**Media
Smarts**

CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

Media Literacy Week

AUGUST 2021

PREPARED BY
Danielle Lim
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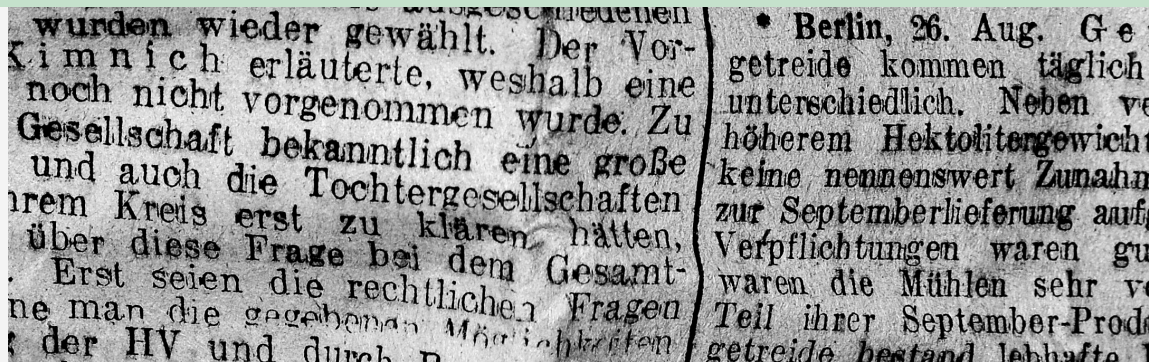Master of Design, Strategic
Foresight and Innovation

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Executive Summary

With extensive experience, MediaSmart's Media Literacy Week runs every year in partnership with the Canadian Teachers' Federation. MediaSmarts is the first to introduce Media Literacy Week, and since its inception has influenced many others to host their own. It is not until this year that MediaSmarts has received funding for the week. Yet, it has garnered international attention and is part of a growing movement. Below are the challenges it faces at this current turning point:

- Lack of a formal plan, strategy, and future vision
- Undefined target demographics and audiences
- Broad content direction
- "Media Literacy Week" name and terminology can be confusing for some

This report addresses the following problem framing question:

How can Media Literacy Week achieve MediaSmarts' mission and goals, and become a leader in media literacy education in Canada?

To answer this question the following research and frameworks were employed:

Competitor Research
This section is a comparative look at similar organizations.

Media Literacy Weeks:
- North Association for Media Literacy Education (NAMLE)
- Australian Broadcasting Network (ABC)
- European Media Literacy Week
- Global Media and Information Literacy Week by UNESCO
- Press and Media Week at School by Centre de liaison de l'enseignement et des médias d'information (CLEMI)

Awareness Campaigns:
- Apathy is Boring
- Bell Let's Talk
- Pink Shirt Day (Anti-Bullying Day)
- CIBC Run for the Cure (Canadian Cancer Society)
- International Day of the Girl (Plan International Canada)

STEEPV (Social, Technological, Economical, Environmental, Political, and Values)
This broad coverage of external trends and signals shows future considerations.

Value Proposition Canvas
Value proposition canvases were created for educators, parents, and youth to see how well Media Literacy Week fits with key customers.

SWOT Analysis
Understanding Media Literacy Week's strengths, weaknesses, threats, and opportunities will help inform the recommendations and their appropriateness for MediaSmarts.

Key Recommendations:

Collaboration Between Diverse Stakeholders
- Diverse Partners: Diverse partners can offer more access points to audiences and alternative ways of learning. This can set a foundation for community-based informal and formal learning opportunities.
- Key Customers: MediaSmarts strengths focus on youth education and should build upon this target group, as opposed to the general public and industry/policy audiences. Strategy and content should be aligned and differentiated between educators, youth, and parents. Producing more proprietary events will ensure sufficient content for the key target markets.

Youth Involvement
- Appealing to Youth: To increase engagement, Media Literacy Week may develop programs and engagement activities specifically for youth, such as contests and awards.
- Youth-led Programming: Volunteer leadership programs or youth corps can encourage youth empowerment and awareness. The program gives youth a stake in media and digital literacy issues, while being involved in the community and developing lifelong skills.

Communication and Inciting Engagement
- Information Design: Content and information should be aligned according to the three target customer groups. The week's content and programming should address attendee interests and respond to the environment, independent of a theme. Sharing participant stories, case studies, and user-friendly terminology related to media literacy will help people change their attitudes around the topic and clarify any misunderstandings.
- Engagement: To increase engagement, bite-sized activities and incentives can be launched throughout the week. Rewards facilitate a sense of accomplishment and participants feel involved and part of the wider community. To build up a loyal audience base, MediaSmarts may want to consider a membership program.

Context

About MediaSmarts

MediaSmarts has been operating since 1996 as MNet (*History*, n.d.) and its key activities are education, public awareness, research, and policy. It develops its own media literacy resources and programs that are licensable and accessible to all Canadians. It empowers parents and educators with the skills and tools to educate children and youth (K to grade 12) about media. Its resources address a wide range of digital and media issues, such as cyberbully and gender representation. With these resources, it develops and strengthens the number of informed digital citizens. MediaSmarts' work is collaborative and involves individuals, communities, as well as, private and public organizations. It has partnered with youth-focused organizations, such as Girl Guides, and technology and information organizations, like libraries. MediaSmart's research and resources can all be found on its website (*What We Do*, n.d.).

MediaSmarts has led and propelled digital literacy across Canada, in policy, measurement, and educational frameworks.

Its policy and research work has brought forth calls for a national, standardized understanding of media and digital literacy.

Digital literacy is a growing priority for government, but there are no clear initiatives and metrics yet. Canada is lagging in the promotion of digital literacy. There is a desire for collaboration by different stakeholders, and many private and not-for-profit organizations are filling in educational gaps, especially in coding and STEM education. Access and availability are improving but may be inconsistent with one another. Education must be lifelong, even for 'digital natives' (Hadziristic, 2017).

There is widespread recognition that digital literacy and 21st Century skills are needed for economic growth and participation. Educators are a forceful leverage point to reach youth, as such training educators is paramount. Learning needs to continue at home and in out of school contexts.

MediaSmarts
Media Literacy Week

Media Literacy Week has run every year in the fall for 15 years, in partnership with the Canadian Teachers' Federation. MediaSmarts is the first to introduce Media Literacy Week, and since its inception has influenced many others to host their own Media Literacy Week. The topic and event design are building traction, leading to more general awareness and interest.

It is not until this year, 2021, that MediaSmarts has received funding for Media Literacy Week. It has not had its own strategic plan or formalized direction or goals. Yet, it has garnered international attention, an audience base of over 5,000 people, over 100 collaborators, and 30 events nationwide. It achieved this with the help of financial support from organizations like Facebook and Twitter to promote Media Literacy Week. Digital media has encouraged more engagement because of its accessibility. MediaSmarts has been primarily youth and education-oriented but has widened its audience to the general public recently. The week features partner events, a teacher's hub complementary to school curriculum, and online resources. Activities required to produce Media Literacy Week are communications, promotions, and partner content and event coordination.

Key challenges stated by MediaSmarts include:

- Lack of a formal plan, strategy, and future vision
  Media Literacy Week has grown organically, and general awareness of media literacy has renewed interest.

MediaSmarts needs to solidify a future trajectory for Media Literacy Week and identify growth opportunities.

