# Representation 1: Cooking With Doug Ford During COVID-19

**Media Literacy Key Concept:**
Media are made by people, for people.
This is another way of saying, The Media Construct reality.

**Pre-Reading Activity:**

I.    **How Would You Represent Yourself?**

1.   If you were going out with your friends,  (You choose where you're  going and the particular occasion.)

i)  How would you dress?  (Be specific.  Describe what you would wear.)

ii)  How would you style your hair?  (Be specific.)

Let's explore **how** Premier Doug Ford represented himself in videos during the COVID-19 days of social isolation.

Let's **compare** and **contrast** this *"Cooking with Doug"* video with **how** people usually see him at a typical press conference.

Read the questions below, then watch each video to find answers.

|  | Cooking Cheesecake With Doug<br><br>May 15th, 2020<br>https://www.citynews1130.com/2020/05/15/premier-ford-releases-cooking-with-doug-video-of-cherry-cheesecake-recipe/<br>2 minutes, 24 seconds | Press Conference<br>**Premier Doug Ford addressing a crisis in Ontario's nursing homes**<br><br>May 27th, 2020<br>https://www.youtube.com/watch?v=gMkfgAbAvYc<br>3 minutes, 13 seconds |
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| **A. Clothing** |  |  |
| 1. How is Doug Ford dressed? Describe what he is wearing. |  |  |
| 2. How is his clothing appropriate to the places where we see him in each video?<br><br>Why? |  |  |
|  |  |  |
| **B. Voice** |  |  |
| 1. On a 1 - 5 scale from **friendly** to **formal**, how does his voice sound? | **Friendly**  5  4  3  2  1  **Formal** | **Friendly**  5  4  3  2  1  **Formal** |
| 2. What friendly or formal words and expressions is Doug Ford speaking? Name them. |  |  |

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| 3. How are his words and expressions appropriate to the places where we see him? | | |
| 4. Assess his voice. What **tone** is in his voice. Tone refers to his emotional state. For example: Is he excited? Is he nervous? ...friendly? ...aggressive? What might we learn about his mood and his frame of mind from the tone of his voice? | | |
| 5 . Describe his gestures. E.g., his arms and hands, eye movements, posture? What might we learn about his mood and frame of mind from his gestures? | | |
| **C. Setting** | <u>Kitchen</u> | <u>Legislature Press Room</u> |
| Describe these spaces. | How does this room's decorations send the message that the situation is casual and friendly?<br><br>Where else on TV or YouTube have you seen a kitchen like this?<br>Why do you think that kitchens are casual places? | How does this room's decorations send the message that the situation is serious and Important?<br><br>Why do you think that legislatures are formal places? |

| | What might people think about Doug Ford by being invited into his kitchen? | What might people think about Doug Ford by witnessing him at this press conference? |
|---|---|---|
| 1. What mood does each setting create?<br>Mood refers to the atmosphere. Is it casual and fun? Is it serious? What do we see in this setting that communicates this particular mood? | | |
| **D. Music** | | |
| 1. What type of music do you hear? Or is there absence of music? | | |
| 2. Where have you heard this music before? | | |
| 3. What effect / mood does this music create?<br>What effect does the absence of music create? | | |
| **E. Similarities** | | |

| | | |
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| 1.  How are these two representations of Ontario's Premier similar? | | |
| **F.  Differences** | | |
| 2.  How are these two representations of Ontario's Premier different? List at least 3 differences. | | |
| **G.  Message**<br><br>Another media literacy Key Concept is *"Audiences negotiate meaning,"* | | |

| | | |
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| which means that audiences use their past experiences and biases to make meaning from media experiences. | | |
| 1. What messages is Doug Ford communicating to the people of Ontario through each representation? | | |
| 2. In what ways might some people of Ontario be pleased by seeing this representation of the Premier during the days of social isolation? | | |
| 3. In what ways might some people of Ontario be upset by seeing this representation of the Premier during the days of social isolation? | | |

## H. Conclusions

1. Doug Ford has four daughters. They are in their 20s, just a few years older than you. I have heard from a friend that his daughters gave him advice on how to create his video titled, ***Cooking with Doug.***
   What advice might his daughters have given him on how to speak and dress—i.e., represent himself—for this video?

2.   When Doug Ford was campaigning to be the Premier of Ontario, his campaign slogan was, ***"For The People."***
     Is Doug Ford really "for the people" in light of the events you have experienced as a high school student in Ontario?
     Consider:  How has your educational experience been affected by the Province of Ontario during the 2019 - 2020 school year?

**J.  Writing a series of three paragraphs.**

     Media Key Concept #2 states, "Media construct versions of reality."
     How does the way we represent ourselves communicate our version of realityto the world?

     Write a series of three paragraphs.

i)  Write one paragraph on how you represent yourself—your version of reality—to your friends?  Consider how you dress.  Consider how you style your hair.  Consider what shoes you wear.

 ii)  Write one paragraph on how Doug Ford is representing himself—his version of reality—to the people of Ontario and to the world through his video    titled, *Cooking with Doug*?  Do your examples include references to his dress, hair and/or body language?

iii)  Write one paragraph on how Doug Ford is representing himself—his version of reality—to the people of Ontario and to the world through videos of press conferences that we see on the news and/or on social media.

Remember to structure your paragraph by following the SEEES formula.

S - Topic Sentence
E - Evidence 1
E - Evidence 2
E - Evidence 3
S - Concluding Sentence