

**Educator's Note:** *Today's children are inundated with fun, sedentary activities, such as TV, the Internet and video games that often leave them "sitting" more than "moving." These factors have led to an increasing rate of inactivity, overweight children, and related health illnesses.*

*In the past 15 years, the prevalence of obesity has grown by more than 50% in Canadian children 6 to 11 years-old and 40% in those age 12 to 17 – and studies show that childhood obesity can have health and self-esteem implications. (Canadian Medical Association)*

*The "Active Living" commercial series, consisting of:*

- *Blown Away*
- *Ice Scream*
- *The Chase*

*is therefore designed to encourage children to incorporate just a little more activity into their daily lives.*

*Unless otherwise specified, feel free to use as many of the commercials as required to support the lesson.*

*As with all of the lesson plans in TV&ME, this unit will address both healthy life coping skills and media literacy.*

The life skills messages incorporated in this unit are:

- **Skills Extension One      Am I Seeing Things**
  - identifying what “Active Living” means
  - understanding the relationship between fitness and active living
  - developing a ‘recipe’ for Active Living
  
- **Skills Extension Two      Just The Facts Please**
  - learning the truth about the state of fitness of Canada’s children
  - discussing why active living is important to everyone
  
- **Skills Extension Three      Food For Thought**
  - examining Canada’s Food Guide to Healthy Eating
  - learning the importance of eating a balanced diet
  
- **Skills Extension Four      Attitude Assistance**
  - identifying the importance of a positive attitude as part of healthy living
  - examining their present level of fitness
  - developing a plan to improve their fitness
  
- **Skills Extension Five      Inside Out Energizers**
  - recognizing that FUN is an important aspect of active living
  - identifying several activities that can be incorporated in a variety of different settings as part of everyday activity
  
- **Skills Extension Six      A Balancing Act**
  - identifying the importance of balancing leisure time between active and passive activities
  - examining their own leisure time activities in an effort to create a healthy balance of active and passive activities

The Media Literacy Lessons in this unit focus on:

- **Media Literacy Lesson One      Playing Tag**
  - understanding the impact that a tag line can have on a media production
  - creating tag line suggestions for issues affecting youth
  
- **Media Literacy Lesson Two      How Did They Do That?**
  - reviewing the concept that all media is constructed
  - examining commercials for examples of special effects
  - participating in an exercise to demonstrate how special effects are created
  
- **Media Literacy Lesson Three      Sound System**
  - identifying the importance of the use of music to a media production
  - engaging in an activity to demonstrate how music can impact the message in a media production

## EXTENSION ACTIVITIES

# SKILLS EXTENSION ONE

### RATIONALE

Children are often confused about the concept of 'fitness'. It is important that they examine fitness as it applies to their own lives in order to develop their own thoughts of how being 'fit' can provide benefits and have rewards.

### PURPOSE

To examine stereotypical ideas about fitness and apply new information to help children understand what fitness means in their lives.

### ▶ AM I SEEING THINGS?

SUBJECT FOCUS: THE ARTS, LANGUAGE

### FACILITATION STRATEGIES

## CORE LESSON

### 1 PREVIEWING ACTIVITY

- Divide students into groups of four or five. Provide each group with chart paper and markers.
- Explain that they will have five minutes as a group to print words on the paper that would describe someone who is 'fit'.
- Post the charts and have each group present their thoughts to the class.
- Ask:
  - What did the descriptions have in common?
  - Raise your hand if you think that you are fit.
  - Do you think that being 'fit' can be fun? Share your thoughts.

### 2 LINK TO COMMERCIAL(S)

- Put your hand up if you can think of a situation where being fit would be helpful.
- Share the responses.

### FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW.

As you watch the following commercial(s), think about why 'being fit' might be helpful in this situation.

