

LESSON PLAN

Wacky Media Songs: Making and Remixing

This lesson is part of USE, UNDERSTAND & ENGAGE: A digital media literacy framework for Canadian schools. <http://mediasmarts.ca/teacher-resources/digital-literacy-framework>



LEVEL: Grade K to 3

DURATION: 10-15 minutes per activity

ABOUT THE AUTHOR: Matthew Johnson, Director of Education, MediaSmarts.

Overview

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Original series *Wacky Media Songs*. This lesson focuses on enabling students to make media and use existing content for their own purposes.

Learning outcomes

Students will:

- Understand that media are constructions that present partial and imperfect reflections of reality
- Understand that each medium has a unique aesthetic form
- Learn that different media have different codes and conventions that are used to direct attention and communicate meaning
- Explore how media producers make choices that produce different effects for different purposes
- Plan and create their own media works

Preparation and materials

- Review the following *Wacky Media Songs* videos and prepare to show students the ones you wish to discuss:
 - [Frame It!](#)
 - [Reading Images!](#)
 - [You Do You!](#)
 - [What's Inside?](#)



Procedure

Each of the videos in this lesson has discussion prompts for before and after viewing the lesson. Some also have extension activities to follow the lesson.

After reviewing the videos, choose which ones you feel will be most interesting and relevant to your students.

FRAME IT!

Frames aren't just for pictures! When we tell a story, we choose what parts to keep in and what parts to leave out. What we keep is "in the frame". Every type of media has a kind of invisible frame, too! Get in the frame with Ava!

Before the video, ask: What kinds of choices do you think people make when they make media, like filming a movie?

After the video, ask: What's the difference between looking out a window and seeing something framed in media?

How can the media frame sometimes be misleading?

Extension Activity. Watch the video [House Hippo 2.0](#). How does it use the media frame to make the hippo look real?

You can also watch the video [Basic Puppeteering Using A Monitor](#) to see how important the media frame is in making puppets look real. If you have any puppets, you and your students can use your phone to "frame" a puppet video!

READING IMAGES

Did you know you can read images almost like you read words? It's called visual communication and it has its own language. Sing along with Ava as she explores how camera angles and lighting are used to affect our emotions.

Before the video, ask: Think about some of the best scenes in your favourite movies. What makes you remember them? What makes them exciting, or funny, or dramatic?

After the video, ask: Did some of the movie scenes you thought of use the things Ava was talking about, like close-ups, camera angles, and light and colour? (You can use YouTube to watch some of these scenes if you don't have a copy or access on a streaming service.)



Do other media, like comics or video games, use some of the same techniques? What other techniques do they use to do the same thing?

Extension Activity: Use your phone to film a scene with your students. Can you use camera angles to make it look like your kids are powerful and you're scared of them? What other techniques from the video can you use?

YOU DO YOU!

Girls don't always have to be pink princesses and boys, blue superheroes even though that's often what we see in the media. We're all different and unique, and we can avoid stereotypes by just being ourselves. You do you!

Before the video, ask: What are some ways that people who make toys, movies or games make it seem like some things are just for boys or just for girls?

After the video, ask: Why do you think advertisers use stereotypes? (They save money by only advertising to the people they think are likely to buy something.)

How can stereotypes change how we see ourselves or other people? (Make sure your kids understand that there isn't anything wrong with girls liking princesses, or boys liking superheroes. The problem is if girls think they can't like superheroes and boys think they can't like princesses.)

Extension Activity: Use the [Gendered Ad Remixer](#) to mix together ads aimed at boys and girls. How are they different?

WHAT'S INSIDE?

Ava loves watching unboxing videos. It's almost like opening gifts on your birthday! But we should be aware that sometimes unboxers get stuff for free and all the views their videos get are like free advertising for the people who make the products.

Before the video, ask: Do you ever watch unboxing videos? What do you like about them? Do you think unboxing videos are ads?

After the video, ask: How do unboxing videos make you want to buy things? Does it make you feel differently if the people who made them got the things they unbox for free? How could you find out if they did or not?

Extension Activity: Have students make an unboxing video for something in the classroom. Let them explain to you the ways that unboxing videos get the viewer's interest, build suspense and show off the product.