

DOES MARKETING ON SOCIAL MEDIA EXPLOIT TEENAGERS AND YOUNG CONSUMERS?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

USING SOCIAL MEDIA, STUDENTS ASPIRE TO BECOME ‘INFLUENCERS’

NPR | January 7, 2017 | Audio

3:17 minutes

This NPR article talks to a college professor about his students’ desires to become ‘influencers,’ not just media creators.

- Syracuse University professor Corey Takahashi explains that for the first time in his career as a media & storytelling instructor, a group of students in his intro classes are aspiring ‘influencers,’ meaning they market themselves through social media to share expertise, ideas, and products or brands.
- Influencers use social media, like YouTube, Instagram, and Snapchat to attract viewers and followers, but often also attract advertisers and brands that sponsor posts and, in turn, receive what seems to the viewer like genuine peer-to-peer word-of-mouth marketing.
- Margot De Riemer, a YouTube influencer, says that by being an ‘influencer’ she gets to be a businessperson, an entrepreneur, a creative director, and a writer.
- While some students who are successful influencers might skip college altogether and rely on their skills as media creators, student-influencers like Margot worry that the job may not last forever.

TYLER OAKLEY ON THE VISION OF YOUTUBE

Frontline | February 18, 2014 | Video

1:40 minutes

YouTube star Tyler Oakley discusses the work he’s put into creating and maintaining his own brand.

- YouTube star Tyler Oakley created a brand through his channel and he works with larger companies to market their products.
- Oakley says in order to stay true to his audience and the image he’s built online, he needs to communicate his terms clearly for other brands that want to work with him.
- Oakley says stars on YouTube have created their own platforms with their own audiences, which means larger brands have less power over them and their audience.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

WE'RE SO OVER YOU, MILLENNIALS

Marketplace | July 01, 2015 | Audio

1:27 minutes

Brands are zeroing in on the next generation — people still under the age of 18 — who they're calling centennials.

- Snapchat has a reputation as “The App for teens,” so that’s where advertising money is going.
- Snapchat ads blend in with Snapchat videos from friends.
- Consumers are consolidating their time into a handful of apps, primarily social media and instant messaging.
- Another reason advertisers like apps such as Snapchat is because it helps them get around government regulations against advertising to the very young because apps like Snapchat don’t verify ages.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Currency
- Centennial
- Millennial
- Branding
- Marketing
- Empower
- Exploit

CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.



In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE _____

DATE PUBLISHED _____

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES



NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. **AUTHORSHIP:** Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. **FORMAT:** What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. **AUDIENCE:** How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. **CONTENT:** What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. **PURPOSE:** Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3

CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE