“La question n’est pas de savoir ce qu’on a le droit de montrer, mais… Comment permettre au spectateur de comprendre ce qu’on lui montre”
MISSION

To support and encourage media literacy and its widest possible integration into Canadian homes, schools and communities.
MNet’s philosophy builds on the enthusiasm and energy that young people bring to the media they love. We see media education as learner-centred, and fostering life-long critical thinking skills.
WHAT WE DO

• Equip teachers, parents and community organizations with media education resources that help guide young people to become media literate.

• Design special initiatives, partnered with government, industry and the not-for-profit sector

• Provide a Canadian centre of expertise and excellence in media education, recognized internationally

• Three signature programs: education, community outreach and research
Spotlight

Welcome to What's New! The site is fully revised! Everything has been updated and there's lots of new content for everyone interested in media education, media issues, and the role of popular media in the lives of young people.

For a quick look at all we have to offer, and guidance on how best to use the site, check out the left hand menu for our Tips Page or the Site Directory and the Help section.

Thanks for visiting, come back often... and do let us know what you think!

Feature - Video Game Violence

Violence on the Holiday Wish List

Games, such as 'Grand Theft Auto,'... video games are in the headlines and on the wish lists of many teenagers this holiday season. But their realism, violence and sexual content are a concern for parents, teachers, and any one interested in popular culture. Our site has great resources for you on video game violence.

Look for related resources in...
WHOM WE SERVE
Focus on Canada

- **Education Sector:**
  - K – 12; media education now part of required curriculum outcomes
  - Post-secondary research; academic partnering

- **Library Sector:** MNet supports their role as public Internet access providers

- **Parent Community:** hard-to-reach audience

- **Community Organizations:** Girl Guides of Canada, YM/YWCA, youth organizations

- **Health Sector:** Supports parents and health practitioners regarding media consumption and young people
### Overview of Web Site Traffic - December 1996 to September 2004

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<td>January</td>
<td>6,840</td>
<td>80,373</td>
<td>7,901</td>
<td>82,549</td>
<td>71,668</td>
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<td>154,287</td>
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<td>4,940</td>
<td>64,504</td>
<td>5,890</td>
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<td>82,911</td>
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<td>65,562</td>
<td>55,167</td>
<td>155,665</td>
<td>256,063</td>
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<td>57,653</td>
<td>54,892</td>
<td>73,515</td>
<td>254,217</td>
<td>295,972</td>
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<td>June</td>
<td>38,111</td>
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<td>88,171</td>
<td>187,321</td>
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<td>10,370</td>
<td>23,007</td>
<td>38,012</td>
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<td>58,219</td>
<td>271,069</td>
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<td>August</td>
<td>10,922</td>
<td>16,018</td>
<td>21,768</td>
<td>24,110</td>
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<td>78,868</td>
<td>195,080</td>
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<td>September</td>
<td>11,699</td>
<td>59,603</td>
<td>53,206</td>
<td>48,296</td>
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<td>103,632</td>
<td>283,015</td>
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<td>October</td>
<td>17,795</td>
<td>58,550</td>
<td>41,067</td>
<td>75,903</td>
<td>115,876</td>
<td>171,011</td>
<td>265,710</td>
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<td>November</td>
<td>30,021</td>
<td>59,561</td>
<td>56,387</td>
<td>50,469</td>
<td>120,271</td>
<td>194,376</td>
<td>957,660</td>
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<td>December</td>
<td>17,599</td>
<td>56,013</td>
<td>42,903</td>
<td>56,543</td>
<td>99,135</td>
<td>256,730</td>
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<td><strong>TOTAL</strong></td>
<td>255,886</td>
<td>890,024</td>
<td>836,666</td>
<td>672,886</td>
<td>1,371,697</td>
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### Site Profile
- First launched in 1996.
- Redesigned and re-launched in March 2000.

### Statistics
- Traffic engine: Canada (27%) (55%, France (27%), Asia (10%), Europe (13%), Africa (2%), Latin America (2%), Australia (2%).

### Performance Indicators
- Total traffic for 2003 is equal to sum of traffic for 2000, 2001, and 2002 continued.
- 2003 traffic represents a 114% increase in traffic over 2002.
- In the 12 months after the launch of the redesigned site, the number of unique visitors doubled. 2,233,855 is an increase of 126% over the 12 months before the launch.
- High level of "users'" is repeat visits.
- Recipient of 2 awards: "Web of the Week" (2003), and "Canada's 2003 Award for Community Services" (2001).
CONTRIBUTION TO THE PUBLIC AGENDA

➢ Society
  • Children • Families • Communities
  • Citizenship
  • Diversity • Media Literacy

➢ Economy
  • Innovation • Education
  • Skills • Learning
  • International Scope

➢ Responsive
  • User-driven • Research-based
  Consultative • Partnerships
CONNECTIVITY and LEARNING in CANADA'S SCHOOLS: WHY MEDIA LITERACY

Industry Canada and Statistics Canada study 2003/04:

• The study found that Canadian schools are equipped with the necessary infrastructure to integrate ICTs in the learning environment

• In 2003/04, over 97% of all elementary and secondary schools were connected to the Internet, as were 93% of school computers.

