

ACTIVE LEARNING COMPONENT

InfoZones: Make your own

Summary

In this follow-up activity to NLP's InfoZones lesson, students create their own InfoZone collections about a topic or theme of their choice. We recommend that students work in small teams and use the same platform (for example, Google Slides on Google Docs or as a [Prezi](#)) to store and share their collections.

What You'll Need

- Devices that allow students to research and collect information they find online. This could be a desktop computer, laptop computer, tablet or smartphone.
- A pre-selected tool for students to use to collect, store and share or present their collections.
- A timer or timer mobile app (optional).

How It Works

Remind students of the InfoZone collection(s) they worked through in the previous lesson, and tell them that they are now going to create their own collection, using these four rules:

1. All examples must be appropriate for school.
2. All InfoZones must be represented at least once.
3. All examples should include enough details or context clues to make it possible for their peers to correctly categorize them. (In other words, examples can be tricky, but not tricks.)
4. The maximum collection size is 15 (or another number that you select).

Make sure students have access to the internet and understand where to collect their examples, then give them a set amount of time to build their collections. We recommend that you leave enough time at the end of the period for at least three groups to share their compilations.

Adapt and Extend

- Pair up teams and have each complete the other's zone collection using the **Own It, Zone It!** graphic organizer. Afterward, teams should give feedback to one another and briefly discuss any examples that generate disagreement. At the conclusion, team pairs can share these contested examples and discuss them with the whole class.
- Direct teams of students to reconfigure the basic InfoZones categories into more specific and nuanced classifications. Students' new InfoZone systems might allow people to distinguish between subgenres of advertisements such as political, corporate and public service. When their new InfoZone systems are complete, students can teach their peers how they work, or create some kind of project that visualizes and explains their new system.