practice. And this is to be more savvy in their use; to critically understand their languages, messages and modes of operation; to shed light on the world that the screens conceal, which screens between us and the professionals, companies, and technologies.

Through the proposed route within the Media Education, the goal will be to achieve a high level of literacy with regard to communication and the media. This cultural and civic dimension inscribed in Education Literacy regarding the Media gives it a horizon that distinguishes it from Information Literacy, more focused on knowledge and skills relating to access, evaluation, ethical and effective use of data and information. But the concept of digital literacy is most commonly associated with the development of abilities and skills related to the understanding and effective use of technology - different types of hardware, software tools, the Internet and digital networks in general, as well as aspects related to the hypertext, interactive and multimedia languages. In any case, it is difficult, if not impossible, to develop digital literacy disconnected from information and the information phenomenon from the point of view of production, publication, presentation, access and use.

In the last decade, the United Nations Educational, Scientific and Cultural Organisation, (UNESCO) has made efforts to converge Media Education and Information Literacy, proposing the concept of Information Literacy and Media and highlighting the many common aspects and specifics of either tradition. In this process, UNESCO has given special emphasis to a facet that is, for Portugal, too, a critical point for the realisation and

practical interpretation of this Guidance - the training of teachers and educators[3]. Different actors have to be fully aware that without investment in this area many teachers are not going to feel equipped and confident to address a task that they can in fact see is important and necessary.

Curricular framework of Media Education Guidance

The angle for Schools to take in tackling and implementing Media Education will hardly involve unique, overly general initiatives; on the contrary, it will benefit from a wide-ranging methodology, since it is construed as a crosscutting and trans-disciplinary topic of education for citizenship.

Given the relevance of the promotion and implementation of Media Education, and taking into account the schooling context of children and young people, the Ministry of Education and Science joined the University of Minho's Communication and Society Research Centre[4], an institution with proven research work in this area, in preparing this Guidance, which should help schools with respect to Media Education.

This document is thus a set of guidelines for implementing Media Education in school and preschool. It can be used in a number of contexts if it is adapted, in full or in part, thus:

I - the cross-cutting aspect of Education for Citizenship, in the context of teaching and learning any subject or subject area, in the 1st, 2nd and 3rd cycles of basic education and in secondary education, and in the context of preschool education, taking into account the Curricular Guidance for Preschool Education in force;

II - the range of complementary curricular components in the 2nd and 3rd cycles of basic education, provided they have been created by the school, depending on the management of the time credit[5], as stipulated in Decree-Law 139/2012, of 5 July;

III – the extra subjects[6] of the 1st cycle of Basic Education, pursuant to Decree-Law 91/2013, of 10 July, which introduced amendments to Decree-Law 139/2012, of 5 July;

IV - the development of projects and activities whose purpose is to contribute to the personal and social preparation of the students, in coordination with the educational project of the School/School Cluster.

Organisation and structure of the Guidance

The organising scheme now proposed in this Guidance may, as part of Education for Citizenship, be adopted and adapted in different ways at the various levels and cycles of education and teaching. This Guidance takes into account both the scientific literature produced in this area of Media Education and the range of experiences that have been developed in Portugal, particularly in recent years. The Guidance has also tried to take into account the media and communications experience of children and adolescents in the conditions and contexts in which they gain such experience these days.

The approach taken by the Guidance sets out to be the most universal and inclusive possible. Otherwise, it would fall into reductionist positions such as those that restrict communication to the media, and the media to journalism; or into approaches that take the point of view of technology and subordinate its links with social life. This option turns out to make the operation of the rationale more complicated in that there are

3 f UNESCO (2011) *Media and information literacy: curriculum for teachers*, Paris (see: http://unesdoc.unesco.org/ images/0019/001929/192971e.pdf). A translation into Portuguese was published in Brazil in 2013, entitled *Alfabetização midiática e informacional: currículo para formação de professores*: http://unesdoc.unesco.org/images/0022/002204/220418por.pdf

4 http://www.comunicacao.uminho.pt/cecs/

5 The number of extra hours allocated to projects, as a result of school success.
6 Integrated activities promoting the development of transversal skills in citizenship education and ICT

numerous kinds of media considered, several of which converge with one another in digital networks and platforms, in addition to which they may be quite distinct from the angles of the approaches considered.

It is thus proposed to implement a progressive process, from preschool education up to basic and secondary levels, on a range of topics: 1. Communicating and informing; 2. Understanding the current world ; 3. Types of media; 4. ICT and screens; 5. Digital networks; 6. Entertainment and shows; 7. Advertising and brands; 8. Production and industry/Professionals and enterprises; 9. The Media as social construction; 10. Audiences and consumption; 11. Freedom and ethics, rights and duties; 12. We and the Media. Each of these topics covers sub-topics and goals.

Several objectives were included for each group of topics/sub-topics, the purpose being to give educators and teachers a benchmark as to what can be deemed more general or more specific, without prejudice to them being appropriate for the age group and the educational path of the children and young people.

The performance descriptors in each education and teaching level and cycle are also those deemed appropriate for the development stage and age group of the children and young people targeted. These descriptors include a set of areas of knowledge, abilities, attitudes/values and behaviours required to achieve the intended leavel of learning.

This Guidance also contains essential literature references and resources that can support the training and teaching activities in the cinematographic, videographic, sound, multimedia and other fields.

It is further considered that school libraries are an essential partner in Media Education and in the use of this Guidance, through initiatives - individual or collaborative – which could be developed in conjunction with either formal or informal learning.

1. TEN MAJOR PRINCIPLES FOR MEDIA EDUCATION

Generally speaking, Media Education is intended to get students to understand that:

1. As with the history course, people and societies experience the quality of the relationship that is established between them. This relationship in turn experiences the quality of communication (in the sense of sharing, listening, empathy, exchange of messages and gestures) and the quality of information (processed data that are exchanged and passed on).