- Undefined target demographics and audience
  While Media Literacy Week has many beneficiaries, it needs to define who are its main customers. Stakeholder goals and challenges need to be clearly understood to form a solid strategy. Understanding how Media Literacy Week fits in the lives of stakeholders will illuminate any gaps and leverage points.
- Content direction
  Concerning an undefined target audience, the event content and structure are impacted. As Media Literacy Week broadened, the question of whether the content of the week should be more overarching or delineated by a pre-determined theme.
- "Media Literacy Week" name can be confusing for some
  Some may associate media and digital literacy with technological skills development or public relations. This confusion indicates a lack of understanding of the term, and as such, may lead to different expectations. Industry professionals also have varied definitions (Hadziristic, 2017, p. 4). This may detract some from attending and others to drop off during the event. The overall brand needs to be consistent with public perceptions and Media Literacy Week's goals. The purpose of Media Literacy Week needs to be clearly communicated to draw the right audience.

With this in mind, this report addresses the following problem framing question:
How can Media Literacy Week achieve MediaSmarts' mission and goals, and become a leader in media literacy education in Canada?

Methods

In this report, a wide scan of several industries was done to draw inspiration and look at the landscape of media literacy, awareness campaigns, and youth engagement. This includes other social issues, such as gender equality and climate change. This scan intends to uncover trends, other successes, and failures of a variety of awareness and education initiatives.

The following methods and frameworks were used to understand the current situation and to inform recommendations:

Competitor Research
This section is a comparative look at other media literacy weeks and awareness campaigns. The selection of organizations may not be direct competitors, but their similarity will contribute to benchmarking, and add to insights as to what is working and what is not.

STEEPV
Employing the STEEPV framework ensures broad coverage of external trends and signals. STEEPV stands for Social, Technological, Economical, Environmental, Political, and Values. This report looks at each of these categories as it relates to media literacy, awareness campaigns, advocacy, and corporate giving.

Value Proposition Canvas
The Value Proposition Canvas by Dr. Alexander Osterwalder is a tool to measure the fit between customer and product/service. It looks at a customer's jobs-to-do, pains, gains, and if a product addresses them.

SWOT Analysis
A SWOT analysis sums up the external and internal research. Understanding Media Literacy Week's strengths, weaknesses, threats, and opportunities will help inform the recommendations and their appropriateness for MediaSmarts.
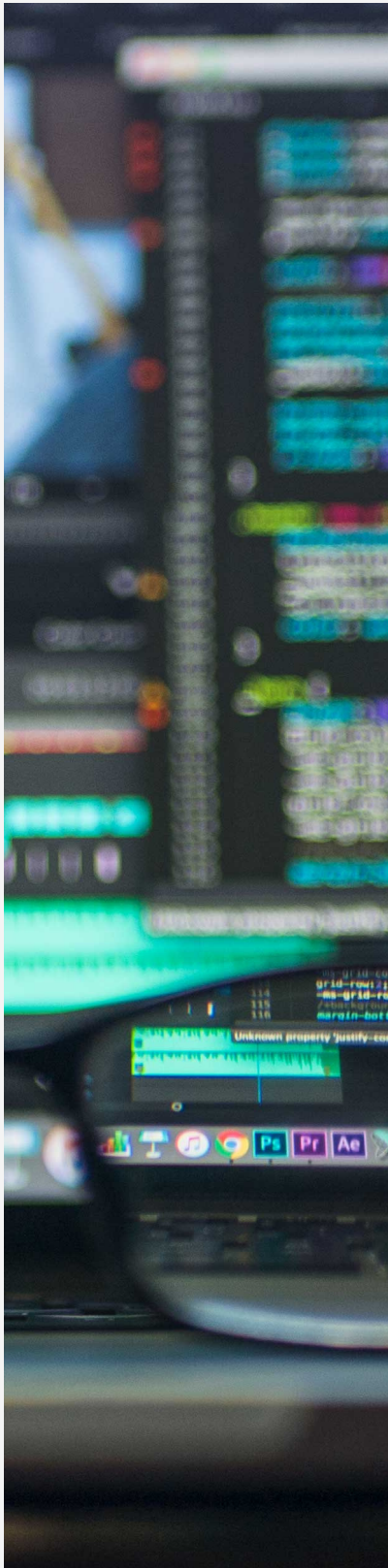
External Scanning

Media Literacy Weeks

In reviewing media literacy weeks around the world, there is a clear diversity of formats, scale, target audiences, and experience levels. More salient distinctions are between local versus global outlook and focussed on the individual versus policy and systems. Those that are more industry and policy-oriented host networking events and conferences, and position themselves as a professional event. The majority, including international and youth-centred weeks, occurs in the fall and leverage the official dates of media literacy week. Professional events sometimes fall outside of those dates, such as European Media Literacy Week. Some events will run separate occasions for these different groups.

Partnerships are key to all media literacy weeks. They range from formal and long term, such as CLEMI and the French education system, to crowd-sourced and co-promotion. Tapping into existing systems and strengthening relationships are beneficial.

Some media literacy weeks are long-running, and some have only run for a few years, as such the amount of information available vary.

North Association for Media Literacy Education (NAMLE)

Stats
6,500+ members
82 organizational partners
300,000+ educators reached

Audience
Broad targeting "all are welcome"
Youth
Adult (educators, practitioners, scholars, and concerned citizens)
Industry and policy

ABOUT

NAMLE was formed as a professional association for educators, academics, activists, and students in 1997. Its vision is, "to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world" (*Who Is NAMLE?*, n.d.).

In 2015, with the support of MediaSmarts, it launched its first Media Literacy Week. In 2020, it launched National Media Literacy Alliance with the American Association of School Librarians (AASL), the International Society for Technology in Education (ISTE), the Public Broadcasting Service (PBS), and the Young Adult Library Services Association (YALSA). This group unites educational organizations to expand media literacy awareness and education nationally (*NAMLE and Education Organizations Come Together to Create the National Media Literacy Alliance*, 2020). There is little activity since its launch.

In addition to Media Literacy Week, NAMLE runs its own membership program, news centre, and conference. The NAMLE Conference is for the public, educators, and students, and is ticketed ($50-275 USD). The conference also offers Continuing Education Units accreditation, exhibitor, and advertising opportunities (*National Association for Media Literacy Conference 2021*, n.d.). This weekend conference is geared towards more adult and industry individuals, and as such, has networking and socializing components.

EVENT PROGRAMMING

Unlike the NAMLE Conference, the Media Literacy Week is less curated and leverages the events of the community. Organizations can register their events through Global Media and Information Literacy Week, which then are listed on its website. Supporters can sign up for marketing assets to promote their involvement in the event. There are talks, panels, workshops, screenings, and partner events (e.g., Facebook, Netflix, Amazon). In collaboration with Thomson Reuters, NAMLE launched a student contest asking for video submissions to the question, "How do you decide whether a piece of information you saw or heard is trustworthy?." Prizes include a mentorship with a Reuters journalist (Thomson Reuters "Fact or Fiction" Contest, n.d.).

INSIGHTS

As NAMLE's Media Literacy Week is influenced by MediaSmarts and GAPMIL's Media Literacy weeks, the format is very similar. The student contest and partner events are differentiators. NAMLE has created its own industry-centric conference that follows a typical conference model (e.g., tiered ticketing, corporate sponsors, networking events, curated speaker selection). Further research into the impact, profitability, and attendance between the paid conference model and the community-activated media literacy week is suggested.

Australian Broadcasting Network (ABC)

Stats
NA

Audience
Grade school teachers and households
Australia-wide

ABOUT

The ABC Media Literacy Week is new, having only launched in 2018. Like many other media literacy weeks, it coincides with the global movement and leverages the content and events of others, which may be linked out or embedded on its website. The website hosts free resources as well.

Media Literacy Week is in line with ABC Education's regular operations. It provides educational content for the home and classroom, and works in tandem with the Australian curriculum. On its website, one can find free videos, games, articles, "digibooks," and lesson plans. ABC also hosts events and competitions (*ABC Education*, n.d.).

