



Media Literacy Integration

Media Literacy & Health/Phys Ed Education

Carol Arcus & Neil Andersen - The Association for Media Literacy aml.ca

Hello and welcome to Media Literacy & Health/Phys Ed Education
My name is Neil Andersen. Carol Arcus and I teach the Media Studies
Additional Qualifications course. We welcome you to join us the next
time the course is offered.

We are going to discuss ways that media literacy might be integrated
into AND ENHANCE Health learning.

Media Literacy Integration

1. Teaching *Through* and *About* via *YouTube*
2. Inquiry and the Media Literacy Triangle
3. Media Production

We are going to talk about 3 aspects of media literacy integration with Health and PhysEd

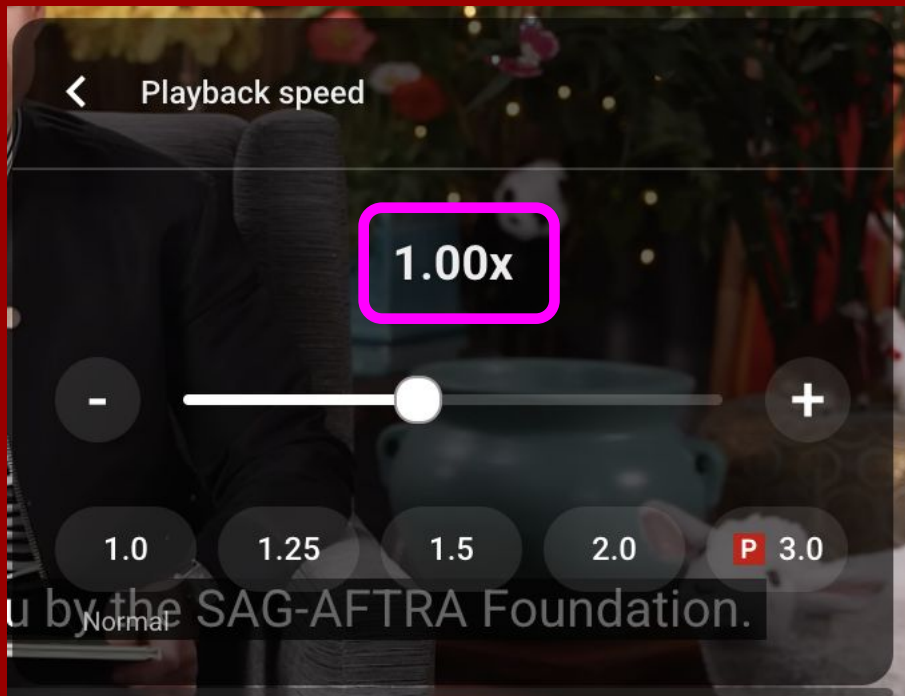
1. YouTube Controls

Speed and Translation

I am going to describe how teachers might use YouTube to help students understand Health & PhyEd content and media literacy concepts simultaneously.



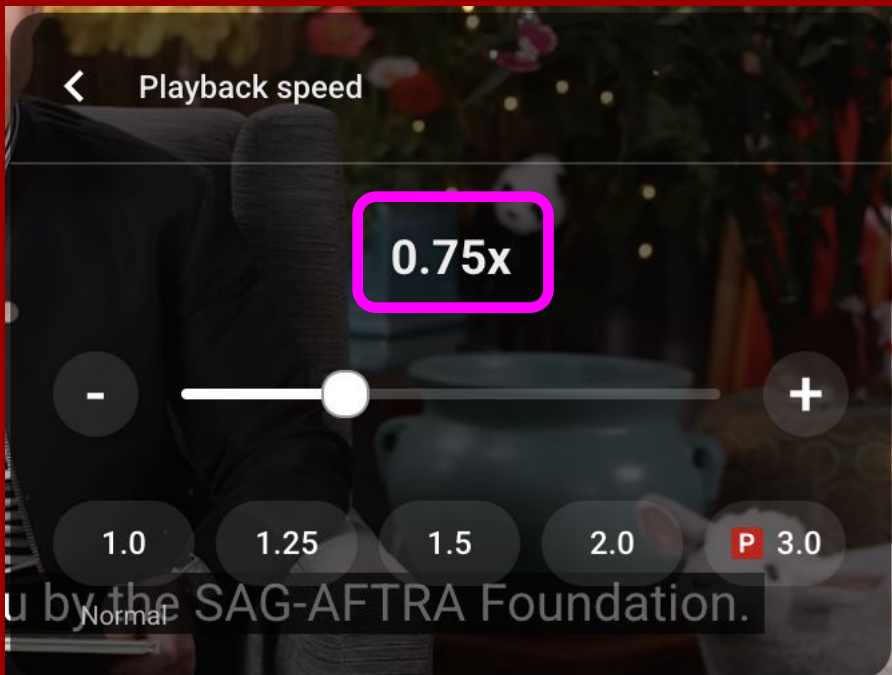
YouTube offers several controls that might serve valuable educational purposes.