2. The technology and processes of information and communication that have been developed over the course of human history, at the same time as they have shaped societies they have also been built up by them and appropriated and endowed with meaning, thereby responding to needs and anxieties and generating new dynamics and opportunities.

3. The Internet and especially the web, in its various developments, is presented not just as a new medium but also as an environment that enables different forms and levels of communication and information, from intra- and interpersonal and group communication to organisational and mass communication. Digital technology creates various possibilities, including those of interaction, intertextual circulation, combination of different media, and the creation and enhancement of memory.

4. What the media produce and make available to the public to some extent reflects the social reality, but it is always and above all, necessarily, an interpretation that reality. The interpretation does not have to be manipulation, but a way of seeing and stating, albeit guided by criteria of rigour and a search for truth. In this regard, it is often said that the media construct reality, in information, but also in fiction, entertainment, advertising and propaganda; not only in the media professionals, but also in self-media, in social media and social networks.

5. In a global world, information about what is happening around us is vital. Journalism is concerned with the present; not only with telling and reporting, but with setting contexts, interpreting, investigating, questioning,

choosing and checking. The constraints and challenges that journalism is subject to together with the changes that come from internal and external pressures have led to its role being questioned, though this role has been recognised as absolutely crucial for social life and for democracies.

6. The media neither exist nor function in the absence of society. This means that the interests, worldviews, traditions, identities and values that contextualise them play a fundamental role, whether as potential or as limiation. The same is true of the rules and laws set by the State or by autonomous institutions that may affect the performance of the organisations within the the media.

7. To understand the media we need to realise what people do with them; what practices, tastes and habits each of us cultivates in relation to them; how they engage with and interweave our lives; what places they occupy and the repecussions they prompt. For this we must observe and study the consumption and audiences, paying heed to the specifics of each socio-cultural and geographical context, the socio-economic and other factors.

8. The inequalities that are feature of society are inevitably condensed in the relationship with the media. Therefore, we also have to look at and understand the information and media ecosystem from the position of disadvantaged social groups, the outskirts and areas of poverty and places where access to the media and networks is more difficult. Unequal resources and circumstances can nurture new groups of the digitally excluded, even among those with access to the Internet.

9. As in the past, mastery of reading and writing skills has become a basic requirement for any citizen, and today these abilities extend to (and intersect with) new languages and forms of communication, requiring not only multiple literacies but the skills and resources that cross-cut these different literacies. Their learning is necessary both for the formation of critical, enlightened and reflective citizens, but also for the demands of everyday life, in terms of health, work, finance or relations with public services.

10. For all these reasons, information and media education has become an unavoidable aspect of the training of every individual and a path that, from family to school and other training bodies, must be encouraged and cultivated, so as to promote: media literacy, a life of greater dignity and more quality and an informed social and political participation.

2. TOPICS, GOALS AND LEARNING OUTCOMES

Table 1 - Topics, Sub-topics and Goals

TOPIC	SUB-TOPICS	GENERAL GOALS	SPECIFIC GOALS
1. Communicating and Informing	- Communication situations - Communication problems - History of communication - Communicating and informing - Information resources	To understand the phenomena of communication and information, their history, resources and issues.	- To understand what communicating is - To understand the nature of communication - To understand the rules of human communication - To be able to define the concept of information - To recognise what are sources of information - To recognise the selection and ranking of information - To recognise how information circulates - To realise that there is true information and false or distorted information, and know how to distinguish between them - To realise that information is quantifiable
2. Understanding the current world	- What is happening in the world - Journalism - Public life and opinion	To understand the relationship of the media with current world	- To distinguish public space from private space - To realise what globalisation is - To understand how globalisation curtails time and space - To realise the influence of the media on how we see the world
3. Types of Media	- Instrument and culture - Media languages - Access and use practices	To learn about and understand the different types and characteristics of the media.	- To understand what a medium is - To identify the characteristics and languages specific to the press, radio, television, cinema, and the new media (see point 4) - To realise how each medium is produced - To distinguish private ownership media from public ownership media The Press - To know a brief history of the press - To know about a newspaper - To know the characteristics of a front page - To know about and be able to identify the sections of a newspaper - To be able to identify the characteristics of various journalistic genres Radio and Television - To know a brief history of radio and television - To know the specific characteristics of radio and television - To know a radio and television channel - To know what directing and stage-setting are Cinema - To know a brief history of the cinema - To know the specific characteristics of cinematographic language - To identify the characteristics of cinema and its importance and influence on young people's lives

TOPIC	SUB-TOPICS	GENERAL GOALS	SPECIFIC GOALS
4. ICT and screens	- Technology - Information and communication technology - Types of screen - Multi-screen society	To understand the importance of the new media and information and communication technology.	- To know a brief history of ICT - To think about the uses of the Internet, mobile phones and videogames - To identify the main features of the Internet - To identify the pros and cons of the mobile phone - To reflect on the values spread by the different kinds of videogames - To know about problems caused by prolonged use of screens - To reflect on how ICT and screens have changed the form of relationships, with others, with time and with space
5. Digital Networks	- Living in a network/making a network - Risks of being entangled - Cyberbullying and Sexting	To know about and understand the functioning of the main social networks.	- To know about the main digital social networks - To understand their pros and cons - To discuss the phenomenon of cyberbullying and sexting and identify ways of tackling it
6. Entertainment and shows	- Business vs Creation - Heroes, stars, fans and cults - Promotional material (merchandising)	To know about and understand different kinds of entertainment.	- To know about entertainment, past and present - To know the history of leisure - To identify the main kinds of entertainment - To know what fame is and how a star is built up - To know what promotional material is (merchandising)
7. Advertising and brands	- Media and advertising - Arts of seduction	To understand the phenomenon of advertising.	- To understand what the consumer society is - To know about the rules of advertising and marketing - To know how a brand is built - To know about the elements in an advertising image - To know how to distinguish advertising from information - To know about the main advertising ploys - To recognise the role of advertising in mobilising social causes - To know how to identify situations where the media exploit product placement (in telelvision programmes, videogames,...)
8. Production and industry/ Professionals and enterprises	- Media enterprises and groups - Media Professionals	To know about the leading media businessmen and professionals	- To know which are the main media professionals - To realise how the media business works - To know what a media company or group is

