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| A picture containing text  Description automatically generated | **Break the Fake: What’s In the Frame?** |
| **Title of Activity:** | **K-2 Break the Fake: What’s In The Frame?** |
| **Overview:** | In this activity, students are introduced to the idea that what they see in media can be deceptive. They explore the idea that media are “framed” by their creators and consider what parts of the world are left out of the frame. |
| **What you’ll need:** | * “*What’s In the Frame*?” Slideshow - [Break the Fake: What’s in the frame? | MediaSmarts](https://mediasmarts.ca/teacher-resources/break-fake-what%E2%80%99s-frame)
* House Hippo 2.0 video - [House hippo 2.0 - YouTube](https://www.youtube.com/watch?v=5R_tOSRynZU)
* Break the Fake: What’s in the Frame? PDF kit - [Break the Fake: What’s in the frame? | MediaSmarts](https://mediasmarts.ca/teacher-resources/break-fake-what%E2%80%99s-frame)
* Photocopies of *Inside the Frame* handout (1 per student; included in the PDF kit)
* White paper (1 per student)
* Scotch Tape
* Drawing Materials – pencils, crayons, pencil crayons, etc.
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| **Instructions:** | 1. Start by downloading “*What’s in the Frame*” slideshow and printing the complete PDF kit.
2. Print “Inside the Frame” worksheets included in the PDF kit (1 per student)
3. Begin the learning activity by viewing the *House Hippo 2.0* video and discussing if it could be real? Ask students how they think the video was made. Explain to students that while computers, animation and other special effects are a big part of what makes things onscreen seem real, there’s an even more basic tool that’s also used: *the camera frame.*
4. View the “*What’s in the Frame”* slideshow and explain that Slide 2 is usually what we see when we watch something on a screen. Ask: Does it look like a real conversation happening in a real kitchen? Then, review the other slides and have students point out what’s hidden by the frame. Re-watch the *House Hippo 2.0* video and ask students: how was it different to watch the video now that you know how it was made?
5. Have each student cut out the centre portion of their *Inside the Frame* handout. Have them hold it up in front of them and look around the classroom, observing how much or how little they see when they can only look through the frame.
6. Have students tape one side their Inside the Frame handout to a blank piece of paper so that it can open and close like the cover of a book. Have them do a drawing on the blank page where something important is hidden by the frame, so that lifting the frame makes you see the picture differently. Have students share their creative pieces!
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| **Careers Connections:** | What is a film and video camera operator?Film and video camera operators operate motion picture and video cameras and related equipment to record news, live events, films, videos and television broadcasts. They are employed by television networks and stations, motion picture and video production companies and in-house communications facilities of large corporations. What do you think would be challenging in this job? What do you think would be exciting about this job? |
| **NB Curricular Outcomes:** | *Literacy K-2* GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on theirthoughts, ideas, feelings, and experiences.GCO 2: Students will be able to communicate information and ideas effectively andclearly, and to respond personally and critically.GCO 3: Students will be expected to select, read, and view with understanding a range ofliterature, information, media, and visual texts*You and Your World*K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated;1.3.3 identify habits and products that are harmful to our health2.3.1 appreciate the changing nature of work;*Visual Arts K-2*GCO 1: 1.1 create art for a variety of reasons and recognize that there are many kinds of visual artsGCO 4: 4.1 look at and respond to art in a variety of ways |
| **NB Global Competencies** | * [Communication](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/competencies/Communication.pdf)
* [Critical thinking and Problem-solving](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/competencies/CriticalThinking.pdf)
* [Innovation, creativity, and Entrepreneurship](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/competencies/Innovation.pdf)
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