EVENT PROGRAMMING

In addition to promoting community media literacy events from other collaborators, ABC runs a student challenge for grades seven to ten. Students submit a video answering how they consume news and what they have learned. During the week, it hosts a News Champions Forum for 21 students ages 10-17 over two days. Students are selected across Australia to participate in a discussion. ABC releases its News Survey for Young Australians (*ABC Education*, n.d.; *Media Literacy Week,* n.d.). Its online resources and events include online lessons and interactive activities and is designed to connect children and educators ("ABC Education and Australian Media Literacy Alliance Unite to Combat 'Fake News,'" 2020).

Just in 2020, it partnered with the newly formed Australian Media Literacy Alliance (AMLA) to continue to provide media literacy and disinformation resources. This partnership supported a professional development series for teachers, discussion on advertising and persuasion, panel discussions about youth in media, and "Ask A Reporter" broadcast segments ("ABC Education and Australian Media Literacy Alliance Unite to Combat 'Fake News,'" 2020).

INSIGHTS

ABC's Media Literacy Week's lends its success from its established network and organization, and the work of other media literacy weeks. The nationwide media literacy alliance has placed it in direct conversation with similar organizations, which will amplify its efforts. Its programs, operated by ABC and partners, have a high child and youth participation.

European Media Literacy Week

Stats
NA

Audience
Industry and government
Public-interest oriented
"It intends to reinforce the existing relationships between media literacy professionals, the media industry, audiovisual regulators and public authorities" (*European Media Literacy Week, across Europe*, 2020).

ABOUT

With only two years under its belt, European Media Literacy Week is a new but powerful initiative, administered by the European Commission. It spotlights the importance of media literacy, at a local and national level, and promotes existing programs throughout Europe. The main event is a conference held over a weekend in the Spring by the Commissioner for Digital Economy and Society. In 2020, European Media Literacy Week was jointly organized by the European Commission, the Croatian Ministry of Culture and the Agency for Electronic Media, in partnership with the Croatian Audiovisual Centre.

EVENT PROGRAMMING

The two-day conference kicks off the week and each day is split into themes. While the conference is hosted in rotating cities, the week itself is Europe-wide. Organizations and people can voluntarily add to the events, which are held in an online repository. There are panel discussions, presentations, networking events, press conferences, and workshops. An awards program runs during the week. The European Commission puts out a call for applications for inspiring and/or impactful media literacy projects. The ten best applicants are invited to Brussels to compete for three Media Literacy Awards.

INSIGHTS

European Media Literacy Week is a large endeavour with many levels of focus. It stands out for its policy and industry-oriented perspectives. It takes a critical and celebratory view of media literacy. Its programming is flexible as it operates a professional conference and wider media literacy week. Events outside of the conference are crowdsourced, similar to other media literacy week formats.

Global Media and Information Literacy Week by UNESCO (formerly GAPMIL)

Stats
321 events
73 countries
21 events
480,000 impressions
1,000 registrants (average
250 participants/session)

Audience
Global reach
Interdisciplinary,
catering to many
stakeholders
Recent focus is on
information and libraries
Municipalities
Educators, schools

Children and youth
Non-profits
Libraries
Media organizations
Policymakers
MIL practitioners
Journalists
Researchers, universities

ABOUT

Global Media and Information Literacy Week began in 2019 with the support of 193 member states of UNESCO. The event is both a celebratory and educational moment. Key marketing activities include low-cost flyers, three video productions featuring Eric Nam, online assets, and press releases. Awareness was built through city authorities, libraries, media organizations, schools, youth organizations, and more (*2020 Global Media & Information Literacy Week Feature Conference*, n.d.).

EVENT PROGRAMMING

With global partners and reach, local events are held around the world. 2020's theme was *Resisting the Disinfodemic: Media and Information Literacy for and by Everyone*. Featured events are the International MIL and Intercultural Dialogue Conference, Youth Agenda Forum, an online exhibition, four-week youth hackathon, and the MIL Alliance Awards, which acknowledges excellence in education, research, policy, advocacy, media and the communication/information sectors. Youth events, curriculum recommendations, and practical talks and workshops highlight the week (*2020 Global Media & Information Literacy Week Feature Conference*, n.d.; *Global Media and Information Literacy Week - 2020*, 2020).

INSIGHTS

Global Media and Information Literacy Week caters to many stakeholders, and as such, has diverse events and platforms, such as a forum for youth and a conference for policy-makers and industry experts. Still under the umbrella of Global Media and Information Literacy Week, there are different streams depending on who the participant is to create a deeper, tailored experience. It also has goals relating to the SDGs through equipping and empowering citizens.

Press and Media Week at School by Centre de liaison de l'enseignement et des médias d'information (CLEMI)

Stats (2019)
4,000,000 students
230,000 teachers
18,240 schools
1,800 media partners

Audience
Teachers (kindergarten-high school)
French education system
Parents

"The societal stakes of media and information literacy must mobilize all actors to strengthen the continuum between school and out-of-school time" (*CLEMI (English),* n.d.).

ABOUT

CLEMI was created in 1983 and oversees media and information literacy for the French education system. It also partners with other French-speaking countries and regions, like Québec. CLEMI is part of a larger network, *Canopé Network (Réseau Canopé),* which is a public organization working to improve education in France. CLEMI trains teachers and has its own local academic network. CLEMI helps children build critical thinking skills related to media and information, and empowers them to become informed citizens. New educational resources are produced each year (*CLEMI (English),* n.d.).

CLEMI organizes Press and Media Week at School, now in its 32nd edition. It brings together students and media professionals. The theme for 2021 is "S'informer pour comprendre le monde (Getting informed to understand the world)."

EVENT PROGRAMMING

Press and Media Week at School provides training and supports media literacy projects, including student-produced works. Each year has a new theme. During COVID, it provided over 130 online resources centred around children's pedagogy and teacher training. Its resources promote public policy, democracy, civic engagement, and critical thinking (Adriaens-Allemand, 2020). It has also partnered with La Poste Group to distribute press packs of newspapers and magazines throughout schools (*The 22nd edition of the Press and Media Week in Schools*, n.d.).

INSIGHTS

Press and Media Week at School has an advantageous position overseeing all media literacy in the school system, as well, as managing its own local network of academic coordinators. It relies on strong partnerships, such as UNESCO, European Commission, and media partners to achieve a high level of awareness and to implement projects. It has expanded through working with other French-speaking regions.
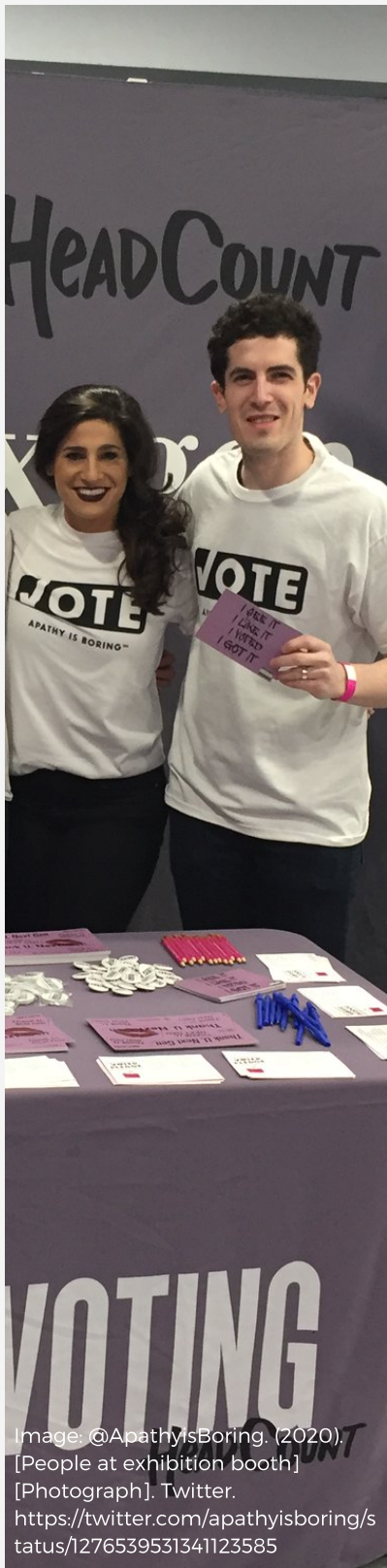
Image: @ApathyIsBoring. (2020). [People at exhibition booth] [Photograph]. Twitter. https://twitter.com/apathyisboring/status/1276539531341123585

External Scanning

Awareness Campaigns

Regardless of the cause or movement, many commonalities exist between awareness organizations and campaigns. Most host and create original resources on their websites, such as posters, educational materials, and advocacy support documents. To varying degrees, each campaign leverages storytelling to develop an emotional bond. There are strong positioning, branding, and taglines. The calls-to-action are upfront and reiterated. The ease of engagement and accessibility are important success factors. This may include social media outreach and street teams. A notable strategy to amplify awareness is through well-known spokespeople or micro-influencers, like ambassador programs. Turning participants into advocates and working towards a goal as a group has propelled movements.