VIEW THE COMMERCIAL(S)

# STAY FIT, 'CAUSE YOU NEVER KNOW.

(30 SECONDS EACH)

## 3 POSTVIEWING ACTIVITY

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### A RECIPE FOR ACTIVE LIVING

- Discuss the commercial by asking what the message was.
- Ask them if they think 'being fit' just means being able to run fast.
- Explain that being 'fit' actually means much more than that! It is part of a much larger concept called 'active living'.
- Tell them that they are going to work in their groups to come up with a 'recipe for active living'.
- Remind them of the different parts in a recipe – the list of ingredients, followed by a series of instructions on how to use the ingredients.
- Provide them with paper and pencils and encourage them to think carefully about their recipes.
- Share the various recipes, while creating a 'master list' of common ingredients and instructions.
- Reach group consensus on your classroom recipe, making sure that the final draft has some reference to the following key elements: physical exercise, plenty of sleep, nutritious foods, positive attitude.
- Post the 'Class Recipe for Active Living' in a place where it can be viewed easily.

## CLOSURE

As you look at the recipes that we have just created, think about at least one ingredient that you plan to add to your own personal recipe for active living. Find a partner and tell them how you plan to do this. Share several responses.

### A Step Further

Display the recipes for active living in a central location in your school. Suggest that one 'active living' suggestion be incorporated into the daily morning announcements.

## ► COMPLIMENTARY ACTIVITIES

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### Language

Use the technique of 'alliteration' to give a fancy title to your recipe. Some examples of alliteration would include: "Recipe for Healthy Hearts" or "Foods For Fitness". Be creative! Share your ideas with the rest of your group.

### Art

Illustrate your recipes and put them together in a classroom book. Give it a title and place it in the school library.

# SKILLS EXTENSION TWO

## ▶ JUST THE FACTS PLEASE

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SUBJECT FOCUS: FACT-FINDING,  
GROUP DISCUSSIONS

### FACILITATION STRATEGIES

## CORE LESSON

### 1 PREVIEWING ACTIVITY

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- Pass out the 'Active Living Pre-test' (Appendix I-A)
- Ask the students to fill out what they think would be the correct responses to each question. Ask them to save their responses.

### 2 LINK TO COMMERCIAL(S)

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- Explain that sometimes we do not really know all of the information that would help us to avoid negative behaviours.
- Explain that the following commercials are constructed examples of why we might want to be aware of the facts when it comes to being fit and living an active, healthy life.

### FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW.

As you watch the commercial(s), think about your own lifestyle and how you might have changed the outcome in the commercial.

### RATIONALE

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Sometimes what we don't know about something can stop us from being the best we can be. Children need to be informed about the issues surrounding the state of fitness of Canadian children so that they are encouraged to be more active in their own lives.

### PURPOSE

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To examine the facts about the state of fitness as it relates to children in Canada.

VIEW THE COMMERCIAL

# STAY FIT, 'CAUSE YOU NEVER KNOW.

(30 SECONDS EACH)

## 3 POSTVIEWING ACTIVITY

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- Put your hand up if you feel that your level of fitness is higher than the actors you saw on the commercials.
- How might a more active lifestyle have changed the outcome of the commercials?
- Explain that you will be asking them to work in groups as they take up their Active Living Pre-tests.
- Divide the students into groups of four and pass each group a copy of the 'Just the Facts' answer sheet. (Appendix I-B) Ask each group to take turns passing the answer sheet around and reading one of the answers. Be sure to tell them to make corrections on their pre-test as they learn the facts.

## CLOSURE

How many of you were surprised at the information you learned about active living today? Why do you think you should be concerned about this data?

### A Step Further

Think about how you can get this important information out to other people. Who do you think would benefit most from learning about this data? Discuss as a class.

## ▶ COMPLIMENTARY ACTIVITIES

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### Computer Studies

Explore the website for the Foundation for Active Healthy Kids: [www.readysetgo.org](http://www.readysetgo.org). What did you learn about the importance of physical fitness as you are growing? What new information did you learn? Share with a friend.

### Math

Conduct a survey, using the pre-test questions. Select a particular target group (age, grade, gender), have them complete the test and then graph the results in an interesting fashion. Share your information with the target group.

