

## Our Mission



The LAMP (Learning About Multimedia Project) is a non-profit organization creating a grassroots movement to reform and improve media. This is achieved through free media literacy workshops and public events for youth, parents and educators. The LAMP's vision is that one day, media literacy will be seen as the critical requirement to understanding the world and our place in it. Educated consumers demanding a more accountable media will create a ground swell to which media companies will have to respond. As part of this movement, The LAMP works in communities to build healthy relationships with all forms of media.

The LAMP is for a media-savvy youth. For a more involved parent. For a modern and innovative educator.

### **For a critical mass.**

Core values:

- Process over product
- Media literacy as a basic need
- Freedom from censorship
- Critical curiosity
- Accessibility regardless of socioeconomics

## Media literacy is an urgent need for youth, parents and educators.

"People who cannot use new media like social networks or digital TV will find it hard to interact with and take part in the world around them."

--Viviane Reding, Information Society and Media Commissioner, European Union



"Technologically speaking, students are outsmarting the teachers."

--Michael McKeehan, Executive Director of Internet & Technology Policy, Verizon Communications

"Students need to go beyond just learning today's academic context to develop critical thinking and problem solving skills, communication skills...and information and media literacy skills."

--21st Century Skills Incentive Fund Act, introduced to U.S. Senate by Senators John Kerry, Olympia Snowe and Jav Rockefeller

"...it has become clear that many middle and high school students are increasingly under-literate, lacking the complex literacy skills they will need to be successful in an information-driven economy."

--National Council of Teachers of English, Policy Research Brief on Adolescent Literacy Reform

"Now, more than ever, we must teach students to read between the lines—to become media critics who understand who controls and shapes the information and images we see."

--Prof. Margaret Crocco and Prof. William Gaudelli, Teachers College, Columbia University



"It's important that kids of all ages learn what it means to be a digital citizen and how to navigate the online world safely, and it's equally important that parents and educators have the resources and online tools to help kids make the right choices online."

--Jennifer Marsh, Policy Analyst, Google

"Responsible and structured use of technology helps equip teachers with multi-media instructional resources that engage students with diverse learning styles. Multi-media literacy is a significant component of our language arts curriculum."

--Dave Angerer, Principal, Grand River Preparatory High School (MI)

## Why do we need media literacy?

### Media usage is growing.<sup>1</sup>

- 8-18 year-olds use an average of 10 hours and 45 minutes of media content per day.
- Racial disparity in media use continues to grow. Five years ago, black and Hispanic youth used just over two hours more of media content per day, in 2009 the gap increased to nearly four and a half hours with whites averaging just over eight and a half hours of media per day while black and Hispanic youth use 13 hours daily on average.
- Media usage habits impact performance in school. 47% of heavy media users report getting fair or poor grades of C or lower, compared to 23% of light media users who report the same.
- Only 3 in 10 young people say their parents have rules about how much time they can spend watching TV, playing video games or using the computer.

### Media impact our health.

- The average preschooler sees 642 cereal ads on television annually, almost all of which have the worst nutrition rankings.<sup>2</sup>
- In 2005, the tobacco industry spent an average of \$37 million per day on advertising and promotion.<sup>3</sup>
- Smoking occurs in 75% of major movies, 20% of television shows and 25% of music videos.<sup>4</sup>
- In one survey of magazine ads for alcohol, 23.1% appeared in publications with a high youth readership.<sup>5</sup>

### Media literacy is effective.

- Media literacy training has been shown to improve basic literacy skills in middle school students.<sup>6</sup>
- The University of Pittsburgh School of Medicine found that teens with media literacy training were less likely to smoke cigarettes.<sup>7</sup>
- A program in health and media literacy at Sepulveda Middle School found that students increased their nutrition awareness through using media literacy to learn about healthy habits, and gained a better understanding of how to read food labels.<sup>8</sup>

<sup>1</sup> Henry J. Kaiser Family Foundation, 2009. *Generation M<sup>2</sup>: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA.

<sup>2</sup> Rudd Center for Food Policy & Obesity at Yale University, 2009. *Nutrition and Marketing Ratings of Children's Cereals*. New Haven, CT.