Revenue models showed more range. Some had multiple, innovative revenue streams, such as consulting, and some were strictly fundraising. The latter was much more transactional and donation-based. Examples include Bell Let's Talk and CIBC's Run for the Cure. Another point of difference is the timing. Some were reliant on singular annual events. This is beneficial as it focuses resources and is simpler to engage stakeholders on an agreed-upon date. Some others, often with multiple revenue streams, have several and ongoing campaigns. While this ensures the cause is top of mind year-round, additional management and resources are needed.

Apathy is Boring

Stats (2019-2020)
324 media features
61 events attended
47 street teams
8 RISE communities
93 RISE ambassadors
63 partners
$2.2M annual income

Audience
Youth, specifically those eligible to vote (ages 18-30) Canada-wide

(Apathy Is Boring Annual Report 2019-2020, 2020)

ABOUT

Apathy is Boring was founded in Montreal in 2004. It has had stable growth and, in the last few years, increased its staff, revenue, and reach. Its vision is, "a Canada where every young Canadian is an active citizen, and youth are meaningfully engaged in all aspects of the democratic process" (*Connecting Tomorrow's Change Makers*, n.d.). Apathy is Boring is a non-partisan, charitable organization that supports and educates youth to be active and contributing citizens of Canada's democracy. Its work is rooted in empowering youth and enabling them to take control over their lives, and not necessarily restricted to civic issues.

Most of its revenue comes from grants (90%). The remainder is made up of sponsorship, donations, and its consulting arm, "Youth Friendly." This consulting program educates partners, primarily democratic institutions, on youth empowerment and participation.

Most of its costs are related to programming. Advertising represents 2% of program costs.

EVENT PROGRAMMING

The website hosts resources (e.g., civic issues and participation) prioritizing voting information. They hold outdoor events and workshops. During International Day of Democracy, Apathy is Boring facilitates conversations and provides free meals to participants. It also works closely with partners to amplify its message.

A core initiative is "Rise Ambassador." RISE is a 22-week ambassador program that empowers youth. They learn about community engagement, work on community projects, and commit to 6 hours/week of volunteering. The program takes place online and offline. There are two cohorts each year in seven Canadian cities.

INSIGHTS

Apathy is Boring's communications and copy are clear. It directs people to simple actions (e.g., vote, donate, join). The brand name encapsulates its ethos and values. Through its programming, it actively builds skills and a community around civic engagement. A common thread throughout the organization's activities is involving youth. Many programs are youth-led and catered specifically to this target market.

Bell Let's Talk

Stats (2021)
159,173,435 messages shared (3.1% increase from previous year)
$7,958,671 in Bell funding (5 cents/message donated)
42,688,092 interactions

Audience
Adults in the workplace (primary)
Post-secondary students
Youth and children
Canada-wide

(Results and Impact, n.d.*; Now More than Ever! Bell Let's Talk Day Sets New Records as Canadians Take Action for Mental Health with 159,173,435 Messages of Support,* 2021*)*

ABOUT

Bell Let's Talk engages Canadians to take action to create positive change in mental health. It launched in 2010 and, in 2015, #BellLetsTalk became the #1 trend on Twitter in Canada and worldwide. It reached almost 4.8 million tweets. Due to its popularity, Bell has extended the program for another five years and increased total funding to at least $155 million.

Bell Let's Talk focuses on anti-stigma, care and access, research, and workplace health. Funding is distributed to approved Canadian mental health organizations. The Community Fund provides grants ($5,000 to $25,000) to Canadian projects that address mental health care, services, and access. A new fund set up in 2020 specifically provides $5 million to BIPOC communities (Diversity Fund). A Post-Secondary Fund was set up in 2021 for colleges and universities.

EVENT PROGRAMMING

Bell Let's Talk builds awareness to distribute funds amongst various community groups. It partners with spokespeople, leaders, influencers to share their mental health stories (e.g., video segments), specifically government figures, athletes, educators, celebrities, and local leaders. It also leverages the support of mental health experts.

It engages its audience in many ways online and digitally: virtual events, ·Bell Let's Talk Day specials on television, social media filters, and online toolkit and resources (e.g., stickers, posters, printable materials).

It has a separate focus on university and college engagement (over 200). Bell Let's Talk distributes digital toolkits for students.

INSIGHTS

Bell Let's Talk affirms a very simple relationship between action and impact. For every tweet, $0.05 is donated to mental health causes. The visibility and accessibility of this campaign have made it widespread. However, the depth of understanding of mental health may be low, as the touchpoints are momentary. It is growing awareness through different channels, such as video, television, and multiple social media platforms. Bell Let's Talk is a unique model, as it does not directly fundraise from the community, rather the corporate sponsor has pledged the donation amount. As the campaign has grown, it has been criticized for the corporatization of a cause.

Sources: (*Bell Let's Talk: The First 5 Years,* 2015; *Your Actions Counted! Bell Let's Talk Day Sets a New Record with 154,387,425 Messages of Support for Mental Health, and $7,719,371.25 More Bell Funding for Canadian Mental Health,* 2020)

Pink Shirt Day (Anti-Bullying Day)

Stats (2021)
59,000 youth impacted
440,000 shirts sold
$2,550,000 funds distributed
$230,000 raised

Audience
Youth (grade school)
While CKNW Kids' Fund focuses on youth in BC, Pink Shirt Day has gained national attention, as well as international reach. Here are independents operations in Australia, New Zealand, France, Lebanon, the United Kingdom, and the United States.

ABOUT

Pink Shirt Day started in Canada by CKNW in 2007. Over the month of February, and throughout the year, CKNW Kids' Fund's Pink Shirt Day raises awareness of bullying in schools, workplaces, homes, and online. It fundraises to support programs that foster children's healthy self-esteem. Funds raised go towards approved organizations. A portion of its revenue comes from merchandise sales, such as the notable pink shirt.

EVENT PROGRAMMING

Pink Shirt Day conducts outreach to schools and workplaces. It provides online resources, posters, and awareness materials. CKNW Fund webpage showcases children's stories and how funds are used.

Other organizations and communities may commemorate Pink Shirt Day differently, such as running their own fundraising events, leveraging local talents and resources.

INSIGHTS

Like Bell Let's Talk, Pink Shirt Day ties one simple, visible action with support. It has a flexible, lean model and has expanded beyond schools, such as workplaces. It has little programming, is fairly self-run, and community activated. This doesn't give it much control, however others can easily adopt this campaign and make it their own. Pink Shirt Day in other countries has maintained many elements of the original brand elements.

Sources: (*Pink Shirt Day*, n.d.; *CKNW Kids' Fund*, n.d.)