• Typically, there were about five students to a school computer and 5.5 students for each computer connected to the Internet

• However, while ICT has provided students with a new learning tool, it has not arrived without a number of challenges.

• Only 46% of school principals viewed that the majority of their teachers were adequately prepared to engage their students effectively in the use of ICT to enhance their learning

• Underlines that, to be literate, people must decode, evaluate and create text, images and sounds or any combinations of these elements
Young Canadians in a Wired World
Research

Student survey: 5,600 Canadian youth, 9 to 17 years of age
48% of students use the Internet for 1-3 hours each day

50% are alone most of the time

18% have come across a hate site

21% of sites targeted a specific group
The Internet doesn’t work on principles of censorship or control.
multi-cultural society

- 200 ethnic origins
- 13 % visible minorities
- 82% support multi-cultural policies
EXPLORING MEDIA & RACE
MEDIA LITERACIES FOR THE 21ST CENTURY
Key Concept

Audiences negotiate meaning
Key Concept

Media are constructed to re-present reality
Invisibility or non-representation

We assign importance to the people we see in the media.
Impact of Invisibility
Whose beliefs are represented?

Who has power?

Who’s excluded?

What stereotypes are used?

How are happiness, success or morality defined?
Online Hate
Spectrum of hate

uglypeople.com

Before you

The content we audiences only, this content to
UglyPeople.com offensive to so

UglyPeople.com, but still, it's for
singing, none

UglyPeople.com the website, so
want to plead you fear your image it, in fact,

Supporting your

Home

Who Would You Kill On Mad About You?

Janice

Paul

Paul's Cousin

That Bf Show Wrecker

Murray's Friend

Janice's Sister

Janice's Friend

Paul's Parents

Murray

Choose a Character >>>

Describe >

Their Final >

Scene >
An Educational, Historical Study Of

The Ku Klux Klan

History Books, Museum Pieces, Memorabilia, Research Items, Collectibles, and More

Provided by

The Indiana Historical Research Foundation
The Race War has begun. Your skin is your uniform in this battle for the survival of your kind. The White Race depends on you to secure its existence. Your people’s enemies surround you in a sea of decay and filth that they have brought to your once clean and White nation.

Not one of their numbers shall be spared.
Amount of Internet information believed to be true or trustworthy

Young Canadians In A Wired World, June 2001
Reality Check! applies the journalistic framework “who-what-when-where-why-and-how” to Web site content. This resource is available as a classroom presentation tool and as a study unit for independent student use. Teachers may choose either resource, or “mix and match” the sections for optimal learning. The Teachers’ Guide supports both resources.

IN-CLASS PRESENTATION

A PowerPoint presentation with over 100 slides and speaking notes.

OPEN PRESENTATION
OPEN NOTES

INDEPENDENT STUDY UNIT

A 109-page interactive student unit for self-directed learning, to be completed on an Internet-connected computer in the school lab or at home.

OPEN PDF

TEACHERS’ GUIDE

A 44-page manual including discussion guides, Webographics, student handouts and assignments for each of the learning modules described above.

OPEN PDF
Talking to Kids about Racial Stereotypes

Racial stereotypes abound on television, and children's programming is no exception. The hand-me-down toy, the frumpy nurse, and the Blair-hatted woman are just a few of the stereotypes introduced in children's cartoons. How and why do they portray these stereotypes so often, often to the point of caricature? Is the intended audience's understanding and other family members? Do you help children understand these images, what they are, and how they are created?

Here are some tips:

1. Look closely at the characters children see. What messages do they send about race, gender, and class? Limit your exposure to stereotyped characters, and explain why you did so. Ask children to compare the images of race they see on television, with the people they know in real life. How are they different?

2. Listen closely, with children, to the voices of the bad characters in cartoons. Do they have an accent, what about the good, nice, clean characters?

3. Discuss the "media reality." Talk with kids about the people behind the programs they watch. It can be an opportunity for children to make their TV choices, the books, and the freedom created by people with their same voices and experiences. When you want a program with children, ask them to think about people they might not see in real life and predict how they might be perceived by others in the room or on television. How do they look, dress, and understand others? What do they think of themselves and whether they're acting characters on paper, and what about the other characters on paper, and what about the other characters you're seeing?

4. Discuss other media. Look at the ad for toys, clothing and sports equipment in newspapers, magazines, and billboards. Talk to your child about how the products are designed to look like they are made for children, from both the perspective of the child and of the adults that design them.

Parenting the Net Generation

Media Awareness Network
Media literacy

11 Duty to promote media literacy

(1) It shall be the duty of OFCOM to take such steps, and to enter into such arrangements, as appear to them calculated-

(a) to bring about, or to encourage others to bring about, a better public understanding of the nature and characteristics of material published by means of the electronic media…

Canada’s Five-Point Plan

1. GIVE CANADIANS THE TOOLS THEY NEED

In Canada today, knowledge is power. One of the government of Canada’s top priorities is to educate Canadians about illegal and offensive content on the Internet, and to empower Canadians to take action in their homes…