Table 2 - Summary of Learning Outcomes by Topic

TOPIC	Learning outcomes
1. Communicating and Informing	Students understand the importance of communication and distinguish different ways of communicating They realise how information is seen and valued in and by society.
2. Understanding the current world	Students understand what is happening in the world and are interested in topical issues, at home and abroad. They distinguish public communication space from private space. They understand the phenomenon of globalisation.
3. Types of Media	Students identify different kinds of media, they characterise their main functions and understand their specific languages. They show an ability to analyse and critically interpret the media and their content and messages.
4. ICT and screens	Students understand the various uses of ICT in different contexts, for different purposes. They are able to exploit the potential of ICT to search and learn.
5. Digital Networks	Students identify different social networks and are aware of their various uses and impact on people's lives and relationships.
6. Entertainment and shows	Students understand the importance of entertainment and shows in people's lives and examine their place in the various media. They are aware of the industry surrounding entertainment and exploit some of its products. They understand the phenomenon of fans.
7. Advertising and brands	Students have grasped the objectives and functions of advertising and are able to identify and critically analyse the diversity of techniques used.
8. Production and industry/ professionals and enterprises	Students realise that the media are produced in certain social, cultural and economic contexts. Students understand how the issues of ownership and concentration of the media relate to the principles of democracy and freedom of expression. They explore the concept of editorial freedom and its importance to ensure the independence of the media (as to who owns and official or unofficial actors). The students become aware of the editorial charters of different media. Editorials
9. Audiences and Consumption	Students discover how people use the media in their lives and identify the diversity of uses and functions of the media. They are able to reflect on their own media practices and interpret them critically. They recognise the importance of the context (social, family) to receiving and interpreting messages/texts.
10. Freedom and ethics, rights and duties	Students realise that a more informed citizen is better prepared to make decisions and participate in a democratic society. Students understand freedom of expression as a fundamental human right, essential for critical thinking. Students identify cases where there are restrictions on freedom of expression.
11. The Media as social construction	Students explore representation, presence and silence in the media in general. They are able to identify stereotypes conveyed by the media. They identify bias and manipulation strategies. They understand that the editing process gives the text/message a certain meaning.
12. We and the Media	Students are encouraged to produce content, getting involved in a process to explore, plan and do. Students use different types of media to express their ideas, voices and opinions through a creative process. They produce different messages that present various perspectives and representations. Use the media as a platform for the expression of their citizenship. They identify the different channels and platforms that the media provide for the public to interact and participate and assess them critically.

TOPIC 1: COMMUNICATING AND INFORMING

SUB-TOPICS Communication situations | Communication problems | History of communication | Communicating and informing| The media

PRESCHOOL	1ST CYCLE	PERFORMANCE DESCRIPTORS 2ND CYCLE	3RD CYCLE	SECONDARY
- Learn to express ideas and feelings, listen to others and feel empathy - Feel free to express one opinion and listen to another - Learn that communication involves knowing how to listen to others - Understand what can disrupt the communication process - Learn to communicate an idea, an event, an opinion	- Learn the value and the importance of communicating - Be aware of the role of communication in everyday life and identify ways of communication - Learn to express ideas and feelings, listen to others and feel empathy - Reflect on how to communicate with others and learn that communication involves knowing how to listen to others - Learn to communicate an idea, an event, an opinion	- Value communication as a personal and social process - To know the etymological root of the word "communication" and words of the same family (from using a dictionary) - Inventory forms of communication in different social situations - Recognise languages and communication codes - Approximate and distinguish animal and human communication (search for, view and analyse shared videos) - Learn to express ideas and feelings, listen to others and feel empathy - Develop the ability to communicate an idea, an event, an opinion	- Discuss the role and importance of communication and information in everyday life - Learn to express ideas and feelings, listen to others and feel empathy - Develop the ability to communicate an idea, an event, an opinion - Develop the ability to discuss ideas, to defend views and to argue - Learn how to distinguish information, opinion and advertising texts - Learn to write texts for information purposes	- Discuss the role and importance of communication and information in everyday life - Learn to deal with excess information and remedy its lack - Learn detailed research and validation processes for information on the Internet - Learn to distinguish "good" from "bad" information - Understand the path of information yesterday and today (from information agencies to the bulletin and to the citizen-reporter's article) - Get to understand aspects of some theories of the media (agenda-setting, spiral of silence) and writings of the most relevant authors so as to develop a critical spirit

SUB-TOPICS

	PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
PERFORMANCE DESCRIPTORS		- Learn to discuss ideas, to defend views and to argue - Develop positive attitudes and respect for the interlocutors in a conversation or dialogue - Understand what can cause noise in a communication process and how to deal positively with the conflict - Identify means of communication and information	- Learn to discuss ideas, to defend views and to argue - Be able to identify difficulties in communicating and reasons for them, to represent some of these situations and discuss ways to overcome them - Understand what the function of an information text is		- Regard the cultural and intercultural issue as relevant to the effectiveness of communication - Identify the rationales of information production and possible inequalities in access