CIBC Run for the Cure (Canadian Cancer Society)

Stats (2021)
·25,000 participants/year

Audience
Canada-wide
Adult and post-secondary teams
Family-oriented

ABOUT

Run for the Cure was launched in 1992 and CIBC became the title sponsor in 1997. The CIBC Run for the Cure is a 5km or 1km walk or run that raises funds for the Canadian Cancer Society. It is the largest single-day, volunteer-led event in Canada in support of the breast cancer cause (*About the CIBC Run for the Cure*, n.d.). Its primary activities are fundraising, soliciting donations, and volunteer management.

EVENT PROGRAMMING

CIBC's Run for the Cure has a simple and clear directive. Its website and online resources primarily facilitate individual and team fundraising for the yearly run. There are many fundraising tools and resources available online. To increase engagement and to provide additional touchpoints, it created a mobile app to track activities and fundraising, launched CancerConnections.ca (online cancer support community), and livestreamed opening events with performances (CIBC, 2020). To incentivize fundraising, it offers prizes and has an awards program for those who reach fundraising milestones, post-secondary challenges, team building, and leaderboards. Cancer education and information are redirected to cancer.ca. Instead, the run shows the impacts of cancer through storytelling. Its website features stories of participants and a digital Wall of Hope that commemorates those affected by breast cancer.

INSIGHTS

The main goal of its website and activities is based on individual fundraising. This is its main revenue driver and engagement platform. The more individuals can amplify its vision, the more successful is the campaign. The run is marketed and designed as family-friendly, which draws groups of people and is inviting. Through storytelling and shared experiences, CIBC's Run for the Cure builds an emotional bond to its brand and cause.

International Day of the Girl (Plan International Canada)

Stats (2021)
·$24M in revenue from all activities

Audience
International
Primarily adolescent girls
Secondary focus on adults and other youth (girls and boys)

(Plan International Canada 2020 Annual Review, 2020)

ABOUT

Plan International launched in 1937, and since then has spread to 75 countries. The Beijing Declaration and Platform for Action in 1995 was an important moment for Plan International, as the declaration was the first to specifically address girl's rights. In 2011, the UN declared October 11 as the International Day of the Girl (*International Day of the Girl*, n.d.). Shortly after, in 2012, Plan International Canada launched and grew the International Day of the Girl campaign into a global movement (*International Day of the Girl*, 2020).

Plan International leads the global effort to build a coalition of support behind the Day of the Girl. In collaboration with girls, Day of the Girl is a launchpad for global action on girls' rights. Through their stories, ideas and views, it was clear that an international day for girls would bring a global focus to their lack of representation in the global development agenda. Plan addresses issues of gender-based violence, harmful practices, and HIV. It provides skills learning and empowers girls to be change-makers and activists (*International Day of the Girl Child*, n.d.). Many charities globally observe Day of the Girl, such as Girl Guides and UNICEF.

Plan International Canada runs year-round activities and campaigns. Revenue is driven by a variety of sponsorship and donation opportunities. One may sponsor a girl, donate to emergency causes, fund gifts, and more. Members and sponsors have their own online accounts. Its website is a hub of online resources, especially for advocacy and activism work. Almost half of its revenues come from grants and government funding, 29% represent sponsorships, and 25% represent contributions and gifts-in-kind (*Plan International Canada 2020 Annual Review*, 2020).

Its programming specifically works with vulnerable children and girls. For example, *Girls Belong Here* is a virtual program for girl ambassadors to share their voices, stories, ideas, and solutions with leaders and organizations (*International Day of the Girl*, 2020).

EVENT PROGRAMMING

Day of the Girl activities and narrative are highly driven by the stories of adolescent girls and girl-led organizations. Plan focuses on ones most affected by gender-related issues. A few ways it executes this is by its girl ambassadors, who speak on behalf of the campaign, and its #GirlsTakeover programs. #GirlsTakeover is an event where girls step into leadership roles to both provide them with a learning experience and to amplify their voice in a position of authority (*International Day of the Girl*, n.d.).

International Day of the Girl (Plan International Canada)
Continued

Day of the Girl encourages youth-led digital activism. It addresses ongoing issues and timely issues facing girls today, such as gender-based violence online. Plan Canada releases new research and The State of the World's Girls Report each year.

INSIGHTS

Day of the Girl has both an international and local outlook, surfacing pertinent issues facing all girls. Day of the Girl represents a portion of Plan International Canada's portfolio. There is a wide variety of moments to engage. Its donor program is quite customized and segmented. Similarly, it created many opportunities for engagement for different stakeholders, adult and child alike. This amount of program management requires a high level of investment and capacity.

STEEPV

Social, Technological, Economical, Political, and Values

Using the STEEPV framework, I created a broad overview of key signals grouped into Social, Technological, Economical, Political, and Values categories. I have excluded Environmental, as it was not applicable. This analysis helps uncover any trends and external forces that may impact the future of media literacy from a variety of perspectives. Overall online activism and advocacy impact offline behaviour as well. This is important as media and digital literacy gains more attention and as MediaSmarts conducts more events and communicates online. Corporate social responsibility (CSR) reached mainstream awareness and businesses have opportunities to lead causes. CSR has developed independently from political contexts. Accountability and giving back are high on the radar for corporations. Other takeaways are getting youth involved to sustain awareness and to lead movements. This can be done by creating specific opportunities for them. Lastly, an action and communications plan are critical for awareness campaigns to maximize impact.

Social

Summary
To encourage people to partake in prosocial activities (i.e., how to get someone to help others), the activity must be framed positively, perceived by peers as positive, the person must feel like their contribution matters, and that there is a sense of threat from inaction. Youth community/civic engagement declines after high school, yet they are a key catalyst for change. Awareness and activism need to start early and turn into action.

- There is a gap in media literacy knowledge amongst all age groups. It is recommended to start learning as young as possible and ongoing. (Herbst, 2020)
- Presented in this study, several factors and pre-requisites are needed for an individual to engage in prosocial activities (e.g., donating to a cause). Based on several theories, individuals need to believe their actions contribute positively, the actions are received positively by peers, they align with personal values, there is a perceived threat, and a sense of obligation. They also need to be future-oriented and believe in the possibility of a just world. The paper suggests education to inform children and adults of the importance of issues and underlining moral responsibility. (Skarmeas et al., 2019)
- Civic and community engagement tends to drop off after youth complete high school. Social media is a channel many youths learn about social issues and can be used to increase future engagement, on and offline. Many find it easier and more comfortable to engage with. To what extent is unknown. (Seelig, 2018)
- Those who engage with civic activism on social media were predominantly young, female, white, and liberal. Engagement increased when there was a strong desire to express oneself. However, social media activism did not have a strong association with policy or systemic change. (Hong & Kim, 2021)
- Awareness and addressing lack of knowledge is not enough to create a meaningful impact for a cause. Specific actions should be provided for one to change attitudes and behaviours. Powerful and positive messaging has shown previous success. (Christiano & Neimand, 2017)

Other reasons for awareness campaign failure:
- Making an issue less serious (e.g., via comedy) can counter a campaign's effectiveness.
- The context (who and where) of the awareness message impacts how it is received.

Suggestions:
- Target your audience as narrowly as possible
- Create compelling messages with clear calls to action
- Develop a theory of change
- Use the right messenger
- Youth consistently practice hope, and art and creativity can help illuminate their experiences. (Gallagher, 2020)

Social

Technological

- Universidad del Caribe's sixth annual Conference of Youth (COY6) in 2010 presented several insights about youth advocacy and creating momentum behind a cause as complex as climate change. Large, complex issues need to be scaled down, as not to seem intangible and unsolvable. Local and simple framing helps gain people's support. Target issues and solutions both need to be clearly communicated, actionable, and show impact. (Sasser, 2014)
- Activism takes different forms and is being expressed in different contexts, notably by millennials in the workplace. Young activists feel more comfortable holding employers accountable and voicing their values/concerns. In response, employers are encouraged to listen, acknowledge, respond, seek input, and develop shared values. (Wingard, 2020)

Summary:
Social media and technology are ubiquitous with applications in many fields, which lowers the barrier to engagement. Children and adults will be more accustomed to learning and engaging online, however there are risks. Social media can be used as a tool for behaviour change.

