



July 2025 Newsletter

PLS Newsletter at a Glance

Professional Development Opportunity - National Online Course:
Empowering All Students Through Media Decoding

AASL Names Project Look Sharp

💥 Best Digital Tool 💥

New Lessons:

- [*Shark Attack! Fear, Media Bias, and Impact*](#) (Middle School - High School)
- [*Decoding Data Centers: Media Messages and Bias*](#) (Middle School - College)
- [*Peace Begins with Me: Decoding Media about Peace*](#) (Early Elementary)
- [*Bias in Charts: Temperature + Climate Change*](#) (Middle School - High School)

Professional Development Opportunity

National Online Course

Empowering All Students Through Media Decoding

Project Look Sharp is offering a nine-week national online course that introduces K-12 educators to [Constructivist Media Decoding](#), the engaging classroom practice that uses curriculum-driven, student-centered inquiry to teach critical thinking and media literacy in all

content areas. K-12 Educators will also learn strategies for integrating [habits of questioning](#) of all media messages into the teaching of core content and standards at all levels of K-12 education.

The 15 hour course includes:

- Live online opening and closing sessions on October 7th and December 9th.
- Four modules of self paced activities over nine weeks.
- The development of an original media decoding activity.
- Optional individual coaching with the originator of CMD, Chris Sperry.

“Project Look Sharp is the absolute gold standard for media literacy professional development” — *Michelle Ciula Lipkin - Executive Director of NAMLE*

For more information see this [brochure](#) or email looksharp@ithaca.edu.

The [American Association of School Librarians](#)

has named ***Project Look Sharp*** as a

🌟 **2025 Best Digital Tool** 🌟
for Teaching and Learning



According to AASL, “these new platforms are reshaping how students and educators connect, create, and collaborate. From promoting literacy to enhancing critical thinking, these online tools serve as essential resources for educators and learners.”

New Lessons:

[Shark Attack! Fear, Media Bias, and Impact](#)

Inspired by a **Middle School - High School** lesson from **Paige Chambers**

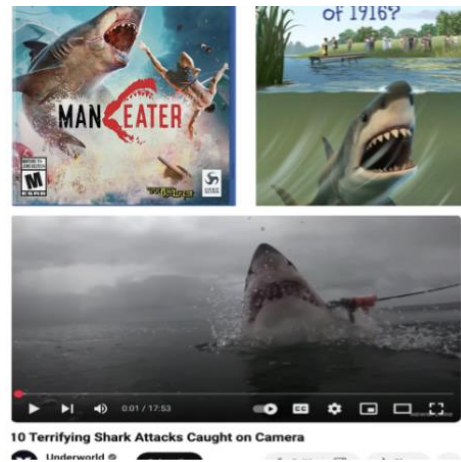
Students analyze media messages about sharks for credibility, purpose and impact and to reflect on fear perpetuated by the media.

Lesson includes a collage of shark messages ⇒
from multiple media forms, statistics on the rarity of shark attacks, and print/video articles about the impact of these messages on humans and sharks.

Media Decoding Questions:



- What are the messages about sharks?
- What media form is this?
- Why might all these media forms highlight the danger of sharks?
- What impact might this portrayal of sharks have on people? and on sharks?
- Is this a credible source of information on sharks?
- What have we learned about media bias?
- How can we manage our media diet?

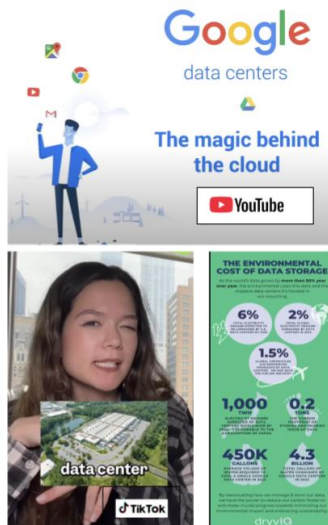


More media decoding lessons on "[Media Bias](#)."

[Decoding Data Centers: Media Messages and Bias](#)

A Lesson for **Middle School - College**

by **Cynthia Sandler**



Students analyze a video advertisement, a local news story, a TikTok video and an infographic for messages about data centers, sourcing and bias.

Media Decoding Questions:

- What are the messages about data centers?
- Who produced this media document and why?
- Which would you trust and why?
- How might your own biases impact how you interpret these messages?
- What is the media form (ad, news, infographic, TikTok) and how might that influence the message?
- What more info do you need to understand this?

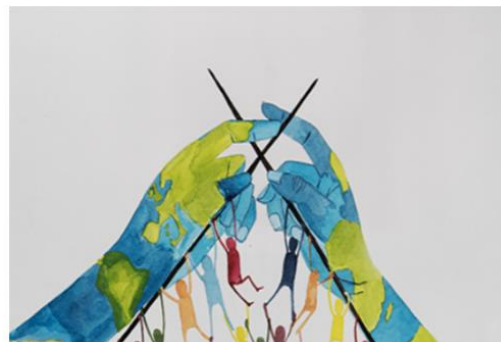
More media decoding lessons from our **new Subject Area:** [Technology/Digital Media](#)

[Peace Begins with Me:](#) [Decoding Media about Peace](#)

A lesson for **Early Elementary**

by **Betty Turpin**

Students analyze a poster and videos for messages about peace, the purposes of media, and student responses to media messages.



and student response to media messages.

Media Decoding Questions:

- *Do these have a common theme?*
- *What are the messages about peace?*
- *How does this make you feel?*
- *Why do you think these media documents were made? Who might have made them?*
- *What can you do to help create more peace in your class, school, or community?*

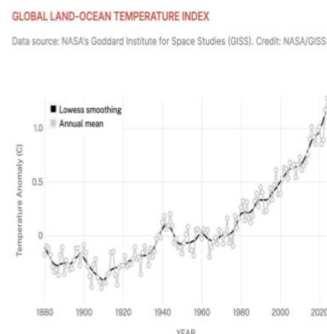
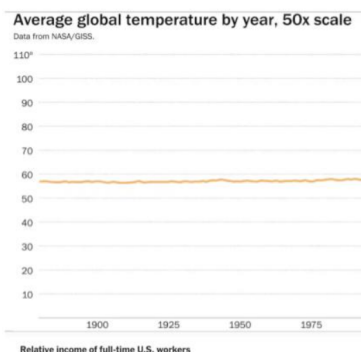


New Math & Science Lesson:

Bias in Charts: **Temperature + Climate Change**

A Lesson for
Middle School - High School
by **David Ebert**

Students analyze a chart from NASA and a tweet from the *National Review* for messages about climate change and bias in media construction of charts.



Media Decoding Questions:

- *What are the messages in each chart about climate change?*
- *Do you see bias in the creation of each chart? If so, where?*
- *Does the creator of each chart have any motivation to attempt to mislead with the chart?*
- *In what ways can a graph or chart be misleading? Do these charts mislead?*
- *What have you learned from this lesson about evaluating the accuracy and bias in charts in the media?*

More decoding lessons using [Charts & Graphs](#)
Lessons on [Climate](#). Lessons for [Math](#).

Filter a search by Age/Grade Level, Keyword, Media Type, Standard, etc.



We are sad to note the passing of renowned journalist, Bill Moyers. Bill was instrumental in the funding of our earliest media literacy kits including [Media Construction of Presidential Campaigns](#). Bill said this about our work:

"I wish that I had these materials available when I was in school. They bring politics alive and make presidential campaigns relevant."

—**Bill Moyers**, Journalist and Founder of Public Affairs Television



—Bill Moyers, Journalist and Founder of Public Affairs Television