SUB-TOPICS What is happening in the world | Journalism | Public life and opinion

	PRESCHOOL	1ST CYCLE	PERFORMANCE DESCRIPTORS 2ND CYCLE	3RD CYCLE	SECONDARY
	- Be alert to what is going on around them - Talk about current world events, from the closest (family, school, neighbourhood, locality) to those furthest away - Express their view on certain happenings - Gain curiosity about and interest in current events - Express the way, within your family, there is knowledge about what is happening in the world - Be able to give and receive a piece of news	- Be alert to what is going on in the world - Gain curiosity about and interest in current events - Learn to express their view on current events - Identify the main ways to learn about current events - Be aware of the role of the media in information about the current world	- Know what is happening in the world - Discuss current issues with colleagues and express your opinion on them - Identify the main means of getting to know about current events - Be aware of the role of the media in information about the current world - Identify forms of circulating and disseminating information - Recognise professionals whose job is to report what is happening in the world (identify journalists, make contact with them, interview them, etc.)	- Understand the concept of current issues and events - Know about the main issues involved in current issues - Discuss current issues with colleagues and express their opinion on them - Understand the importance of knowing what is happening in the world at the political, economic, social levels - Recognise the role of media information in today's society - Investigate and get to know the diversity of functions and ranks within the profession of journalism - Explore how individuals (grandparents, parents, cousins and friends) are informed	- Become aware of how the media change people's lives and how they perceive the world - Be aware of how the media accelerate the world - Be aware of how the media shrink the world - Know the roles of the media in time of war and in time of peace - Know the milestones in the history of the media - Know about certain scientists, particularly physicists who received Nobel Prizes, whose discoveries changed the world of communication - Know what Big Data is and the efforts made to manage the extraordinary amount of information produced each minute

PERFORMANCE DESCRIPTORS

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Talk about the media that are most used at home and how they are used	- Reflect on the importance of the media in people's lives	- Reflect on the technological progress of the media	- Know and distinguish the different media languages (verbal, oral verbal, iconic and imagery)	- Use digital media to improve communication skill
- Express their tastes in television programmes, personalities	- Describe the media habits and practices of friends and family	- Know how to identify different kinds of media	- Differentiate types of television and their features	- Try the possibilities of oral language communication through radiophonic language
- Identify specific television channels and talk about them	- Know about optical toys and their history	- Know the distinct functions of the media and their impact on people's experiences	- Identify and characterise the different television genres	- Analyse the information and opinion offered in a newspaper
- Name favourite TV channels and mention the reasons	- Experiment with the illusion of moving images	- Know the different media languages (verbal, oral verbal, iconic and imagery)	- Know the organisational chart of television companies (human and technical)	- Recognise the characteristics of radio as a means of communication
- Learn what TV is like backstage	- Find information on the various professions related to the media	- Become aware that media messages and content can have a positive or negative impact on people, depending on what is offered and how it is used	- Understand the working of television (analysis of the business organisation of TV)	- Learn how to use the Internet safely: develop the ability to distinguish between "good" and "bad" information; examine the veracity and relevance of information; learn how to use the multiple advantages that the Internet offers; not disclose personal data
- Know about optical toys	- Differentiate the different functions of TV	- Identify and characterise the different television genres	- Compare the different communicative and organisational styles of television stations	
- Identify and characterise media heroes and relate them to their tastes and preferences	- Know how a TV programme is produced	- Develop a critical attitude towards different styles and programme offerings	- Develop a critical attitude towards different styles and programme offerings	- Know the main aesthetic currents in film history and, in particular, the vanguards (Russian formalism, neorealism, Nouvelle Vague ('New Wave'))
- Express reasons for liking and disliking certain programmes	- Compare and draw conclusions about the programming of different TV channels	- Know about the early days of the cinema and its role in the first few decades	- Understand that each communication medium has its own language, conventions and genres	

SUB-TOPICS   Instrument and culture | Media languages | Access and use practices

	PERFORMANCE DESCRIPTORS			
PRESCHOOL	**1ST CYCLE**	**2ND CYCLE**	**3RD CYCLE**	**SECONDARY**
	- Analyse television shows, trying to discover their structure, characters, spaces...	- Explore and understand the illusion of movement and animation	- Ascertain how certain groups (elderly, children, women, homosexuals, immigrants, etc.) are represented in the media	- Learn to use mobile phones selectively
	- Reflect on the reasons leading them to like or dislike a certain programme	- Learn how to use the Internet safely: develop the ability to distinguish between "good" and "bad" information	- Know about the development of the cinema: from silent films to talkies, from black and white to colour	- Understand the 'grammar' specific to each medium and the key ingredients that characterise it
	- Learn how to use the Internet safely: develop the ability to distinguish between "good" and "bad" information		- Know about the star system	- Know how to distinguish privately owned media from publicly owned media
			- Realise that the meaning of a text can change depending on the medium in which it is transmitted	
			- Learn how to use the Internet safely: develop the ability to distinguish between "good" and "bad" information	

Technology | Information and communication technology | Types of screen | Multi-screen socie

SUB-TOPICS	PRESCHOOL	1ST CYCLE	PERFORMANCE DESCRIPTORS		SECONDARY
			2ND CYCLE	3RD CYCLE	
	- Learn what a screen is and what it is for	- Identify the types of screen they have at home and what they are used for	- Discover and begin to be able to get their bearings in a digital environment	- Learn to control the time they spend in front of screens	- Know the criteria that enable them to assess the quality of a site
	- Identify the screens that children have at home and that their families use	- Mention the screens they use most and for what	- Learn to respect the age indications of programs	- Learn to respect the age indications of programs	- Be able to understand the specificity of journalistic information
	- Be able to say which screens they prefer using and why	- Understand the concept of "information and communication technology"	- Know the usual information and communication techniques	- Learn to talk to the family about what they see on television	- Understand the development of communication tools and their uses
	- Talk about how they use screens and how they are used by their family	- Think about the time they spend using technology and understand the importance of doing other things	- Be sensitive to the risks that can arise on the Internet	- Be able to master ICT and know to use a word processor properly	- Understand the opportunities and risks that ICT poses for education
	- Talk about the time they spend using technology and understand that it is important to do other things such as playing	- Be aware that screen use can generate screen dependency	- Be aware of the condition of screen consumer	- Know how to write documents in digital form	- To analyse social and cultural inequalities related to the access and use of technology
	- Share feelings and experiences about the use of digital media alone or with ttheir family (for example, video games, Internet, tablets)	- Identify and understand the opportunities, risks and potential of Internet use	- Identify and understand the opportunities, risks and potential of Internet use	- Take care with Internet searches, know how to select and validate the information and assign authorship to the sources used	
		- Identify different information and communication technology (the more and less affordable, the more and less interesting or useful)	- Determine the different ways technology impacts on their lives, on that of their friends, family and on society at large	- Properly identiry the main risks that arise on the Internet	