# ACTIVE LIVING PRE-TEST

JUST THE FACTS PLEASE!

Circle the answer that you feel is correct after each statement below:

- 1) a. One-fifth of Canada's children today are not active enough to maintain healthy lives.  
b. Three-quarters of Canadian children have a fitness level that can maintain healthy lives.  
c. Two-thirds of Canada's children and youth are not active enough to maintain healthy lives.
- 2) a. Children's physical activity levels drop considerably after age 12.  
b. Children's activity levels generally increase after age 12.  
c. Children's activity levels remain the same throughout their teen years.
- 3) a. 10 per cent of children in Canada do not meet the required fitness standards.  
b. 40 per cent of children in Canada do not meet the required fitness standards.  
c. 50 per cent of children in Canada do not meet the required fitness standards.
- 4) The leading cause of death for men and women in Canada is:  
a. Cardio-vascular disease (heart conditions)  
b. Lung cancer  
c. Chickenpox
- 5) a. There is no relationship between exercise and academic achievement.  
b. There is evidence to support the fact that physical exercise is positively related to academic achievement.  
c. Exercising is actually harmful for your brain.
- 6) Students who exercise daily have:  
a. Improved self-esteem and self-concept and lower levels of anxiety and stress.  
b. Healthier skin than those who do not exercise daily.  
c. Larger pores so that they can perspire more easily.

APPENDIX 1B

# ACTIVE LIVING PRE-TEST

JUST THE FACTS, PLEASE  
ANSWER SHEET

- 1) b. Two-thirds of Canada's children and youth are not active enough to maintain healthy lives.
- 2) a. Children's physical activity levels drop considerably after age 12.
- 3) b. 40 per cent of children in Canada do not meet the required fitness standards.
- 4) The leading cause of death for men and women in Canada is:
  - a. Cardio-vascular disease (heart conditions)
- 5) b. There is evidence to support the fact that physical exercise is positively related to academic achievement.
- 6) Students who exercise daily have:
  - a. Improved self esteem and self concept and lower levels of anxiety and stress.

# SKILLS EXTENSION THREE

## ▶ FOOD FOR THOUGHT

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SUBJECT FOCUS: HEALTHY EATING HABITS, POSITIVE DECISION MAKING, ADVOCACY SKILLS

Materials Required:

Copies of Canada's Food Guide to Healthy Eating (Appendix II)

Visit: <http://www.hc-sc.gc.ca>.

## FACILITATION STRATEGIES

# CORE LESSON

## 1 PREVIEWING ACTIVITY

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- Review the 'Recipe for Active Living' created in the core lesson.
- Remind them that eating properly is an important part of the whole concept of 'being fit'.
- Ask them to help you to create a concept map of 'healthy food choices'. Provide four or five markers and several pieces of chart paper and ask the students to simply come up and add a healthy food to one of the charts.
- Share the information and post.

## 2 LINK TO THE COMMERCIAL(S)

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- Why do you think that a healthy diet contributes to the concept of active living? Discuss.

## RATIONALE

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Children have certain nutritional requirements that help them to grow and develop into healthy, active adults. It is important for them to be familiar with and to practise healthy eating habits.

## PURPOSE

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To examine the elements of a healthy diet for young people and put into practice what they have learned as part of a healthy living routine.

## FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW.

As you watch the commercial(s), think about how a healthy diet might contribute to the energy level of the participants.

VIEW THE COMMERCIAL

# STAY FIT, 'CAUSE YOU NEVER KNOW.

(30 SECONDS EACH)

### 3 POSTVIEWING ACTIVITY

- What was the problem in this commercial?
- What do you think contributes to a low energy level? (Consult the class recipe.)
- Review the food groups in Canada's Food Guide to Healthy Eating (Grain Products, Vegetables and Fruit, Milk Products, Meat and Alternatives, 'Other.')
- Examine the statement: 'Enjoy a variety of foods from each group every day.'
- Explain that sometimes we get caught up with certain food groups because we enjoy them the most and because we forget the importance of having a balanced diet.
- Tell them that today, they will have the opportunity to put together an ad campaign to sell a 'balanced diet'.
- Divide them into groups and pass out the 'Campaign Planning Sheet' (Appendix III).
- Allow the rest of the period for the groups to draw up their ad campaign using the model plan.
- Share the plans, asking for input from the rest of the class.

