

# What Is Really Being Said?

## Part 1. First Impressions and Visual Framing

With your partner, examine the image your teacher is displaying (Media Images in Focus 1). Focus only on what you see—and don't see. This section is about observation, not interpretation.

1. List as many visual elements as you can that immediately draw attention—things like facial expressions, colors, etc.

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2. Pick two or three of the most intentional visual elements from your list. Describe how each one is used in the image and how it directs the viewer's attention or shapes their impression.

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3. What do you think the creator was trying to achieve with this message?

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Name:

Date:

**Part 2. My Point of View** 

Return to your partner and choose one response from the list displayed on the board. Write it here:

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Do you agree with this response? Why or why not? Briefly explain your perspective using evidence from the image and considering how some viewers might interpret it differently.

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**Part 3. Comparing the Images** 

With your partner, examine Media Images in Focus 2. Focus on how the tone, message, and visual choices differ from those in Media Images in Focus 1.

- How does this image feel different, and why?
  - What choices (like color, expression, setting, or text) shape that feeling?
  - What tone or viewpoint does the image suggest about teen behavior?
  - How does the lack of a clear source affect your ability to trust or interpret the image?
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## Part 4. The Creator's Backstory

Stay in your partner group and imagine you are media investigators trying to figure out who might have created Media Images in Focus 2, and why. Write a short backstory that explains who the creator might be, what message they wanted to send, and how the media they created helps them achieve that goal. Think about intent, audience, and the persuasive choices behind the visual. Be prepared to share with the class.

[illegible]