- As the proliferation of social media and digital use becomes more saturated and common, tech platforms are developing child-friendly versions with the aim to protect children. However, this is not fool-proof and has come with criticism, such as Facebook's Instagram for Kids. Lawmakers remain vigilant and the cooperation of social media companies is needed. (Heilweil, 2021)
- Online learning is growing and becoming more sophisticated. One example is TVO's online high school (ILC). Education is becoming more accessible and personalized. (*Ontario's Largest Online High School*, n.d.)
- Canada experiences Information and Communications Technology (ICT) talent shortages, lags in employee training and upskilling. This impacts digital literacy, productivity, and innovation. A contributing factor is low STEM enrolment. Digital literacy amongst all Canadians is crucial for building a healthy 21st Century economy. One way to combat this is an investment in K-12 education. (Hadziristic, 2017)
- Social media engagement for caused-based campaigns showed positive outcomes for social media behaviour, offline communication behaviour, and helping behaviour. Social media plays a key role in influencing offline communications. (Paek et al., 2013)

Economical

Summary:
Corporate social responsibility (CSR) has become a norm and cause marketing has faced criticism over its effectiveness and emphasis on consumerism. The corporate sector can still be leaders in this space and make meaningful change. Corporations must partner with organizations with the same values for the long-term. More meaningful CSR can involve education and directly working with communities.

- CSR has achieved mainstream attention (e.g., over 90% of corporations report on sustainability performance). It has also emerged mainly independently from policymaking. There is an opportunity for business leaders to address the SDG and other social causes. (Kell, 2018)
- Cause marketing/consumption philanthropy addresses primarily short-term goals. Campaigns and sales, such as pink ribbons and Product RED individualize solutions, encourage overconsumption, and do not address true social problems. Alternative suggestions include deepening relationships with donors and strategic partnerships that directly impact communities. (Eikenberry, 2009)
- Consumers attitudes and perspectives towards a brand do not change when it is associated with a cause in the short term, due to the amount of investment and incongruence between brand and cause. However, the cause does benefit. (Wymer & Samu, 2008)
- There is an established need to invest in schools and education to counter misinformation and teach media literacy. Regulation alone is not enough. Education is more expensive but has longer-term effects. (Chiara, 2017)

Political

Values

Summary:
Digital activism and participation are easy, and effective ways to engage youth. While its effectiveness is unknown, it is shown to impact offline behaviour, codify ideas, and spread awareness. Organizations and governments have used local civic participation to influence policy.

- Canadian government is actively investing in digital literacy (funding of $29.5 million). Investment and interest from a wide variety of stakeholders are anticipated to be prevalent. (*Digital Literacy Exchange Program*, n.d.)
- Those who tweet, engage online, or donate to civic or political causes are more likely to be civically engaged offline as well. Clicktivism has been seen as a passive activity, but plays a key role in spreading ideas and messages. (Fisher, 2020)
- While 2020 saw intensified online activism, this is not new. Digital activism can be micro or macro and contributes to a movement's goals. It reduces youth's barriers to participation and gives them control and agency. (Rosenblatt, 2020)
- South Korea implemented grassroots initiatives at a local, municipal level to encourage engaged citizenship and social innovation. Projects focused on revitalizing communities, which originated in the 1990s from cities to villages. This includes corporations, citizen networks, and young people. The government has used local participation as a basis for policies. (Lee, 2017)
- There is growing collaboration and digital literacy awareness, locally and globally. Aside from Media Literacy Weeks, there are national curriculum resources (Finland), UNICEF workshops, newsroom initiatives (BBC Young Reporter), online resources (CBC Kids). (Howcroft, 2019)

Summary:
People's values and attitudes towards different media are changing. Many are skeptical of ads, social media, and other digital communications. This has implications on MediaSmart's communication methods and role in creating trust with stakeholders.

- There is a growing distrust of certain media (Stewart, 2020):
  - 70% of people don't trust what they see on social media (UK)
  - Traditional media has increased to 69% in terms of trust (global)
  - 67% are worried about fake news
  - 25% favourability towards ads
- Youth perform an important role in politics, specifically in peace processes. This can be seen in youth-led protests. The UN Security Council's (UNSC) has recognized this and identified five pillars to enable youth participation: participation, protection, prevention, partnership, and disengagement and reintegration. What we can learn from this is that reducing barriers to youth participation and creating spaces for them to speak can direct movements and change attitudes. Youth have a desire to be leaders and actively contribute to shaping the future. (Dizdaroğlu, 2020)

Value Propositions

Crafting the value proposition frameworks for Media Literacy Week participants showed very distinct groups: educators, parents, and youth. The value proposition framework describes the customer's jobs, pains, and gains. This is then contrasted with MediaSmarts' product/services, pain relievers, and gain creators. The more direct matches between the two parties there are, indicates a better fit.

While there was some overlap in needs and pain points, each group had their own unique characteristics. Certain issues also showed conflicting perspectives, where one group does not feel the other has a full understanding of them. There are many customer pains and gains that provide areas of opportunity if Media Literacy Week can address them.

In the following tables, underlined items are ones that have a matching corresponding point.

EDUCATORS

MEDIA LITERACY WEEK

JOBS:
Embed critical thinking skills
Meet curriculum goals and teaching standards
Care for students
Teach student how to find and verify information online
Address emerging issues
Empower students
Develop curriculum, plan activities

PRODUCT/SERVICES:
Online, downloadable, multimedia, and free resources
Teacher's hub
Partner content

GAINS:
Engaged students
Age appropriate material
Practical student learnings
Responsive, leading edge content

GAIN CREATORS:
Flexible planning, during class hours
Canada-wide
Reputable organization
MediaSmarts liaison
Synchronous/asynchronous

PAINS:
Tech barriers (e.g., firewalls, hardware)
Resource strapped
Large classes
Little support from school administration
Rapid pivot to online learning during COVID

PAIN RELIEVERS:
Proactive outreach
Free, accessible content and events
Updated variety of resources

Media Literacy Week meets many of the educators' pains, gains, and jobs. There is a high fit between educators and Media Literacy Week. Pain points that cannot be addressed are structural, such as the school's firewall restrictions. Program accessibility in class is critical. Educator-only programs could be held after school hours. MediaSmarts can continue to support curriculum needs and keep students engaged by maintaining a high level of quality of resources, owned and partner events.

PARENTS   MEDIA LITERACY WEEK

JOBS:
Control content children are viewing
Role model
Supervise, manage and teach
Educate about internet safety
Raise critical thinkers
Continue media and digital literacy skills at
home
Empower children
Answer children's questions

PRODUCT/SERVICES:
Online, downloadable, multimedia, and free
resources
Partner content

GAINS:
Build trust with child
Find answers and ask questions
Feel knowledgeable
Independent, empowered, happy children
Progressive resources
Shared experience with children
Easy to integrate

GAIN CREATORS:
Flexible planning, during class hours
Canada-wide
Reputable organization
Able to ask questions and connect
Synchronous/asynchronous

PAINS:
Tech addiction, screen time
Child's self esteem issues
Lack of knowledge and skills
Children's privacy, media, ad issues
Pervasiveness of media
Unable to control and trust children's internet
use
Not knowing how to raise issues/hold people
accountable
Lack of time and resources
Unable to keep in touch with children's
online behaviour

PAIN RELIEVERS:
Free, accessible content and events
Updated variety of resources
Content that addresses a variety of issues

Parents and guardians benefit from many of Media Literacy Week's resources. There are many fears and pain points. While it is not necessary to address them all, giving them a sense of security and dependability can alleviate some of those feelings. Some parents' concerns are not knowing what their child is doing online and wanting to share experiences with their child. This can be an opportunity to create collaborative resources for parents and children.

