

The Medium is the Message

English, Grade 10 Academic, ENG2D

Overview

In these lessons students explore the effects of the proliferation of Automated Teller Machines (ATM) and the impact access to these machines can have on attitudes and spending habits. Students use media literacy concepts to deconstruct ATMs as a media text and to understand the messages implied by the location, design, and use of the ATMs.

Students critically examine the attitudes fostered by ATMs, including their own ideas about spending. They also examine the impact of the proliferation of ATMs from different perspectives. From their own experience and that of their peers, students decide whether or not it is appropriate to locate ATMs in secondary schools. To demonstrate their understanding of media messages, students role play a stakeholder and defend their position on ATMs in secondary schools.

Connections to Financial Literacy

Students consider the influences of the proliferation of ATMs on attitudes towards money and on spending habits. This resource touches on the topic of how access to money changes consumer behaviour and influences the decision to spend it.

Connections to Curriculum

Students identify the techniques and conventions of ATMs as a media text that targets an audience, communicates messages both overt and implied, and influences perceptions and beliefs about money. Students critically examine their personal attitudes towards spending and the extent to which this communication technology influences them and their peers. The content focus is on the strands *Reading and Literature Studies* and *Media Studies*.

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

ATMs are only one component of a much larger trend of easier access to money. The increased use of credit and debit cards, and cell phones with access to electronic transfers has helped to reduce barriers to spending money. In fact, as technology progresses, the use of physical cash as a medium to purchase goods and services continues to decline.

Access to cash is an important issue in discussing our behaviours around money, exploring the idea of how accessibility and availability impact on spending. Consumers skills include the ability to manage money and spending regardless of the increased accessibility that the students may now have to money in a variety of forms.

There is an opportunity to foster dialogue around ways in which consumers access money (cash, debit, credit, cell phones, etc). How have technology, Internet, and mobile devices influenced the need for cash? How has this technology shaped the way we view money and the way we spend it? The topic of easy access to cash (via an ATM) is an important one to discuss; however, physical cash is quickly being replaced by virtual cash, dispensed using credit cards, debit cards, online and mobile transactions.

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ATMs: The Medium is the Message Lesson 1

Students use media literacy concepts to deconstruct the message presented by an ATM as a text and to understand the messages implied by its location, design, and use.

Connections to Financial Literacy

Influences of proliferation of ATMs on attitudes towards money and on spending habits.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Reading and Literature Studies

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning

Analysing Texts

- 1.6** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

Media Studies

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts

Interpreting Messages

- 1.2** interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey.

Critical Literacy

- 1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power.

2. Understanding Media Forms, Conventions, and Techniques:

identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

Conventions and Techniques

- 2.2** identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience.

Learning Goals

Students will:

- explain the ways that technology can effect people's spending attitudes and habits;
- analyse the messages conveyed by ATMs to influence their target audience.

Sample Success Criterion

I can explain the advantages and disadvantages of the ATM as a communication technology used for financial transactions.

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ATMs: The Medium is the Message Lesson 1

Considerations for Planning

Readiness

- Understand the communication model: sender-receiver-medium-message-feedback
- Know that messages are conveyed by a multitude of senders and touch every moment of our existence

Terminology

- Sender
- Receiver
- Medium
- Message
- Feedback

Materials

- Images of ATMs including machines with touch pad access and/or audio instructions, mobile/portable machines, etc.
- See **Think Literacy: Cross Curricular Approaches 7-12, Subject-Specific Examples, Media Grades 7-10**, (pp. 4-6)
- Handout: **Guiding Questions for ATM Image**

Further Considerations

The ATM does not replace an actual teller, as its name implies; however, the ATM provides additional benefits such as access to cash outside of banking hours and access to cash in new or remote areas where access to branch banking does not exist.

