

## LESSON PLAN

### Wacky Media Songs: Media Health

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 analyzing media messages about health and diet; managing screen time and balancing students' online and offline lives; managing online identity issues; dealing with issues relating to digital media, body image and sexuality; and understanding the differences between healthy and unhealthy online relationships.

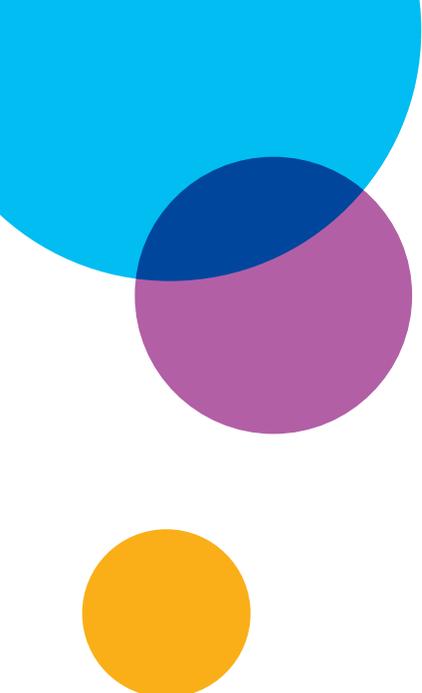
#### Learning outcomes

Students will:

- Understand that how we use digital tools is shaped by their design
- Develop strategies for the healthful use of media and digital technology
- Understand that media are constructions and have commercial considerations
- Recognize ways in which media works may be designed to give a misleading view of reality
- Understand that advertising uses manipulative techniques to persuade you

#### Preparation and materials

- Review the following *Wacky Media Songs* videos and prepare to show students the ones you wish to discuss:
  - [Game On!](#)
  - [Think Twice With That Device!](#)
  - [Make Me Shine!](#)
  - [Picture Perfect!](#)
  - [You Do You!](#)



## 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.

### GAME ON!

Want to play online games with friends? It can be super fun. Ava shares some tips on how to make sure we stay safe and don't fall into the trap of playing all day long!

Before the video, ask: When you're playing a video game online, do you ever have trouble stopping? What makes it hard to stop?

After the video, ask: What do you like about video games? How can we get the fun parts of games without spending too much time playing them? (Set a time limit before you start, and make sure to plan other things to do.)

### THINK TWICE WITH THAT DEVICE!

During her song, Ava keeps getting distracted by her phone. Before she knows it, her whole day is off track! It's important to be mindful about how we use media. Think twice before using a device!

Before the video, ask: Do you ever find yourself using a phone, the TV or something else like a video game console just because you don't have anything else to do?

After the video, ask: Think about your favourite website or app. What is it about the design that makes you come back to it?

What are some things you do with screen devices that you feel good about? What can we do to keep doing those, but stop doing things that just distract us?

*Extension Activity:* Come up with a list of rules for when it is and isn't okay to use devices during the day.

### 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.)

#### 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?

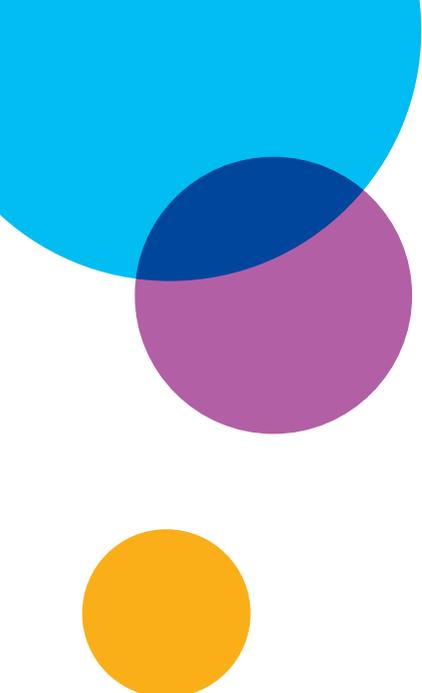
Where else do we sometimes see "perfect" pictures? (A lot of social networks and photo apps have filters that make you look "better." Your students might have older siblings or even some friends that are already using them.)

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?