# Message Impact Lab

Analyze how media features shape audience response.

**6.C.4.C** "Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Number the three media messages 1–3. For each message, underline a feature designed for its audience and circle a detail that shows or predicts its effect.

### One Goal, Three Messages

1. At Riverbend Middle School, students noticed that many reusable water bottles were left empty while sugary drinks filled trash cans. The Eco Team wanted sixth graders to refill bottles at the new fountain. They first made a hallway poster. A huge blue water drop, the words "Refill. Reuse. Repeat.", and a map to the fountain could be understood in a few seconds. The poster used bright colors and a simple slogan because students passing between classes had little time to read.

2. The team also posted a 20-second video on the school's morning announcements. It showed Maya, a popular basketball player, filling her bottle after practice and saying, "One refill keeps one more plastic bottle out of the bin." Quick shots showed the fountain's bottle counter rising. This message aimed at students who watch announcements and care about sports or litter. The video combined a familiar person, moving images, and a fact, so it could catch attention better than a poster for some viewers.

3. Finally, the Eco Team shared a photo challenge on the school's student-run social media account. The post asked students to upload a picture of a decorated reusable bottle with the tag #RiverbendRefills. It included no map or explanation of plastic waste, but it invited students to join a public activity. In the first week, 46 students used the tag, and the fountain counter recorded 180 more refills than the week before. The results suggest that the challenge motivated some students, though it may not have reached students who do not use that account.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What features of the hallway poster were designed for students passing between classes, and why were those features a good choice?

2. How does the announcement video try to connect with its intended audience? Use two details from the passage.

3. What evidence suggests that the social media challenge was effective? What is one reason it may not have reached every student?

4. Which message has the strongest evidence that it changed student behavior? Explain your choice.

## 3 YOUR TURN

Your own words

In 3 sentences, plan a media message for a school goal, such as saving electricity or returning library books. Name the format and intended audience, describe two message characteristics, and predict an impact plus one way to measure it.

**ANSWER KEY**

# Message Impact Lab

**GRADE 6 · 6.C.4.C**

## PART 1 · READ AND MARK

Number the three media messages 1–3. For each message, underline a feature designed for its audience and circle a detail that shows or predicts its effect. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What features of the hallway poster were designed for students passing between classes, and why were those features a good choice? | **The bright colors, large water drop, short slogan, and fountain map could be understood quickly. These features fit students who have little time between classes.** |
| 2 | How does the announcement video try to connect with its intended audience? Use two details from the passage. | **It uses Maya, a popular basketball player, and shows sports-related action after practice. It also uses moving images and a fact about reducing plastic waste.** |
| 3 | What evidence suggests that the social media challenge was effective? What is one reason it may not have reached every student? | **Forty-six students used the tag, and the fountain had 180 more refills than the week before. It may not have reached students who do not use the student-run account.** |
| 4 | Which message has the strongest evidence that it changed student behavior? Explain your choice. | **The social media challenge has the strongest evidence because the passage gives measurable results: 46 tag users and 180 more refills.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

To get seventh graders to return library books, I would make a 15-second video for the afternoon announcements. It would show a student placing a book in the return slot and use the slogan "Return Today, Read Tomorrow," so the action and words are easy to remember. I predict more books will be returned on time, and the librarian can compare the number of late books before and after the video.

Accept supported answers that connect a message feature to its intended audience and likely or measured impact. For Part 3, accept varied school goals and formats when the response includes all required parts and a reasonable measurement method.