## CLOSURE

Why do you think some young people are not choosing to eat a balanced diet, in spite of the fact that they know all the reasons why they should? Share your response with your neighbour. Ask for several volunteers to share their thoughts.

How did the model for your ad campaign help you to plan an effective ad? Share several responses.

### A Step Further

Provide sufficient extra time for the execution of the ad campaigns. Share them with the class.

Take the ads to a higher level! Advertise your balanced diet suggestions over the intercom, through videotaped messages during school assemblies, or via the local school paper.

## ▶ COMPLIMENTARY ACTIVITIES

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### Nutrition, Music, Fine Art

Select a food group that you feel is often neglected by kids. Think of a way to promote this food group with younger children. Make up a song, write a poem, draw a picture. Share your results with the younger children in the school.

### Computer Studies

Log on to the Health Canada website at <http://www.hc-sc.gc.ca/nutrition>.

Read the section entitled, 'Promoting Healthy Eating to School-Aged Children and Youth: Examples of Innovative Strategies Across Canada, 1998.'

Consider using one of these great ideas to promote good eating habits in your community!

► Appendix II: Canada's Food Guide

Download at: <http://www.hc-sc.gc.ca>

Health Canada Santé Canada NUTRITION FRANÇAIS SEARCH FEEDBACK HPO

Using the Food Guide You are here

Health Canada Santé Canada

**CANADA'S**  
*Food Guide*  
TO HEALTHY EATING  
FOR PEOPLE FOUR YEARS  
AND OVER

Enjoy a variety of foods from each group every day.  
Choose lower-fat foods more often.



**Grain Products**  
Choose whole grain and enriched products more often.

**Vegetables and Fruit**  
Choose dark green and orange vegetables and orange fruit more often.

**Milk Products**  
Choose lower-fat milk products more often.

**Meat and Alternatives**  
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

[Bar Guide](#)  
PDF  
Version: june03

Canada



APPENDIX III

# FOOD FOR THOUGHT

## AD CAMPAIGN PLANNING SHEET

Use this sheet as a guide when planning your ad campaign. Then prepare a 30 second ad to sell a 'Balanced Diet'.

What is the message that you want to communicate?

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Who is your target group? (age and gender)

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What is your tag line or slogan that you plan to use?

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What type of media will you use to convey your message? (television, newspaper, magazine, Internet etc.)

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What are three key ideas that you want to communicate to your audience?

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How do you intend to get people to see your ad?

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# SKILLS EXTENSION FOUR

## ▶ ATTITUDE ASSISTANCE

SUBJECT FOCUS: DECISION-MAKING,  
PLANNING, SETTING GOALS

### 1 PREVIEWING ACTIVITY

- Provide each student with a piece of paper and a pen or pencil. Ask them to list ten things that make them feel good about themselves. Ask them not to sign the papers, but to hand them in anonymously.
- Randomly share several of the items recorded on the various lists. Ask the students to help you identify the categories that repeatedly came up. Write them on the board. (Be sure to include: friends, personality traits, skills, overall appearance.)
- Explain that above all, the way you feel about yourself tells others who you really are.

### FOCUS FOR VIEWING: THE CHASE

Ask the students to watch the commercial and be prepared to discuss how the boy who is being chased might feel about himself.

VIEW THE COMMERCIAL

## THE CHASE

(30 SECONDS)

## RATIONALE

Young people need to realize that a healthy body and a healthy attitude are partners in active living. Setting small, attainable goals can help them to move along the continuum to a lifestyle that is active, healthy and appropriate for them as they grow.

## PURPOSE

To help young people learn how to examine their present level of activity, assess what they need to do in order to maintain or improve this level of activity and put a plan of action in place to do so.