<sup>3</sup> National Institutes of Health, 2008. *The Role of Media in Promoting and Reducing Tobacco Use*. Bethesda, MD.

<sup>4</sup> Ibid.

<sup>5</sup> Charles C. King III, J.D., Ph.D. et al., 2009. *Adolescent Exposure to Alcohol Advertising in Magazines: An Evaluation of Advertising Placement in Relation to Underage Youth Readership*. *Journal of Adolescent Health*. San Francisco, CA.

<sup>6</sup> Renee Hobbs, 2001. *Improving Reading Comprehension by Using Media Literacy Activities*. *Voices from the Middle*. Urbana, IL.

<sup>7</sup> University of Pittsburgh School of Medicine, 2008. *American Journal of Health Behavior* (online).

<sup>8</sup> Nutrition Network and Center for Media Literacy, 2005. *Media Literacy: A Recipe for Action*. Malibu, CA.

## LAMP Tracks

*Each module within a track will be tailored to the age group for which it will be presented. All modules can also be tailored for parent/educator workshops.*

### Commercials and Advertising Track

#### **Make a Commercial/Break a Commercial** (*youth, families*)

You see hundreds of advertisements every day—now you can make your own! As you write, edit and shoot your own original commercial, you'll learn how different persuasive techniques are used in advertising. You'll also break down how people, products and ideas are represented, learning how to distinguish fact from fiction in commercials.

### News and Reporting Track

#### **What's in the News?** (*youth, families*)

There are exciting things happening all around you, and now it's your chance to decide what is newsworthy and what is not. Publish your very own newspaper to discover how and why news items are made.

#### **News on TV/Video** (*youth, families*)

Learn about broadcast TV and other forms of video news as you create your own video news story. You choose what to report and how to report it when you learn what goes on behind the scenes in newsgathering and news production.

#### **Reporting and Podcasting** (*youth, families*)

Reporting the news changes when it is heard and not seen! Find out how when you produce your own podcast of a news show.

### Exploring Images and Video Track

#### **Video Poem** (*youth*)

Explore how different editing techniques are used for sounds and images when you make a video poem. Use your original artwork and writing to learn how different elements come together to make a piece of multimedia art.

#### **Making Pictures, Telling Stories** (*youth*)

Learn the basics of storytelling, editing and photography when you take photographs that tell a visual story. You know what order the pictures should be in—but when others look at them, what story do they see?

#### **Documentary and Non-Fiction Video** (*youth*)

Using a subject of your choice, write and shoot your own documentary video. Explore the different ways that documentaries can be used, along with some basic video editing techniques.

#### **Family Video Workshop** (*families*)

The whole family comes together to make a video memory book. Shoot and edit a video of parents and children interviewing each other, sharing favorite memories and stories while creating a lasting record to be enjoyed now and forever.

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## Digital Media Track

### **Put Yourself on the Web** (*youth, parents, families*)

Explore the many ways you can present yourself on the Internet through social networking websites and blogs. Learn what to include (and what not to include) in an online profile, and how to build your own blog.

### **Living Digital** (*youth*)

Learn how to make smart choices online when you use digital communication devices like computers, smart phones and pdas. We'll discuss issues such as how to maintain privacy and security, online etiquette, games, learning, videos, and much more on the web. We'll also talk about how all of this digital communication is changing us and our world.

### **LAMPcamp**

The LAMP can build a one- or two-week camp experience for children in various age groups: 5-7, 8-10, middle school, and teen. Full-day camp programs have participants exploring video, podcasting, news, neighborhood media scavenger hunts, and digital media. As appropriate, participants focus on various media-related themes: gender, nutrition, sustainability, health and wellness.

### **Family Workshops**

*All of the tracks listed above—news, advertising and video--can be tailored as family-focused workshops. In addition we offer:*

#### **Family Media Scavenger Hunt**

Families gather in a popular neighborhood location, get their maps and their guides, then travel as family units into different parts of the neighborhood. The goal? Noticing, exploring, and recording all of the media messages and technologies that surround them which perhaps they hadn't noticed before. It's an eye-opening experience.

