

## LESSON PLAN

### Wacky Media Songs: Media Representation

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

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#### 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 how media represent reality and how different audiences respond to those representations, covering topics such as stereotyping, how our views of the world and ourselves are shaped by media, how advertising messages manipulate us, and how we represent ourselves on social media.

#### Learning outcomes

Students will:

- Understand that media are constructions
- Understand that media have social and political implications
- Explore how media representations affect our views of the world and ourselves
- Understand that audiences actively interpret media works according to their own identity and experience
- Question dominant representations in media works
- Understand that how interactive media are made influences how we use them

#### Preparation and materials

- Review the following *Wacky Media Songs* videos and prepare to show students the ones you wish to discuss:
  - [Frame It!](#)
  - [Picture Perfect!](#)
  - [You Do You!](#)
  - [Make Me Shine!](#)
  - [Just Another Influencer!](#)

- **If you are doing the extension activity for You Do You, ensure that students can access the [Gendered Advertising Remixer](#)**
- If you are showing students *Frame It!* you may also wish to prepare to show the following videos:
  - [House Hippo 2.0](#)
  - [Basic Puppeteering Using a Monitor](#)

## 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?

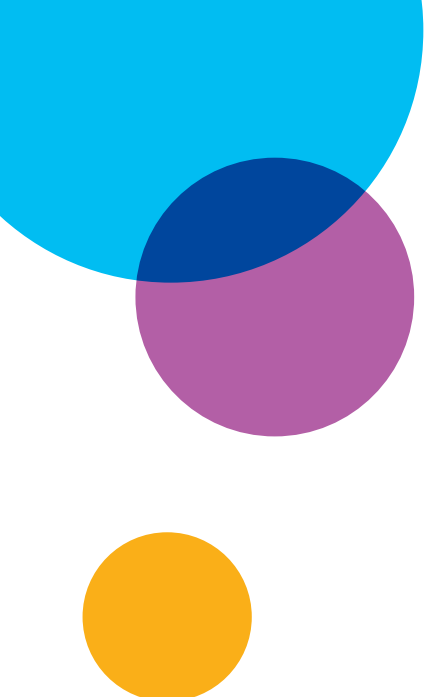
How can the media frame sometimes be misleading?

*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!

### PICTURE PERFECT!

Ava wants to be on the cover of a breakdancing e-zine and she wants her pic to look perfect, just like her favourite influencer's pics! But in real life, who's perfect anyway?



Before the video, ask: Why do you think actors or influencers use computers to change how they look?

After the video, ask: Why is it a bad idea to compare how we look to pictures online or in other media, like movies or ads?

Where else do we sometimes see “perfect” pictures? (A lot of social networks and photo apps have filters that make you look “better.” Your students might have older siblings or even some friends that are already using them.)

What are some ways besides computers that people make “perfect” pictures? (Pictures can be posed and lit carefully to look good. Also, people sometimes take lots of pictures and then choose the one they like best. For a photo shoot for a magazine or an ad they might take hundreds of pictures before picking the best one!)

*Extension Activity:* Work together with your students to come up with some “self-talk” phrases they can use when they’re looking at media images, to remind them not to compare themselves to “perfect” pictures.

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 students 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?



### MAKE ME SHINE!

The burger Ava bought doesn't look like the picture in the ad. That's because advertisers use all kinds of tricks to make food look amazing so that we'll buy it. And sometimes the food in ads isn't even edible! Sing along with Ava as she reveals some of coolest food styling secrets!

Before the video, ask: Do you think advertisers use real food in ads? What might be some reasons why they would, and some reasons why they wouldn't?

After the video, ask: What are some of the ways that people make food look good in ads? Do you think it's fair that they do that?

*Extension Activity:* Find an ad for fast food and then buy and take a picture of the food being advertised. Then compare the real thing to the food in the ad. (Remember that kids like fast food, so make sure they don't think you're telling them not to like it – just that they shouldn't count on ads to tell them what food really looks or tastes like.)

### JUST ANOTHER INFLUENCER!

Ava sings a duet with Vava, her favorite influencer! An influencer can feel like a friend, but we should always keep in mind that they're not necessarily authorities and it's okay to question what they say.

Before the video, ask: Do you or your friends follow any influencers online? (Make sure to include streamers and YouTubers.)

After the video, ask: What are some things that make us feel like influencers are our friends? How does that make us want to buy things they talk about?

What are some differences between influencers and real friends?