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ATMs: The Medium is the Message Lesson 1	
Minds On	Connections
<p>Whole Group → Discussion</p> <p>Post images of ATMs that would spark interest and discussion around the room. Students go to the image that intrigues them the most and answer the questions that have been posted beside each image:</p> <ul style="list-style-type: none"> • Who is the target audience for this ATM? • How are ATMs designed for the target audience? • List what you think would be ideal locations for this ATM. <p>Students move to one more image and answer the questions.</p> <p>Lead a discussion, checking that students have a basic understanding of the ATM. Guiding questions to further the discussion might include:</p> <ul style="list-style-type: none"> • Why are children not the target audience for ATMs? Do you think that children should be included as part of the target audience? Explain why or why not. • What features of ATMs could be frustrating? Consider sight, sound, and touch. • What are features of ATMs that support use by people with disabilities? What other features could there be to support people with disabilities? • What are the advantages and disadvantages of having mobile/portable ATMs (e.g., increased access to banking for people in isolated communities)? 	

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ATMs: The Medium is the Message Lesson 1	
Action!	Connections
<p><u>Pairs /Whole Class → Investigating ATMs as Medium with a Message</u></p> <p>Provide each pair with an image of an ATM.</p> <p>Using guiding questions, students examine their image, considering the ATM as a media text. They record their responses. (See Handout: Guiding Questions for ATM Image.)</p> <p>One person in the group is the spokesperson responsible for presenting their ideas to the class.</p> <p>Each pair makes a brief response to the questions and their peers add comments or pose questions to the pair.</p> <p>In a class discussion, students consider the conventions and techniques used by ATMs to communicate with their users and respond to the questions:</p> <ul style="list-style-type: none"> • What messages about money do the ATMs imply? • How do ATMs have an influence on how I manage my money? <p>As part of a follow-up discussion, point out that, although it is not their primary function, ATMs are interactive communication devices that send messages to a receiver through a medium that provides feedback. Use the media triangle (i.e., text, audience, production) as a model for deconstructing this media text: The Text is the _____, the Audience is the _____. Production refers to_____.</p>	<p>AOL Circulate and monitor progress providing support and interpreting questions, where necessary.</p>
Consolidation	Connections
<p><u>Whole Group → Identifying Features Common to ATMs</u></p> <p>With the class, create a list of the features common to ATMs, including design, function and location. (See Materials.)</p> <p><u>Individual → Reflection</u></p> <p>3-2-1 Exit Card</p> <p>3 things I learned about ATMs as media texts 2 things I found interesting 1 question I have for banks about their ATM messages</p>	<p>AOL Assess students' learning, using their reflection on the Exit Card.</p>

Guiding Questions for ATM Image

Consider ATMs as media:

All media are constructions.

1. How are ATMs constructed as media texts?

Media contain belief and value messages.

2. Whose points of view are represented in this media text?
Who would have difficulty accessing ATMs?
Who are the intended audience for ATMs? (How do you know?)
What features of this text provides this information?
Who is not the intended audience? (How do you know?)

Each person interprets messages differently.

3. What meaning do you get from the message on ATMs?
Why might some people take a different meaning?

Media have commercial, ideological, or political interests.

4. Who do you think created the ATM, and for what purpose?
Who benefits from the use of ATMs?
Who might be disadvantaged?
Why might people travelling internationally or on business benefit from access to ATMs?

Each medium has its own language, style, form, techniques, conventions, and aesthetics.

5. What techniques are used to construct the media messaging about ATMs (e.g., type of advertising, placement of ATMs)?

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ATMs in Schools Lesson 2

Students critically examine the attitudes that are fostered by ATM technology, ideas about spending, and the impact of ATM accessibility from different perspectives. Students decide whether or not ATMs are appropriate for secondary schools by taking on the role of a stakeholder. To demonstrate their understanding of media messages, they role play stakeholders and defend their positions on ATMs in secondary schools.

Connections to Financial Literacy

Influences of accessibility to an ATM on attitudes towards money and on spending habits.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Media Studies

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts

Purpose and Audience

- 1.1** explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences

Critical Literacy

- 1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power.

Learning Goals

Students will:

- articulate perspectives held by diverse stakeholders about the presence of ATMs in schools;
- develop a personal perspective about ATMs in schools.

Sample Success Criterion

I can understand that different stakeholders have different perspectives about ATMs in schools.