## 2 POSTVIEWING ACTIVITY

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- Discuss how the boy might be feeling during the chase. After the chase? Why do you think the girls are chasing him?
- Remind the students that being fit is only one way to feel good about yourself.
- Explain that everyone has a starting point for being fit, and that it is important to think about ways that you can move from this point to one of a higher level of fitness.
- Pass out the activity sheet, 'Personal Action Guide'. (Appendix IV) Explain that they are to fill this sheet out while keeping in mind all of the elements that you have shared about active living in the past few lessons. Remind them to think about small things that are practical and attainable.
- Encourage the students to use this as their 'Personal Action Guide' as they prepare to improve their level of fitness.

## CLOSURE

Have a class discussion about how they might reward themselves as they move along their continuum. Share some ideas.

### A Step Further

Ask the students to share their 'Personal Action Guide' with at least three people outside of the classroom (parents, siblings, neighbours, relatives, friends). Ask them to share some of the responses they received.

## ▶ COMPLIMENTARY ACTIVITIES

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### Language

Write an article for a class newsletter, explaining what you have learned about active living. Be sure to focus on the importance of a positive attitude. Encourage your readers to make their own 'Personal Action Guide'.

### Communication Skills

Using both the yellow and the white pages, look up the numbers for your local community organizations. Call them and ask them what activities they have for young people your age. Join a team! Take lessons! Have FUN!!!

APPENDIX IV

# ATTITUDE ASSISTANCE

## PERSONAL ACTION PLAN

1) Identify three things that you are already doing to maintain an active lifestyle.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2) Identify three ways that you can improve your activity level. (Make sure that you are starting small and thinking big – you want to be successful!)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3) Suggest three changes you can make in your eating habits that will help you to lead an active, healthy life.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4) How do you plan to monitor and evaluate your progress?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5) List three reasons why you want to follow the suggestions that you have indicated in this form.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Share this information with a buddy or put it in a place where you will see it often.  
Remember – attitude is important!

# SKILLS EXTENSION FIVE

## ▶ INSIDE OUT ENERGIZERS

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SUBJECT FOCUS: BRAINSTORMING,  
ASSERTIVENESS, ACTIVE PARTICIPATION

### 1 PREVIEWING ACTIVITY

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Engage the students in the following activity:

- Have them stand by their desks, and explain that you are going to put on some music.
- Explain that they will be asked to 'follow a leader' while staying at their place.
- Ask for volunteers who would like to lead the class in activities that can be done to the music, while remaining beside their desk. (Hand movements, leg movements, head movements, feet movements.)
- As the music progresses, ask several volunteers to model the next 'creative movement'.
- Continue until the end of the song.

### 2 LINK TO THE COMMERCIAL

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Explain that what they have just experienced was a demonstration of 'activity'. Tell them to raise their hands if they had fun doing the music exercise. Explain that physical activity is any form of movement that increases the heart rate.

## RATIONALE

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One of the things that young people identify as an important consideration in active living is having fun. Children need to know that being involved in organized sport is not the only way to improve their level of fitness.

## PURPOSE

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To identify several fun activities that can be incorporated in a variety of settings as a means to improve personal levels of fitness.

## FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW.

As you watch the commercial(s), watch for examples of physical activity.

VIEW THE COMMERCIAL

# STAY FIT, 'CAUSE YOU NEVER KNOW.

(30 SECONDS EACH)

### 3 POSTVIEWING ACTIVITY

- Share the various forms of physical activity that were modeled in the commercials.
- Explain that today, they will be working in groups to identify fun, physical activities under a variety of different conditions.
- Divide the class into five groups and provide each group with one of the following challenges.
- Work with your group to list activities that would be fun and beneficial. Encourage them to include activities that are well known as well as some that they have 'invented'!
  - on the schoolground
  - in the gym
  - in a swimming pool
  - in the classroom
  - in your family room
- Share the responses and ask the rest of the class to add to the lists.