YOUTH   MEDIA LITERACY WEEK

JOBS:
Be in control of their digital lives
Share experiences, self expression
Connect with peers online
Use tech/internet to help with school work
Better address issues, conflicts online
Protect privacy

GAINS:
Look to parents/teachers for help
Part of their personal development
Socialize, make friends
Fun, engaging experience
Shared experience with peers, family
Safe space to raise issues
Accessible
Matches their learning style

PAINS:
Overly monitored
Over communication
Unable to use personal devices at school
Unable to access educational materials in
class or home
Growing fear of corporatization
How their online actions can affect them in
the future
Fear tactics
Fear on missing out on in-person activities
How new media/tech is shaping their world
views
Cyberbullying
Not being understood

PRODUCT/SERVICES:
Online, downloadable, multimedia, and free
resources
Teacher's hub
Partner content

GAIN CREATORS:
Flexible planning, during class hours
Workshops tailored to their age group
Reputable organization
Synchronous/asynchronous
Opportunities to contribute and create
Amplifies their needs to teachers and parents

PAIN RELIEVERS:
Addresses fears and concerns
Free, accessible content and events
Tie in conversations and understanding
between teachers and parents

Media Literacy Week primarily concerns educating parents and educators to facilitate youth learning, especially as many youths turn to their parents and teachers as sources of information and help. Fun and engaging events where one can socialize with their peers are favourable learning environments. Additional youth-centric and youth-only events can create a safe space with their peers.

SWOT

Strengths

- Experience and knowledge expertise (15 years running MLW, organization operating since 1996)
- Many partners/collaborators (100+ for MLW)
- Well-known sponsors, collaborators, board
- Experience working with many stakeholders
- High-quality content creation (blog, podcast, educational materials, research)
- First of its kind, known internationally and industry-wide
- Varied revenue sources
- Adaptable team and programming

Weaknesses

- MLW is stagnant and has no strategic plan
- Broad target market
- Online interface needs to be updated (dense platform)
- A lot of new content needs to be produced and updated regularly
- Need physical and capital resources for outreach, social media, external engagement

Opportunities

- Public recognition
- Government funding opportunities and support
- Growing interest from other organizations/countries, who MediaSmarts can work with and increase awareness as whole
- Many intersections for collaboration (e.g., youth, digital citizenship, diversity, telecom, media)

Threats

- Growth dependent on funding
- Emergent issues, changing landscape
- Many marketing platforms to keep up
- Lack of media literacy national strategy and alignment between disciplines (e.g., academics, practitioners, government)
- Increasing media literacy content and emerging "competitors"

SWOT

Media Literacy Week is well-situated for growth due to its history and ability to produce high-quality content, which has been well-received and widely recognized. It is looked towards for inspiration and expertise by similar organizations and those who work in media literacy. However, it faces internal and external challenges. Internally, MediaSmarts has many priorities and initiatives that need considerable attention. Media Literacy has been growing organically without a formal strategy or plan. This exemplifies MediaSmarts' strength in research, brand recognition, and reputation.

Externally, the field of media literacy is evolving with a range of perspectives and ideologies to best address media and digital literacy issues. Ongoing commitment is needed to achieve consensus and monitor changes. As governments and organizations continue to prioritize media literacy, awareness, as a whole, will grow, leading to more interested parties, participants, and funding opportunities. Other media literacy, information, educational, and technology organizations may also follow suit. The amount of media literacy resources and content are increasing, which will compete for attention.

There are several opportunities and leverage points that Media Literacy can take advantage of and build into its operations. Public awareness and appeals for investment in digital literacy initiatives are growing and Media Literacy Week can use the momentum to propel forward. This may also include more openness to partnerships and sponsorship.

Recommen dations

Collaboration Between Diverse Stakeholders

Diverse Partners

The media literacy ecosystem is vast and diverse. All parties play a key role in advocating media literacy, as well as kickstarting initiatives at the ground level. Media Literacy Week's collaborator network should continue and grow. Different partners can offer more access points to audiences and alternative ways of learning. Notable organizations to partner, reach out to, and even solicit sponsorships include media, technology, and entertainment organizations. Working with creators online, such as on social media, can be a powerful leverage point. Within the Aspen Institute's *Digital and Media Literacy: A Plan of Action* recommendations, community-based informal or formal learning opportunities offered by a wide variety of sources, like libraries and universities, can extend reach to the target market and underserved groups. (*Digital and Media Literacy: A Plan of Action*, 2010). Collaboration and insight sharing between other media literacy weeks are encouraged to amplify the initiative. Information can be cross-pollinated between leaders and stakeholders.

International and national public policy are increasingly supporting media literacy, as its importance is further illuminated. More opportunities may arise for funding, awareness, and collaboration. As such, it is also important to retain the media literacy week brand name, which will grow alongside the international community.
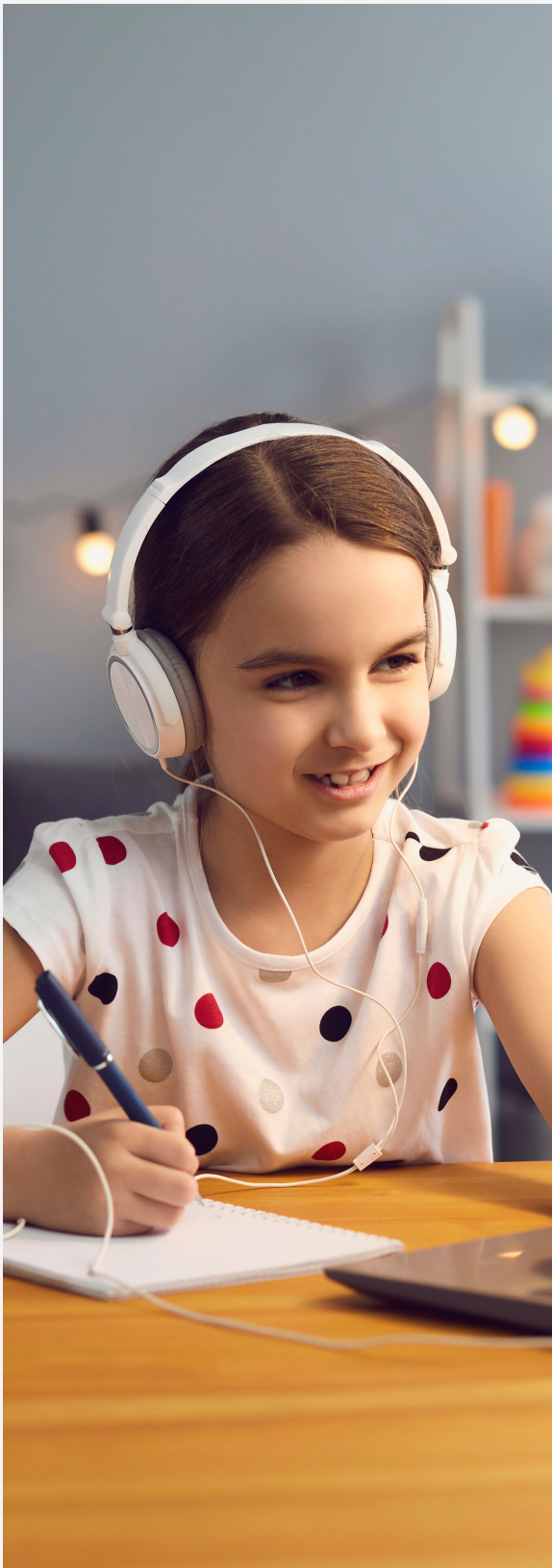
Key Customers
Thoughtful segmentation needs to be clear, as there are many stakeholders in this arena. Ensuring appropriate messaging reaches the right group will help strengthen relationships and avoid confusion. MediaSmarts' strengths focus on youth education and should build upon this target group, as opposed to the general public and industry/policy audiences. Resources/events should be created and easily differentiated for educators, youth, and parents. Including a focus on educators and parents will enhance youth learning. Events may fall out of regular school and work hours to reach these groups. Media Literacy Week events should empower the individual and provide them with practical understanding. An example tailored to educators provided by the Aspen Institute is a repository of video documentation of media literacy teaching in practice. This will help educators evaluate, learn, and determine best practices (*Digital and Media Literacy: A Plan of Action*, 2010).

