At the Los Angeles Memorial Gathering for Elizabeth (Liz) Thoman, CML's Founder, on February 12, 2017, Jeff Share, from the Faculty of Education at UCLA, passed out “feminist money” and told a story about how Liz used this money in a way that exemplifies media literacy in action, living out the Empowerment Spiral of Awareness, Analysis, Reflection and Action. Liz took the “money” (see page 12 February newsletter) when she attended church services and if she observed that the pastor used sexist language or that there was discrimination against women evidenced in the service, she would fill in the amount of a donation, and place it in the collection basket, then she would make the donation in real money to the Women’s Ordination Conference, instead. After the service, Liz would approach the pastor, introduce herself, and inform the pastor that she had placed a special note in his collection plate.

*Have your students create their own currency.*

**AHA!:** I can value my own beliefs and create my own “currency.”

**Grade Level:** 10-12

**Key Question #5 (Consumers):** Why is this message being sent?

**Key Question #5 (Producers):** Have I communicated my purpose effectively?

**Core Concept #5:** Most media messages are created for profit and/or power.

**Key Question #4 (Consumers):** What values, lifestyles and points of view are represented in, or omitted from this message?

**Key Question #4 (Producers):** Have I clearly and consistently framed values, lifestyles and points of view in my content?
Core Concept #4: Media have embedded values and points of view.

Materials: “Feminist Money” and “My Own Currency” template found on page 12 of February newsletter.

Activity: Break students into pairs. Hand out examples of the “feminist” currency for each pair of students to examine. Have students discuss Key Questions #5 and #4 for Consumers, and then share their observations. Next, hand out the templates for each student to create his/her own “money.” What would they choose to feature on their money? Why? Have students answer Key Questions #5 and #4 for Producers, and then share their perspective with the class.

*All Tributes to Elizabeth Thoman, including the one referenced here, are available on CML’s YouTube channel.

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