## CLOSURE

Raise your hand if you had fun today. Stand up if you were active while planning your group work. Congratulate yourself if you were active!

### A Step Further

Have each group take turns as they demonstrate an activity from their chart. After testing out all of the ideas over the period of several days, ask the students to write an article for the school paper, that includes a definition of physical activity, as several suggestions for activities in a variety of settings.

## ▶ COMPLIMENTARY ACTIVITIES

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### Health, Physical Education

Repeat the exercise you have just completed, using the following situations: Design fun activities to do in winter – in spring – in summer – in fall! Post them and refer to them as the seasons change.

### Advocacy Skills

Take the opportunity to show others that you believe in active living. With some friends, organize a new game, start an activity at recess, teach younger children a new 'energizer'. Consider setting up an 'Active Living Team' at your school. Have fun and keep fit!

# SKILLS EXTENSION SIX

## RATIONALE

Some of the activities that we do in the course of the day are 'passive', or 'inactive', while others are active. The students need to be able to identify which of their daily activities may be classified as 'passive' such as watching television, using the computer, listening to music or reading a book. The important thing for them to learn is how to balance their leisure time between active and passive activities.

## PURPOSE

To identify the importance of a balanced series of activities and to set up a plan to incorporate this balance into their daily activities.

## ▶ A BALANCING ACT

SUBJECT FOCUS: DECISION MAKING, PERSONAL PLANNING, GROUP ADVOCACY

### 1 PREVIEWING ACTIVITY

Ask the students to tell you what could happen in each of the following scenarios:

- You are at the local fair and you eat too much candy before going on the rides.
- You decide to go for a long bike ride, but forget that you have to ride all the way home too.
- You fall asleep in the hot sun for several hours.

After discussing what might happen in each case above, explain that 'too much' of anything can be harmful for your health.

### 2 LINK TO THE COMMERCIAL(S)

Ask the students to think about some of the reasons that children in Canada may not be as fit as they should be. Remind them about sedentary vs. active pastimes.

## FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW.

As you watch the commercial(s), think about how a more balanced lifestyle might have helped these children to be more successful.

VIEW THE COMMERCIAL

# STAY FIT, 'CAUSE YOU NEVER KNOW.

(30 SECONDS EACH)

## 3 POSTVIEWING ACTIVITY

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- Explain that there is nothing wrong with watching television, listening to music, surfing the net, or reading a book. The problem occurs when someone forgets the importance of a balanced lifestyle and does too much of any one activity.
- Tell them that today, they are going design an 'Activity Plan' that incorporates both passive and active pastimes.
- Provide each student with a copy of 'The Balancing Act' Planning Sheet (Appendix V). Ask them to think about and plan a series of activities that reflects a balance of passive and active things to do.
- Share the plans with a partner.

## CLOSURE

Think about your own daily activities. How many of you would say that you have a 'balanced' lifestyle? How might you incorporate some of today's ideas in your daily routines in an effort to maintain or improve your present level of fitness?

### A Step Further

Explain that children who engage in passive or sedentary activities such as watching television may be unaware that there are ways to turn that activity from passive to active. Brainstorm as a class ways that we can watch television 'actively'.

### ► COMPLIMENTARY ACTIVITIES

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#### Math, Data Collection

- Survey students in your school, according to a common characteristic (grade level, age, gender).
- Ask them to identify the five things they spend the most time doing during their leisure time.
- Collect the data and see if there are any unbalanced trends that seem to be characteristic of a specific group.
- Target this group and try to affect a change in their behaviour.
- Repeat the survey later in the year to see if your efforts to help them balance their leisure activities were successful!

#### Art

Create a large mural for the front of the school, using a huge drawing of a set of scales as the basis for the mural. On each side of the scale, illustrate several activities that would fit on the active side, and several on the passive side. Try to create a balance and think of an effective title for your mural!

APPENDIX V

# A BALANCING ACT

## BALANCING ACT PLANNING SHEET

Think about the activities that you do in the course of a regular day. Place them on this sheet under the appropriate column.