Considerations for Planning

Readiness

- Understand how technology can impact on people's attitudes and spending habits
- Understand how messages in media texts convey meaning and influence their target audience

Terminology

- Stakeholder
- Perspective

Materials

- Handout: **Role Play of ATM Stakeholders Meeting Peer Assessment**

Further Considerations

The debate on whether to have an ATM or remove an ATM presents a good opportunity to discuss the pros and cons of access to cash; however, an equally important discussion is the accessibility that the students have to spend that cash (cafeteria, vending machines, etc.) on or near school premises. Withdrawing cash from an ATM is not a transaction for using money; rather it is the process of accessing cash which is then used for a purpose (e.g., spending, saving).

Consider a discussion about all of the places a student can spend money on or close to school property. How is the cash drawn from an ATM used at your school? Which transactions are essential? Which transactions are discretionary? Is the issue about the accessibility to cash or the ability to spend it? Do financial institutions have a responsibility to act as a gatekeeper and limit your access to cash? How would your spending change if financial institutions did not exist? How would your spending change if we live in a cash-less society where everything is purchased using electronic transactions (credit and debit cards, etc)?

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ATMs in Schools Lesson 2	
Minds On	Connections
<p>Whole Group → Reflecting on Prior Learning</p> <p>Review what students learned about the potential influence of ATMs on individuals and on their decisions about money. On a PMI chart, record students' ideas about the pluses, minuses and interesting effects of ATMs in schools.</p>	
Action!	Connections
<p>Whole Group → Discussion</p> <p><i>Note:</i> Select the scenario appropriate for your school:</p> <p>For schools that have an ATM in the building: The principal of our school has decided to remove the ATM from the premises because of issues that have occurred in our school and in neighbouring schools.</p> <p>For schools that do not have an ATM in the building: Student Council would like to have an ATM installed in the school. Before any decisions are made about whether to move forward with their proposal, opinions of other groups in the school need to be heard.</p> <p><i>The principal has announced that she will hold a public meeting or an online forum to hear from all interested groups before taking final action on the matter of an ATM on the premises.</i></p> <p>With the class, list the stakeholders who would want to participate in this discussion and beside each indicate why each would want his/her opinion voiced. List might include:</p> <ul style="list-style-type: none"> • Administration of the School • Parent Council • Student Council • ATM Leasing/Maintenance Company • Vending Machine Operator/Cafeteria Manager • Staff Sponsors of Extra-curricular activities • Individual Parents and/or Students 	

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ATMs in Schools Lesson 2	
Action! (continued)	Connections
<p>Small Groups → Preparing and Performing a Role Play</p> <p>Engage the class in a Jigsaw to prepare for their roles. Students each assume the role of one of the stakeholders.</p> <p>Students playing the same role form Expert Groups. Home groups are comprised of students playing the role of different stakeholders.</p> <p>In expert groups students prepare for their roles, and by gathering the facts they will need to present their position at the meeting. Guiding questions could include:</p> <ul style="list-style-type: none"> • What is your responsibility in this meeting? • Who are you representing? • How will you make your position appealing to your audience? • What information do you need to prepare to attend this meeting? • What points do you want to emphasize at this meeting? • What word(s) or phrase(s) will you use to make your position clear and convincing? <p>In their home groups, students practise their role play of the meeting. Members of the home group ask questions of/provide feedback to each stakeholder about the position they have presented.</p> <p>Students return to expert groups to refine their arguments and select a spokesperson to represent their viewpoint in a whole group presentation.</p> <p>Whole Group → Presentation</p> <p>The representative from each expert group conducts the ATM issues meeting in front of the rest of the class. The class asks questions after the group's presentation</p>	<p>A₄₅L Students give feedback to their peers about their presentation, using Handout: Role Play of ATM Stakeholders Meeting Peer Assessment. (Adapted to suit stakeholders suggested by students.)</p>
Consolidation	Connections
<p>Individual → Writing In-Role</p> <p>In role, each student prepares a message to their peers about the results of the meeting at the school. They write their message in an appropriate format with the audience in mind.</p> <p>For example, a student council member might choose to convey the message on Twitter using only 140 characters; the principal might write an email or memo to the staff.</p> <p>They submit the message to the teacher.</p>	<p>A₄₇L Assess the students' understanding of the stakeholders' perspectives from the written message they submit.</p>

HANDOUT

Role Play of ATM Stakeholders Meeting Peer Assessment

On a scale between 1 and 5 where 5 is the strongest, provide constructive feedback to your peers based their preparation for the role, their ability to stay in role throughout the meeting, and the strength of the ideas presented.