Media Literacy Week may also want to consider producing more proprietary events, especially to ensure sufficient content for the key target markets. This will also help Media Literacy Week build its own audience and maintain quality control. NAMLE hosts a conference more specifically designed for educators, in addition to media literacy week. A simple event format that can be incorporated into Media Literacy Week is conversational meetups with parents and educators to increase dialogue. Communication between these two groups is critical to cultivating a consistent learning environment and transparency. On International Day of Democracy, Apathy is Boring, facilitates these conversations with stakeholders by providing free meals as an incentive to join its talks. It arranges panels, talks, and break-out sessions.

Networking and support events during and before the week can foster community. This can be done with a Slack group, online event with breakout rooms, and in-person gatherings for people to share their experiences. Parents and teachers have separate events and platforms to meet each other, learn, and find support. Being able to create new relationships will help make the week a memorable event.

Youth Involvement

Awareness and advocacy organizations, such as Plan International Canada and Apathy is Boring, have successfully incorporated youth in their process and campaigns. In Plan International Canada's report on *The Power of Youth*, it underscores long-term partnerships with youth and, not only giving them a seat at the table, but providing them meaningful opportunities and decision-making power (*The Power of Youth: A Youth-Led Guide to Engaging with Voices of Change*, 2020). These organizations operate girl and youth ambassador programs, local leadership programs, and visual representation of youth in public-facing media. Youth programs require high investment and time to adequately support participants and to provide a safe space, however, the benefits are immense, including the power to catalyze change. In the creation of such programs, youth should be involved in their design. This creates relatability, empowers youth stakeholders, and encourages more youth to get involved by seeing their peers.

Appealing to Youth
A couple of popular ways to increase engagement are developing programs specifically for youth, contests, and awards. This also creates sharable group moments. While Media Literacy Week has many youth events in class settings, there is an

opportunity to develop youth and child public-facing presence, whereby they can join on their own and create their own learning experiences. Media Literacy Week can develop on-site presence at schools to strengthen brand and outreach, like Apathy is Boring's country-wide street teams.

Youth-led Programming
Youth involvement in the facilitation of Media Literacy Week events can bolster community education, building sustainable made-for-youth events. These events can create strong social networks, bonds, and facilitate a space for learning with peers. One way this can be achieved is through volunteer leadership programs or youth corps. The program gives youth a stake in media and digital literacy issues, while being involved in the community at an early age and developing lifelong skills. Youth voice can invigorate communities, adult and youth alike, and bring visibility to those most affected. Volunteer youth may lead local community events, attend in-person street teams, present and help facilitate workshops with partners. Leveraging the youth community can also gain buy-in and expand deeper into this key target group. Another benefit this youth-centric side can encourage is more inclusivity, diverse representation, which may help fill diversity gaps in education.

Communications and Inciting Engagement

Information Design
Public awareness is integral to education, garnering support, and catalyzing action. It is needed both at the beginning and throughout movements. Communication of Media Literacy Week must inform the target markets, bolster brand image, and propel long-term behavioural change (Awareness Campaigns for Behavioural Change, 2015).

As Media Literacy Week invites different stakeholder groups, the website and communications should similarly reflect content for youth, educators, and parents. The structure of the website can follow this format, such as events for the week can be sorted by audience and event type. Separate landing pages can also be developed for the three main segments. Clear calls-to-actions should be displayed that overarches the whole event, such as donating or signing up to the MediaSmarts newsletter. Actions that participants may take after the week should be explicitly displayed. These actions or goals should be digestible and tangible, as to not overwhelm and deter.

Once the target markets have been established, MediaSmarts can position themselves through copy and imagery. Sharing participant stories, case studies, and user-friendly terminology related to media literacy will help people change their attitudes around the topic and clarify any misunderstandings. Positioning plays on current strengths. Media Literacy Week should present itself as Canada's premier media literacy event for educators, parents, and youth. As more initiatives and organizations enter the media literacy space, it is important to establish this positioning. There is an established demand for media and digital literacy curriculum, and this can continue to fill that need. A tagline to accompany the event name can be used to further describe the event, without being prescriptive to a theme. Not all media literacy weeks have a theme. Some adapt UNESCO's MIL week theme, but is not utilized to the fullest extent. The content of the week should be a combination of what participants are looking for and timely, responsive events. Further communications can expand on the topics and issues.

The website, as the main resource and hub for Media Literacy Week, should also facilitate communications and information flows. Insights, goals, and accomplishments can be highlighted. Other media literacy weeks and complementary groups can also leverage this. According to the 2019 Media Literacy Week Collaborator Survey, most used resources were simple and sharable, like social posts, tip sheets, and video.

Engagement

Like setting up actionable and clear calls-to-actions, Media Literacy Week can draw inspiration from bite-sized engagement and incentives throughout the whole event, online and offline. Rewards can be non-monetary and as simple as acknowledgement. Rewards facilitate a sense of accomplishment and participants feel involved and part of the wider community. Running events throughout the year will help continue to build MediaSmarts audiences. According to a study in the United States, 75% of students experience "summer learning loss." MediaSmarts will be able to nurture and build more relationships over time.

To capture visitors and participants, MediaSmarts may want to consider a membership program. The program can offer different tiers of engagement, from sponsorship to early access to events. Events will still remain accessible. A membership layer will allow people to show their support and explicitly show their intention to be more involved.

In addition, A donor and sponsorship campaign tied to Media Literacy Week can increase funding and the profile of the event. An example of a donation campaign can be seen on Media Literacy Now's webpage. On its website, it has different levels of donation — from $20 to $5000, — how funds will be used, the impact of donating, and a sense of urgency (*Support Media Literacy Now Today!,* 2020).

Conclusion

MediaSmarts' Media Literacy Week holds much potential, as, both, locally and globally, the dangers of disinformation, misinformation, privacy, and other media issues are becoming more widely known. An event such as Media Literacy Week is greatly needed to address these issues amongst youth. Many media literacy organizations are nascent, but new entrants are emerging. MediaSmarts is well-situated to take the lead.

A renewed brand position and defined target markets (Canadian parents, educators, and youth) must be established first to build a stable foundation, impacting stakeholder relations and event programming. Messaging and information must be in line with other media literacy weeks and customer segments. The three core groups can be involved in the process to validate plans. Ongoing feedback surveys should be used to measure impacts and changes.

Many growth opportunities exist in addressing the needs and pain points of parents, educators, and youth, and uniting them together to create a shared vision. Maintaining a broad theme can reflect the target markets' needs and emerging issues within media literacy. Encouraging diverse partner and youth perspectives will help shape the event's content and format. Active listening and information sharing will facilitate the growth and direction of the event.

For the next iteration of Media Literacy Week, youth-led and MediaSmarts run events are launched. Youth engagement should occur as early as possible and a call to participate may occur at the end of this year's Media Literacy Week. These events can be scaled up or down depending on resources and the funding environment and resources.

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