ACTIVE

PASSIVE



- Which column had the most activities?

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- How are you going to maintain an even balance between active and passive activities?

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- What will you do starting today, to improve your activity balance?

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# MEDIA LITERACY LESSON ONE

## RATIONALE

By understanding the importance of the tag line to a commercial, students will gain a fuller understanding of how a media message is focused on the audience.

## PURPOSE

To identify the importance of sending a clear message by using a tagline.

## ▶ PLAYING TAG

### SUBJECT FOCUS: TAG LINES

## 1 PREVIEWING ACTIVITY

- Watch the commercial, “Bundle Up.” Explain that like many commercials, this one has a ‘tag line’ or message that makes the viewer think about what they are seeing in the ad. Pause the commercial at the tag line, ‘Boy. It’s not easy being one.’ Ask:
  - Why do you think the producers of this commercial selected this tag line?
  - How do you think having a tag line has made this commercial more effective?
  - What other tag lines can you think of that may have been effective with this commercial?
- Explain that tag lines are simple one liners that direct the viewers to a particular point of view. They are very useful as they can help to drive a point home to the audience with little or no actual dialogue between the actors in the commercial. They are designed to make you think. Sometimes they make you laugh, cry or question what you are watching. In every case, they are very important to the message that the commercial is trying to send to the audience.

## 2 LINK TO THE COMMERCIAL(S)

Ask the students what they think would be the main messages that the producers would want the viewers to get from a commercial series on active living. Share several responses.

## FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW.

Ask the students to look for the tag line on one or more of the active living commercials.

### VIEW THE COMMERCIAL

# STAY FIT, 'CAUSE YOU NEVER KNOW.

(30 SECONDS EACH)

### 3 POSTVIEWING ACTIVITY

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- Discuss how the tag line enhances the commercials. Point out that it is short, powerful and most importantly, it is a 'call to action' to get young people to think about their activity level. Ask them if they feel that the tag line has been successful in accomplishing these goals.
- Explain that today, they will work in groups to come up with a tag line for a commercial that would address one of the following issues:
  - bullying
  - stress
  - body image
- Divide the students into groups and allow them time to work through several options, selecting one or two that they feel are most effective.
- Share the tag lines and select a class favourite for each issue.
- Share with the group.

## CLOSURE

Think about one benefit for the tag line approach in messaging. Share several responses.

### A Step Further

- In the same groups, write a draft for a commercial related to their tag line. Share. Consider producing the commercials by taping them with the school video camera.
- Go on-line to [cca-kids.ca](http://cca-kids.ca) and submit your suggestions in the 'feedback' section.

# MEDIA LITERACY LESSON TWO

## RATIONALE

In order to fully appreciate the components of a commercial that enhance the images, children want to know how the producers make constructed things look real.

## PURPOSE

To identify how special effects can be used to enhance the images we see in the media.

## ▶ HOW DID THEY DO THAT?

### SUBJECT FOCUS: SPECIAL EFFECTS

## 1 PREVIEWING ACTIVITY

- Show the commercial entitled, “House Hippo.” Ask the students what they liked most about the commercial.
- Discuss the following activities that they witnessed. The hippo was:
  - swimming in the dog’s dish;
  - roaming around in the chip bag;
  - walking across the kitchen floor;
  - munching on peanut butter;
  - nestling in the closet lint.
- Ask them if they think a hippopotamus can do any of those things.
- Explain that what makes that commercial amazing is how the creative team was able to make the unreal look real. Remind them that all media is constructed or made up. What we see on television is created or put together by a very talented group of people.

## 2 LINK TO THE COMMERCIAL(S)

Explain that the media has various techniques and tools to help them make the unreal look real. Tell them that most of this is done ‘post production’ or after the program or commercial has been created.

## FOCUS FOR VIEWING: STAY FIT, 'CAUSE YOU NEVER KNOW. (BLOWN AWAY)

As you watch this commercial, watch for an example of something that looks real, but isn't.