#### **Family Video Workshop**

The whole family comes together to make a video memory. Shoot and edit a video of parents and children interviewing each other, sharing favorite memories and stories, or doing whatever the family likes to do together. Families will create a lasting record to be enjoyed now and forever.

#### **Family Digital Media Workshop**

Parents and Children together explore how they use digital media and how they talk about it and use it at home for school, work and social networking. Families consider the different uses of these media and the rules for use they wish to adopt together.

### **Professional Development**

The LAMP offers professional development workshops for teachers and other leaders interested in learning how to implement media literacy components into their classroom or community. Workshops range from those which focus on foundational media literacy skills to those which focus on specific media literacy skills in advertising, news and digital media.



## LAMPcamp (lāmp-kāmp)

Summer intensive in media literacy offered by The LAMP (Learning About Multimedia Project). Includes creation of short-form documentary, blogs, podcasts, commercials and mashups; also includes Media Scavenger Hunt, guest speakers, critical thinking, civic engagement. Results are increased ability to understand media-saturated environment, create media, make positive choices about media seen and used in every day life such as advertisements, television, film, mobile phones, computers and mp3 players.



## LAMPPer (lāmp-ur)

Participant in LAMPcamp, typically between 12 and 16 years old. Statistically consumes an average of 10 hours and 45 minutes of media content per day, which impact physical health, self-esteem, performance in school and attitude towards sexual behavior, drugs, alcohol, smoking. Most likely has little or no parental supervision in media consumption. Participates in LAMPcamp free of charge.

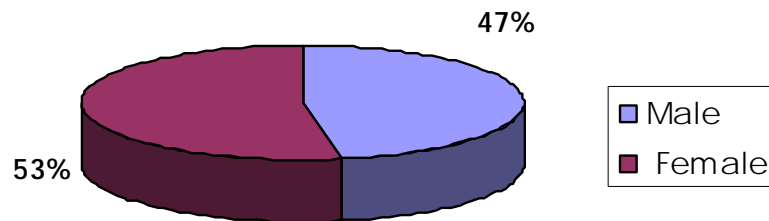
**To learn more about LAMPcamp or to discuss pricing, please call 718-789-8170 or email [info@thelampnyc.org](mailto:info@thelampnyc.org). To learn more about The LAMP, visit <http://www.thelampnyc.org>.**



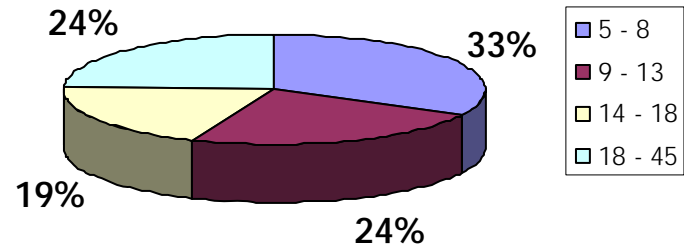
# LAMP Workshop demographics: 2008-2009

Total students: 292

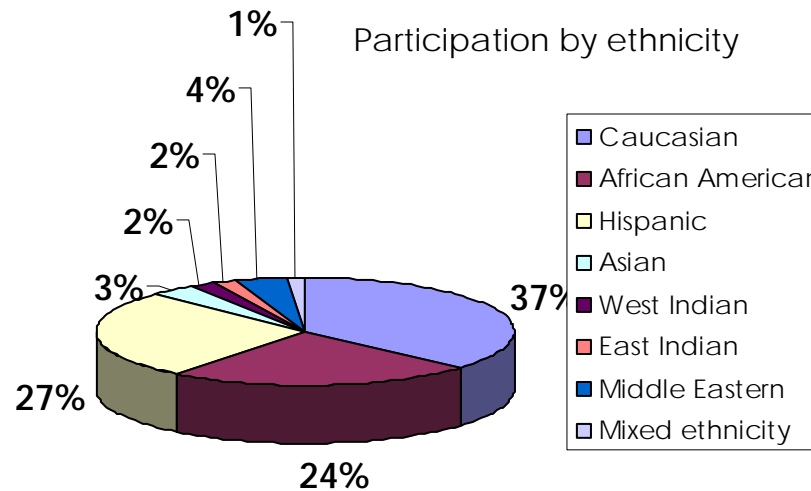
Participation by gender



Participation by age



Participation by ethnicity



## What people are saying about The LAMP

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"The LAMP has done great work in getting students, families, and educators involved and experienced with varying forms of media and technology. In the long term, its programs will be key to preparing our city's children and ensuring that they are ready and able to participate and contribute to an increasingly digital and media-driven society."