SUB-TOPICS

	PERFORMANCE DESCRIPTORS		
PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
		- Share and think about the ways of being online and using digital media; the most visited and favourite websites and videogames	- Be aware of the physical aspects related to being a viewer or consumer of screens (need for attention to ergonomics, physical exercise, etc.)	
		- Know about the development of technology through their parents' and grandparents' and their own generations		
		- Search for the prices of certain equipment and relate them to the value of wages		

SUB-TOPICS	PERFORMANCE DESCRIPTORS			
PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Be aware of the network idea: group of friends, group of relatives, virtually	- Know why it is important to report cases of cyberbullying in which they or their friends are involved (as victims or perpetrators) - Know who they should contact when they learn of a case of cyberbulliyng	- Know what you can and should do when you are faced with a situation of cyberbullying - Recognise the importance of reporting cases of cyberbullying in which they or their friends are involved (as victims or perpetrators) - Know that initiatives can and should be promoted to discourage the practice of cyberbullying	- Understand what cyberbullying is and know how to identify and handle more aggressive behaviour, by people they know or do not know, which can cause anger, hurt, sadness or fear - Recognise the importance of reporting cases of cyberbullying in which they or their friends are involved (as victims or perpetrators) - Know that initiatives can and should be promoted to discourage the practice of cyberbullying - Know how to deal with strangers and with online bullies - Know that data or photographs placed on social networks are in practice always public - Know what data should and should not placed online, by the danger that their public knowledge can represent - Know how to set privacy on a social network, while remembering that privacy is always limited	- Know why it is important to report cases of cyberbullying in which they or their friends are involved (as victims or perpetrators) - Know who to contact when they learn of a case of cyberbullying

PERFORMANCE DESCRIPTORS

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Learn about heroes, identify the heroes of the children's group, watching them and characterising them	- Know different types of and entertainment programmes and shows	- Know different types of programme and entertainment shows	- Reflect on the types of entertainment	- Understand the concept of the society of the spectacle
- Differentiate the media heroes from real life heroes and characterise them	- Know about heroes and examples of associated merchandising - T-shirts, dolls, mugs, school materials, cereal packages - related to a film or television show and discuss their goals	- Know about heroes and examples of associated merchandising - T-shirts, dolls, mugs, school materials, cereal packages - related to a film or television show and discuss their goals	- Understand the impact of entertainment programmes/content on audiences	- Understand the concept of attention and how entertainment and shows try to capture and keep it
- Identify the characteristics and the narrative of superheroes, establish comparisons in various media: films, cartoons, books, videogames.	- Know the areas with the idols with most fans (footballers or surfers? musicians or scientists?) and identify advertisements that include them, trying to understand the relationship between being famous and advertising products	-Know the areas with the idols with most fans (footballers or surfers? musicians or scientists?) and identify advertisements that include them, trying to understand the relationship between being famous and advertising products	- Identify the elements that are used in television and cinematic fiction	- Understand how entertainment and show values contaminate other areas, even influencing the teaching method
		- Be able to identify the kinds of commonly used promotional products, determining whether they are series, films or other programme type that help sell these products or if the opposite happens	- Identify, characterize and distinguish the different types of entertainment television programmes: series, soap operas, films, contests, sport	- Understand how the information is "contaminated" by the notion of show
			- Be able to identify and discuss the media world role models for young people	- Know about two common devices to increase audiences: sensationalism and eroticism
			- Be able to identify expressions, gestures and clothes, for example, that became fashionable after being used by an idol, and indicate the reasons for this success	- Be able to identify expressions, gestures and clothes, for example, that became fashionable after being used by an idol, and indicate the reasons for this success

Business vs creation | Heroes, stars, fans and cults

PERFORMANCE DESCRIPTORS

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
		- Be able to identify the kind of audience chosen as a target of attempts to sell a type of product - child or adult, girls or boys - and check for stereotyped messages - Recognise that merchandising is part of a broader marketing campaign in a series, film or other type of programme - Understand that the industry develops marketing campaigns involving different promotional strategies to disseminate and promote the products	- Realise that other people's ownership should be respected, which is why they should not make illegal copies of the work of others (music, videogames and other programmes)	

PERFORMANCE DESCRIPTORS

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Learn to identify an advertisement	- Be able to identify what they like most in an advertisement, and explain why	- Identify some elements that comprise an advertising message	- Know the elements included in advertising messages	- Identify the kinds of advertisements that are most effective at catching attention and think about how they do it
- Identify the elements of an ad from their experience	- Identify the presence of an advertisement	- Know the elements included in advertising messages	- Distinguish commercial advertising and institutional advertising	- Realise how advertisers suggest the idea that the product is classic or modern, that it is natural or has high-tech appeal, is simple or refined
- Start to be aware of the goals of advertising (know its purpose)	- Know how to perform a basic analysis of an advertisement	- Identify the key idea in an advertisement, the values represented, how at times, it suggests an idea of happiness	- Understanding the differences between essential consumption (food, for example) and superfluous ones (gadgets, for example)	- Identify the elements that make an advertising message tempting
- Be able to create a slogan to sell a product (the child can imagine a product)	- Know the elements that are involved in advertising: colour, message, rhythm, music …	- Identify some elements that make and advertising message seductive	- Understand the difference between beneficial and harmful consumption; individual consumption (food and clothing, for example) and collective (roads and street lighting, for example); private consumption (by households) and public (by the state)	- Understand how viral marketing, fashion, advertising, etc. are used to influence the socio-cultural environment, to promote consumption
	- Know the goals of advertising	- Identify the persuasive intent of advertising messages	- Know how to identify the main factors on which the consumption depends: economic (consumers' income, the price of goods, technological innovation) and socio-cultural (the socio-cultural environment, fashion, tradition, advertising)	- Know about the different advertising and marketing techniques: product placement (inserting products in programmes so that their brands are seen by the audience) and branded content (content sponsored by a brand, but the brand message is conveyed in the program itself)
	- See if advertising fosters competitive attitudes, encourages violent behaviour, helps sustain situations of injustice and lowers the status of people to mere consumers	- Know the objectives and functions of advertising in today's society	- Know that companies have resources to strengthen and project a brand image: a speific idea, a slogan, a colour, a symbol and a series of stories	- Know that brands enter our daily and private life via devices such as derivative products, promotional operations, relationship marketing
		- Be aware of the values and models projected in advertising		