### VIEW THE COMMERCIAL

## BLOWN AWAY (30 SECONDS)

### 3 POSTVIEWING ACTIVITY

- Share the thoughts from the focus for viewing. Explain that the card appeared to be flying through the air as the boy chased it. Tell them that this was actually done with a string, which was tied to the card. A person then stood on a ladder and held a long stick or 'boom' that was attached to the string. As she waved the boom, the string moved the card and it appeared to 'take flight'. After the commercial was filmed, the post production team used computers and technical equipment to erase the string and make the card really look like it was flying! Explain that they are going to watch a simple example of how the creative people behind the scenes can make things look real, even though we know they couldn't really happen.
- Ask the students to watch while you perform the following demonstration:
  - Have a volunteer blow up a balloon.
  - Tie some invisible thread or fine fishing line to the end of the balloon.
  - Weather permitting, go outside and ask a volunteer to run around, holding on tightly to the thread attached to the balloon. (This can be simulated in a classroom as well.)
- Explain that this was a very simple demonstration, and that the studios and production houses that actually produce media works have very sophisticated equipment that makes things look real.

## CLOSURE

How do you feel the invisible string added something interesting to this exercise?

Why do you think the creators of media use these special techniques to make the unreal appear real?

As a viewer, do you ever ask the question, 'How did they do that?' Now that we have completed this lesson, how might you answer that question?

### A Step Further

Ask the students to watch television and look for examples of how special effects were used to create a situation that looks real. Have them share their examples with the class the following day.

# MEDIA LITERACY LESSON THREE

## ▶ SOUND SYSTEM

### SUBJECT FOCUS: THE IMPORTANCE OF MUSIC

Materials Required: Several pre-selected pieces of music, Tape Recorders or CD Players

## 1 PREVIEWING ACTIVITY

Ask the children to stand up and dance. (Don't be surprised if they laugh at you!) Ask them to identify what conditions would make it easier to dance. (space, music, lighting, etc.)

## 2 LINK TO THE COMMERCIAL(S)

Explain that the creators and producers of media use many techniques to engage the viewers. Some of these include the elements they just mentioned (lighting, setting, special effects, music, etc.). Explain that today they will examine the effect that music has on a media message.

### FOCUS FOR VIEWING: STAY FIT 'CAUSE YOU NEVER KNOW. (ICE SCREAM)

You will be seeing the same commercial twice. The first time you will view it without music. The second time, the sound will be turned up. Be prepared to discuss what the music adds to the message.

## RATIONALE

Music is often used to set the tone or atmosphere of a media message. By recognizing the contribution that sound makes to a media work, children will gain a new appreciation for the components that work together to create a commercial.

## PURPOSE

To identify how sound effects can be used to enhance the images we see in the media.

VIEW THE COMMERCIAL

# ICE SCREAM

(30 SECONDS)

## 3 POSTVIEWING ACTIVITY

- How did the music add to the delivery of the message?
- Why do you think this particular piece of music may have been selected?
- Explain that now they will have an opportunity to see first hand how music can enhance a media message.
- Divide the students into groups and explain that their task is to create a 30-second ad to promote FUN as an important part of active living.
- Suggest that they refer to the ideas that have been generated in previous lessons to use as the basis for the ad.
- After they have written the dialogue for their commercial, ask them to listen to the music selections provided and choose one that would enhance their delivery of the commercial.

**Educator's Note:** *The children may wish to explore additional pieces of music on their own time that they feel would be more appropriate than your selections. This is fine, providing you have an opportunity to approve their choices before they share them with the group. Obviously, this would mean that the commercials would be prepared during one lesson and shared during another. Once the commercials have been prepared, ask the students to share their ads twice – once without the music and once with the music.*

## CLOSURE

How many of you felt that the ads were enhanced by the addition of music. In what way? Discuss with a neighbour. Ask for volunteers to share with the group.

### A Step Further

Listen to a variety of musical selections from several genres. Ask the students to listen and then comment on what products or messages might benefit from the addition of each selection.