Role	Name of Student	Rating	Reason
Administrator-Principal or Vice Principal		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Concerned Teachers		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Staff Sponsors for Extra-curricular		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Student Council President(s)		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Parent Council Chair		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
ATM Company		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Vending Machine/Cafeteria Operator		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Other Concerned Parent(s)		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	
Other Concerned Student(s)		Preparation for role 1 2 3 4 5 Ability to stay in role 1 2 3 4 5 Strength of ideas presented 1 2 3 4 5	

Curriculum Expectations

Financial Literacy in Grade 10 English

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ATMs: The Medium is the Message Lesson 1	
Reading and Literature Studies	
Overall Expectations	Specific Expectations
<p>1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning</p>	<p>Reading and Literature Studies Analysing Texts</p> <p>1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (e.g., explain how figures of speech in a text highlight the theme and help create a mood; determine how the setting in two short stories helps clarify each story's main theme)</p> <p>Teacher prompts: "How does setting the story in a prison contribute to the development of the theme?" "Each of the characters in the play grapples with a different kind of problem. What does each of their stories contribute to the central theme?"</p>
Media Studies	
Overall Expectations	Specific Expectations
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts</p>	<p>Interpreting Messages</p> <p>1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey (e.g., the use of talking animals as characters in a TV program or on a website often signals an intention to appeal to children; in a fashion feature, models' facial expressions and body language, as well as the setting and lighting of the photographs, create a mood or attitude that is associated with the fashions themselves²)</p> <p>Teacher prompt: "How does an announcer's tone of voice in a news broadcast convey implied messages?"</p> <p>Critical Literacy</p> <p>1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., explain the perspectives evident in the covers of a selection of novels featured in the school's English program; comment on the point of view evident in a television news story, identifying other possible points of view; analyse the text and images in a major department store's website to identify groups and occupations that are represented and those that are nowhere evident)</p> <p>Teacher prompts: "Based on the book's cover, who do you think is its target audience? What elements make you think that?" "What does this bumper sticker tell us about the car's owner?"</p>
<p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<p>Conventions and Techniques</p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience.</p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience (e.g., the use of visual irony in political cartoons;⁵ the use of symbols as well as words to convey health and safety warnings on a range of product packages)</p> <p>Teacher prompt: "What are some ways that lighting is used in film or television dramas to influence the viewer's perception of a character?"</p>

2. TL Media 7-10 "Evaluating the Effectiveness of Media" 28 5. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2

Curriculum Expectations

Financial Literacy in Grade 10 English

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ATMs in Schools Lesson 2	
Media Studies	
Overall Expectations	Specific Expectations
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts</p>	<p>Purpose and Audience</p> <p>1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences (<i>e.g., magazines include content and advertisements to appeal to specific demographic groups; trailers or posters for actionadventure movies feature scenes and artefacts that appeal to a predominantly male audience!</i>)</p> <p>Teacher prompt: “Why might early-evening TV news broadcasts feature more local news than late-evening TV news broadcasts?” Critical Literacy</p> <p>1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (<i>e.g., explain the perspectives evident in the covers of a selection of novels featured in the school’s English program; comment on the point of view evident in a television news story, identifying other possible points of view; analyse the text and images in a major department store’s website to identify groups and occupations that are represented and those that are nowhere evident</i>)</p> <p>Teacher prompts: “Based on the book’s cover, who do you think is its target audience? What elements make you think that?” “What does this bumper sticker tell us about the car’s owner?”</p>