PRESCHOOL	1ST CYCLE	2ND CYCLE	PERFORMANCE DESCRIPTORS	3RD CYCLE	SECONDARY
	- Realise how heroes that emerge from children's programmes are used to sell products of all kinds and identify actual examples	- Be able to consider an advertisement and understand whether the society it suggests is acceptable and fair - Recognise that certain people, ideas and objects are never represented in advertisments, and decide if the situations the advertisments present are real		- Be aware and be able to take a critical attitude towards the values, social roles and stereotypes conveyed by advertising - Know some subliminal or hidden devices of television advertising - Know about the different and latest advertising and marketing techniques: product placement (inserting products in programmes so that their brands are seen by the audience) and branded content (content sponsored by a brand, but the brand message is conveyed in the program itself) - Understand how advertising influences us - Understand how brands are trying to explore the fragility of self-image and the need to belong to groups to sell their products - Understand the concept of consumerism, a common term in the literature on consumer education in the context of protecting consumer rights	- Understand how brands are trying to explore the fragility of self-image and the need to belong to groups to sell their products - Be able to analyse and question the subliminal messages conveyed by advertising - Understand the importance of responsible consumption and avoid or refuse to buy goods and services that infringe human rights or the environment - Understand the concept of consumerism, a common term in the literature on consumer education in the context of the protecting consumer rights

SUB-TOPICS

Media enterprises and groups | Media professionals

PERFORMANCE DESCRIPTORS

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Learn the rudiments of the production process: plan short sequences of a story on paper and produce them on video - Be able to identify words of film language: use key words to describe the production work (e.g. camcorder, filming, cutting, special effects, film)	- Learn the production process: plan on paper short sequences of a story and produce them on video - Be able to identify words of film language: use key words to describe the production work (e.g. camcorder, filming, cutting, special effects, film) - Being able to invent a superhero and develop a script for a movie about superheroes	- Realise that the press is also a business that involves different people, such as the seller of paper for printing the newspaper or magazine and kiosk employee - Identify what can be sources of revenue for the presss - Realise that a newspaper has an owner - Realise that a newspaper also has a amanging editor (and it is common to have several deputies), an editor-in-chief, several editors, reporters, journalists, correspondents, columnists, copydesks, photographers, cartoonists, designers, telephone operators, computer technicians, archivists, etc., and be able to indicate what each one does and why this work matters - Realise that a newspaper, in addition to editorial staff, has departments to handle commercial and marketing issues and know what each of them does	- Realise that the press is also a business that involves different people, such as the seller of paper for printing the newspaper or magazine and kiosk employee - Identify what can be sources of revenue for the presss - Realise that a newspaper has an owner (a person or a group of people, a company or group of companies) and that it can influence the news that the newspaper publishes or does not publish - Know who are the owners of the main Portuguese daily and weekly newspapers and know if they are also owners of radio and / or television stations - Realise that a newspaper also has a amanging editor (and it is common to have several deputies), an editor-in-chief, several editors, reporters, journalists, correspondents, columnists, copydesks, photographers, cartoonists, designers, telephone operators, computer technicians, archivists, etc., and be able to indicate what each one does and why this work matters	- Realise that a newspaper also has a amanging editor (and it is common to have several deputies), an editor-in-chief, several editors, reporters, journalists, correspondents, columnists, copydesks, photographers, cartoonists, designers, telephone operators, computer technicians, archivists, etc., and be able to indicate what each one does and why this work matters - Realise that a newspaper, in addition to editorial staff, has departments to handle commercial and marketing issues and know what each of them does - Identify the technologies that are used to produce and distribute media content - Identify the different professionals who produce media content and know their functions

SUB-TOPICS   Media enterprises and groups | Media professionals

PRESCHOOL	PERFORMANCE DESCRIPTORS		
	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
		- Identify other professions somehow involved with the press industry - Know that if they want to make a newspaper at school it is also useful to have journalists, draughtsmen and photographers, graphic designers, responsible for production, sales and one or two officers - Understand roles of the different professionals from a radio station and a television channel	- Realise that a newspaper, in addition to editorial staff, has departments to handle commercial and marketing issues and know what each of them does - Identify other professions somehow involved with the press industry - Understand roles of the different professionals from a radio station and a television channel	- Identify the major groups that own the media companies and reflect on the pros and cons of being run by big business - Know the entities that regulate the action of the media, understand their role and know how and when they can and should be utilised - Know the main search engines and their business model, and realise how they work and what dictates the ordering of pages for the search item