--Bill de Blasio, New York City Public Advocate



"I find myself criticizing a commercial or turning the channel when I don't like it. I did not do this before [the LAMP workshop]. To me, learning what people exclude from commercials to influence people really helped me realize that not all commercials are honest."

--Student, *Making an Un-Commercial*



"I hope we have more awesome experiences like this!"

--Student, *Digital Remix* workshop sponsored by MOUSE

"LAMP's approach to media literacy is both innovative and imaginative. By unlocking the messages in media imagery, LAMP helped my students to develop critical thinking skills and a vocabulary to express themselves."

--Amanda Daly, Education Director; Center for the Urban Environment

"When I see a commercial now, I notice the words, music and styles it uses to try to catch my eye...Learning all about the persuasive techniques marketers use really helped that."

--Student, *Making a Commercial*

"I came away on Sunday feeling a great sense of encouragement that it isn't too late for me to join in on the Web 2.0 experience. When one reaches a certain age in the world today, it is sometimes difficult not to feel overwhelmed by how quickly and relentlessly technology evolve. Your help has made it quite a bit easier to grasp."

--Joe Santangelo, student; *On the Web*

"My daughter said this to me the other day: 'Hey Mom, isn't it funny how this newspaper puts all the bad stuff about this event in really small print to make it hard to read?' She never said that before she took the workshop."

--Parent of student. *What's in the News*

"When I see a newspaper now, I can't help but think about how they're made, what goes into reporting, and what they're trying to tell me. I thought that was so cool!"

--Student, *What's in the News*

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## Staff

**D.C. Vito** (Executive Director) is the chair of the Youth Services and Education committee of Brooklyn's 6th Community Board. He has served as chair of the committee for two years, and has been on the board a total of four years on the Board. He has been an active community organizer for more than a decade, managing and working on over 20 political and issue-oriented campaigns ranging from the local city council to national presidential races. He also served on the 6th Neighborhood Advisory Board of New York City's Department of Youth and Community Development.

**Katherine G. Fry, Ph.D.** (Education Director) is an associate professor of media studies and deputy chair for graduate studies in the Department of Television and Radio at Brooklyn College of the City University of New York. She earned her Ph.D. in mass media and communication from Temple University in 1994, and brings to The LAMP 15 years of experience teaching undergraduate and graduate courses in media history, criticism, theory, research methods, law and regulation, and media ethics. She has an extensive background in curriculum development. In addition to her teaching, Dr. Fry's publications include the following books: "Constructing the Heartland: Television News and Natural Disaster" (2003, Hampton Press); and "Identities in Context: Media, Myth, Religion in Space and Time" (2008, Hampton Press). She has also published articles and contributed to books about communication technology and psychological well-being, television news, advertising and popular culture, radio, and German television. Her current research is in the history of news and in the future of news from the audience perspective. Dr. Fry is a member of the Board of Directors of the New York State Communication Association and holds memberships with, and regularly presents on panels for, the International Communication Association, the Media Ecology Association and the Eastern Communication Association.

**Emily Long** (Communications Director) earned her Masters of Fine Arts in dramaturgy and script development from Columbia University in 2006. While at Columbia, she edited and catalogued hundreds of interviews and transcripts for the Oral History Research Office, focusing primarily on its 9/11 Project. The LAMP is pleased to have Ms. Long on board as Communications Director, offering her extensive experience with numerous media through her work with Columbia's Rare Books and Manuscript Library, Atlantic Theater Company, Sesame Workshop, Electric Pear Productions and Cine Mosaic to name a few. She also writes for the Independent Film Channel's *Make Media Matter* blog.