	PERFORMANCE DESCRIPTORS				
PRESCHOOL	**1ST CYCLE**	**2ND CYCLE**	**3RD CYCLE**	**SECONDARY**	
- Identify the target audience of a programme: watch different kinds of clips and say for whom each is intended (children, youth, adults, family), explaining the reason for their decision - Be able to talk about their experience as a viewer, player of video games, etc . - Realise that friends can enjoy different programmes and games and that they can watch or play in different ways	- Understand the concept of and audience - Identify everyday situations in which they are audiences - Identify the target audience of a program or an advertisement - Understand the importance of the audience for the media: without an audience there is no television, no newspapers would be sold, no films would be made - Be aware that audiences have different tastes and preferences	- Understand the difference between immediate and mediated audience and relate to concrete situations - Identify the target audience of a programme or an announcement (by viewing different clips or advertisements and say for whom they are intended, giving reasons) - Recognise, from the tastes and preferences of the group, that people have different reactions and responses to media products	- Identify the mechanisms that the media use to reach, attract and build audiences - Researc how people use the media in their lives, what their habits and usage patterns are - Know how audiences use the media in everyday life, what their usage habits are and what forms this usage can take - Reflect on the uses of the media	- Know the historical development of the concept of audience - Distinguish the concepts of audience and public and understand the relationships and tensions between them; - Understand audience segmentation; identify any social differences in the relations and behaviour of audiences - gender, age, socio-economic group, occupation - Identify the "voices that are heard" in the media and the "voices that remain unheard" - Reflect on the uses of the media - Understand that the media content/messages do not have the same meaning for all people - Understand that audiences use, interpret and react to the media in different ways - Understand how the audiences of the various media are measured and reflect on the importance of these data for companies and advertisers	

SUBTEMAS Consumos de *Media* | Medição de audiências

	PERFORMANCE DESCRIPTORS			
PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
				- Distinguish the limitations of the audience measurement process
				- Understand how the media target their audiences and what image media producers have of their audiences
				- Understand how audiences interpret the media and what meanings and pleasure they derive from them

SUB-TOPICS — Freedom of expression | Rights and duties

	PERFORMANCE DESCRIPTORS				
PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Learn the importance of a work having the name of who does it	- Understand the concept freedom of expression	- Recognise the importance of referencing authorship of works, whether in digital format, audiovisual or paper	- Know the documents, in Portugal and abroad, that guarantee freedom of expression	- Understand and describe the principles of freedom of expression, press freedom and freedom of information
- Learn the importance of their work (paintings, drawings) having their name	- Be aware of the importance of always referring to authorship of works	- Identify the basic elements to give credit to a work: title, name and date	- Know the principles of the right of reply and rectification in relation to the media	- Know about the main documents that, over time, have sought to guarantee freedom of expression
- Show respect for the work of colleagues	- Recognise the importance of assigning authorship to their own work;		- Know personalities who defended and defend freedom of expression	- Know the personalities and organisations that defend freedom of expression
- Learn that television programs (cartoons, soap operas, films), cinema, etc., always have a person who has designed and produced them	- Understand they must not copy the work of others and pass it off as their own		- Know organizations that defend freedom of expression	- Understand the importance of a free press, defender of human rights
- Feel free to express their ideas and learn to respect those of others	- Feel free to express their ideas and learn to respect those of others		- Know how to reference a text taken the Internet	- Know about censorship, its history and its characteristics
			- Learn that the act of copying the work of others and presenting it as his own is called plagiarism	- Understand that media consumption raises ethical issues (examples: television programmes offending rights and human dignity, promoting some kind of degradation)
				- Understand the importance and know about the most relevant legislation on protecting freedom of expression, child protection, respect for private life, the right of personal portrayal, the right to personal reputation, intellectual property

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
			PERFORMANCE DESCRIPTORS	
				- Understand understand what public interest information is and see why public interest is not the same as the public being interested
				- Know and be able to exercise the rights and duties of citizens in relation to the action of the media in general and journalism in particular, notably the right of reply and rectification and the right to participate
				- Know the work of the press ombudsman, radio ombudsman and television ombudsman, understanding their function, paying heed to what they say and appealing to them whenever justified (when a news report is inaccurate or contains linguistic errors, for example)
				- Know about copyright and see why it should be respected
				- Define plagiarism and describe its consequences

Representations of the world | Effects, impacts and risks

SUB-TOPICS	PERFORMANCE DESCRIPTORS				
	PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Learn to tell a story or report an event from different points of view - Learn that news is also told and reported in different ways	- Realise that the media present events from different points of view (tell a story from different points of view) - Know how to identify differences and similarities between news items; discuss treatments (titles, pictures, actors ...) received by the same news item, published or broadcast in different newspapers or channels - Be able to identify major categories of programme genres, for example, news, fiction, entertainment	- Know what stereotypes are and identify some of those conveyed by the media - Recognise such differences as there may be between an event and how it is reported in the media - Perform analytical exercises of media construction processes, particularly the selection and ordering of information, and think about them - Distinguish between an event and news item - the latter is always produced by a journalist, from their perspective and interpretation of reality	- Know and use the journalistic genres as forms of expression of ideas and information - Understand the concepts of selection and ranking of information, viewed from many angles (serious press vs tabloid press) - Identify the issues and subjects that are included and which are excluded in the media world - Notice who is included in the media world and who is excluded - Understand how stereotypes mark the representation of social relationships in the cinema, advertising, soaps (for example, rich and poor; men and women; new and old)	- Recognise and analyse the structure, purpose and content of different journalistic genres (news, reportage, artilces, opinion pieces, editorial ...) - Discuss how the media represent certain social groups - Know some principles of the theories of the media (agenda setting, spiral of silence) and texts of some of the more relevant authors - Distinguish objectivity and impartiality - Know why certain texts seem more realistic than others - Understand how the media represent reality, identifying what "is said" and what "is not said" - Understand how media texts support partiuclar world conceptions and communicate moral or political values - Assess how the media represent particular social groups and know how to judge if these representations are accurate

PERFORMANCE DESCRIPTORS

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
				- Understand why the public accepts certain representations, deeming them true, and rejecting others, deeming them false
				- Realise that media representations have an impact on how we view groups or particular social issues
				- Understand how the different uses of language become familiar and how they become generally accepted
				- Understand how the conventions and codes of media language work in the various texts (e.g. texts of today or the horror genre texts)
				- Examine how the combination or succession of images, sounds or words produces meanings

Participating in/through the media | Producing content/messages

PERFORMANCE DESCRIPTORS

SUB-TOPICS	PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
	- Create your own media: a printed or digital wall newspaper; a video; a comic book	- Create and feed a blog as a platform for expression and communication	- Become familiar with a blog content creation tool so as to be able to produce information to communicate with others and make the blog an aesthetically pleasing and inviting place	- Animate a blog as a space to share personal experiences (e.g. write reviews of books, movies, shows, music videos, travel reports and events; biographies of singers, actors, sportspeople and other favourite stars)	- Know how to take ownership of several media (audio, visual, written, digital) to be heard and to express creativity
	- Put yourself in the role (make-believe) of some media professionals	- Participate/collaborate in the school newspaper or magazine	- Participate/collaborate in the school newspaper or magazine	- Relate the potential of a blog to the importance of intercultural dialogue	- Make a school newspaper, a magazine, a radio station or television
	- Use e-mail, a video conferencing and video calling system (like Skype, for example)	- Understand the role of some media professionals (visit, interview)	- Understand the role of some media professionals (visit, interview)	- Participate/collaborate in the school newspaper or magazine or take the initiative with colleagues to compile one of these school media	- Animate a blog as a space to share personal experiences (e.g. write reviews of books, movies, shows, music videos, travel reports and events; biographies of singers, actors, sportspeople and other favourite stars)
	- Send news items to the local media	- Report news items to local media	- Report news items to local media	- Understand the role of some media professionals (visit, interview)	- Design, produce, edit and publish information, documentary and creative videos
	- Build an optical toy, simple (e.g. thaumatrope)	- Build a more sophisticated optical toy (eg, flip-book)	- Investigate and disseminate information on aspects of cinema history or about a film they have seen	- Report news items to the local media	- Disseminate initiatives through posters, digital ads and social networks
		- Create a story and perform a storyboard for an animated film, also construct the characters and scenarios	- Create a story and perform a storyboard for an animated film, also construct the characters and scenarios	- Disseminate initiatives through posters, digital ads and special pages on the Internet	- Write opinion pieces, articles or letters to the editor of a newspaper
		- Work in a group to make an elementary animated film			- Suggest to a local radio station that it makes programmes aimed at encouraging the participation of young people

SUB-TOPICS　　Participating in/through the media | Producing content/messages

PERFORMANCE DESCRIPTORS			
PRESCHOOL	**1ST CYCLE**	**2ND CYCLE**	**3RD CYCLE**	**SECONDARY**

PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
		- Film everyday life, like the Lumière brothers, (use simple technology like a mobile phone or a camcorder)	- Participate in radio programmes, for example, in areas intended for listeners	- Produce radio programmes and broadcast them via the Internet or suggest that a local radio station broadcast them
			- Write a review of a movie (e.g., for the school newspaper or website	- Set up a radio station in school
			- Create a script and make a short film	- Produce videos on topics related to the programmes' content or, as creative freedom exercises, to be made available online or entered for competitions
			- Film everyday life and assemble the clips to make a short film	- Know the most effective means of communicating the message they want to impart
				- Know about applications useful for student or adolescent life

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5. RESOURCES

Agir contra o cyberbullying – Um manual de formação. Disponível em: http://www.cybertraining-project.org/book/pt/.

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5.1. Internet sites related to media education

Media education journals

Aulária – Revista Digital de Educomunicación: http://www.aularia.org/

Communications in Information Literacy: http://www.comminfolit.org/index.php?journal=cil

Comunicar: www.comunicar.com

International Journal of Learning and Media: http://ijlm.net/journal

The Journal of Media Literacy: http://journalofmedialiteracy.org/

The Journal of Media Literacy Education: http://digitalcommons.uri.edu/jmle/ Nordic Journal of Digital Literacy: http://www.idunn.no/ts/dk

Portugal

Blogue Educomunicação: http://comedu.blogspot.pt/ Blogue Página 23: http://blogues.publico.pt/pagina23/

Catálogo BloguesEDU: https://www.portaldasescolas.pt/portal/server.pt/community/04_catalogo_blogs/284

Documentos de referência sobre Educação para os Media: http://www.literaciamediatica.pt/pt/documentos--de-referencia

Educommunication: http://www.scoop.it/t/educommunication

Equipa de Recursos e Tecnologias Educativas, Direção-Geral da Educação: http://erte.dge.mec.pt/ Media Smart Portugal:http://www.mediasmart.com.pt/media_smart.1.html

Miúdos Seguros na Net: http://miudossegurosna.net/

Portal da Literacia Mediática: http://www.literaciamediatica.pt/ Portal de Jornais Escolares: http://jornaisescolares.dge.mec.pt/ Rádios e Televisões Escolares na Net: http://rten.dge.mec.pt/ Seguranet: http://seguranet.pt

Foreign

Associação Brasileira de Pesquisadores e Profissionais em Educomunicação: http://www.abpeducom.org.br/

Centre de Liaison de l'Enseignement et des Moyens d'Information: www.clemi.fr

Cine y Educación: http://www.uhu.es/cine.educacion/cineyeducacion/ Common Sense Media: http://www.commonsensemedia.org/ Edutopia: http://www.edutopia.org/

EMEDUS - European Media Literacy Education Study: http://eumedus.com/

European Commission: Media Literacy: http://ec.europa.eu/culture/media/media-literacy/index_en.htm

Gabinete de Comunicación y Educación (UAB): http://www.gabinetecomunicacionyeducacion.com/

Grupo Comunicar – Colectivo Andaluz de Educacion y Comunicación http://www.grupocomunicar.com/ Media and Information Literacy: http://milunesco.unaoc.org/

Media Animation: http://www.media-animation.be/ Media Smarts: http://mediasmarts.ca/

OFCOM-Media Literacy: http://stakeholders.ofcom.org.uk/market-data-research/other/media-literacy/ The News Literacy Project: http://www.thenewsliteracyproject.org/

UNESCO-UNAOC UNITWIN on Media and Information Literacy and Intercultural Dialogue: http://www.unaoc.org/communities/academia/unesco-unaoc-milid/