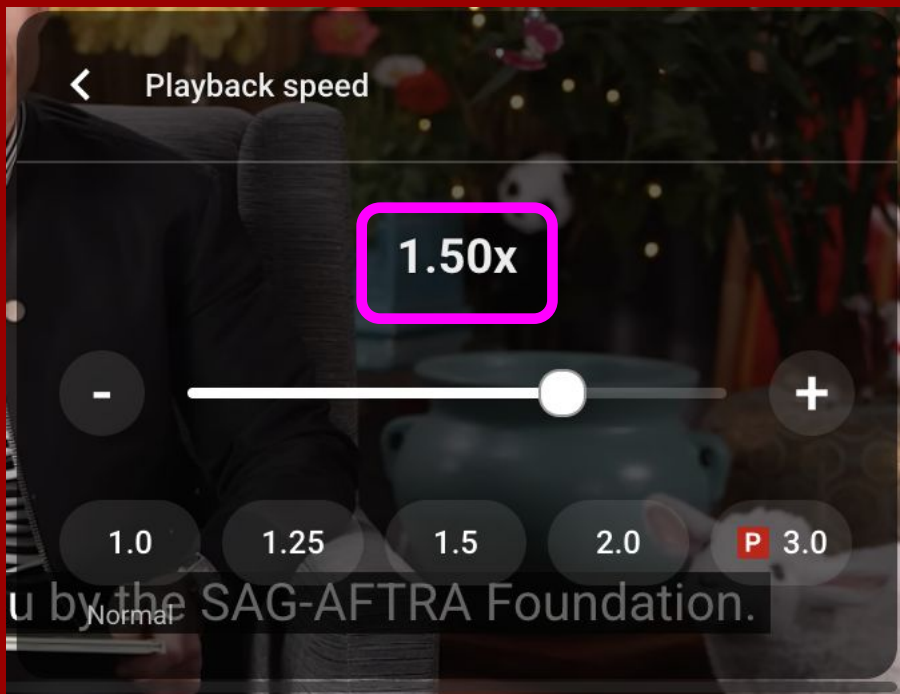
YouTube's speed control offers a useful example of the media literacy concept through and about, where we study both the content and the effects of media.

Through refers to the content of a video, i.e., science; about refers to the characteristics of the medium, in this case the speed of the video playback.

The 1.00x you see here directs YouTube to play a video at the same speed as it was recorded.



Playback speed can be adjusted up or down for different purposes. Teachers might use the 1.5 speed to preview a video before showing it. If a teacher has a large second-language cohort or the video has a large number of new or challenging words, a video can be shown at .75 speed to make it easier for students to capture words that might be spoken too quickly by a native English speaker.



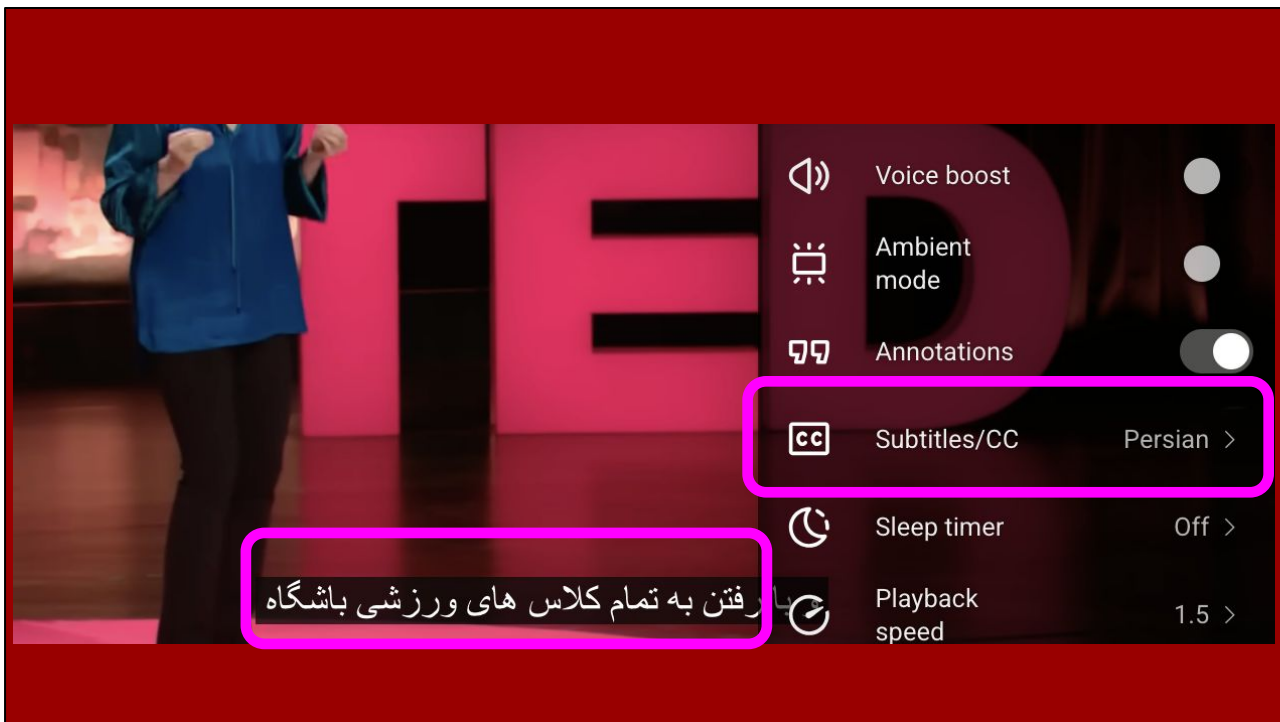
If there is long and ponderous narration and the class is mostly native English listeners, a video can be accelerated to 1.5 speed to match the thinking speed of most listeners.



YouTube can now produce real-time translated subtitles. That means that non-English speakers can read a real-time translation of a video. The translation feature can be activated in the subtitle control.



I have selected Persian here because I have many Persian-speaking students.



And here you see the Persian translation.

Transcript

Follow along using the transcript.

[Show transcript](#)

YouTube also offers transcripts of many videos.

Teachers might use a transcript in their preparations or provide a printed transcript for a special needs student.

Clicking the show transcript button reveals a transcript in most languages

Timestamps

Transcript [Close]

Search in video

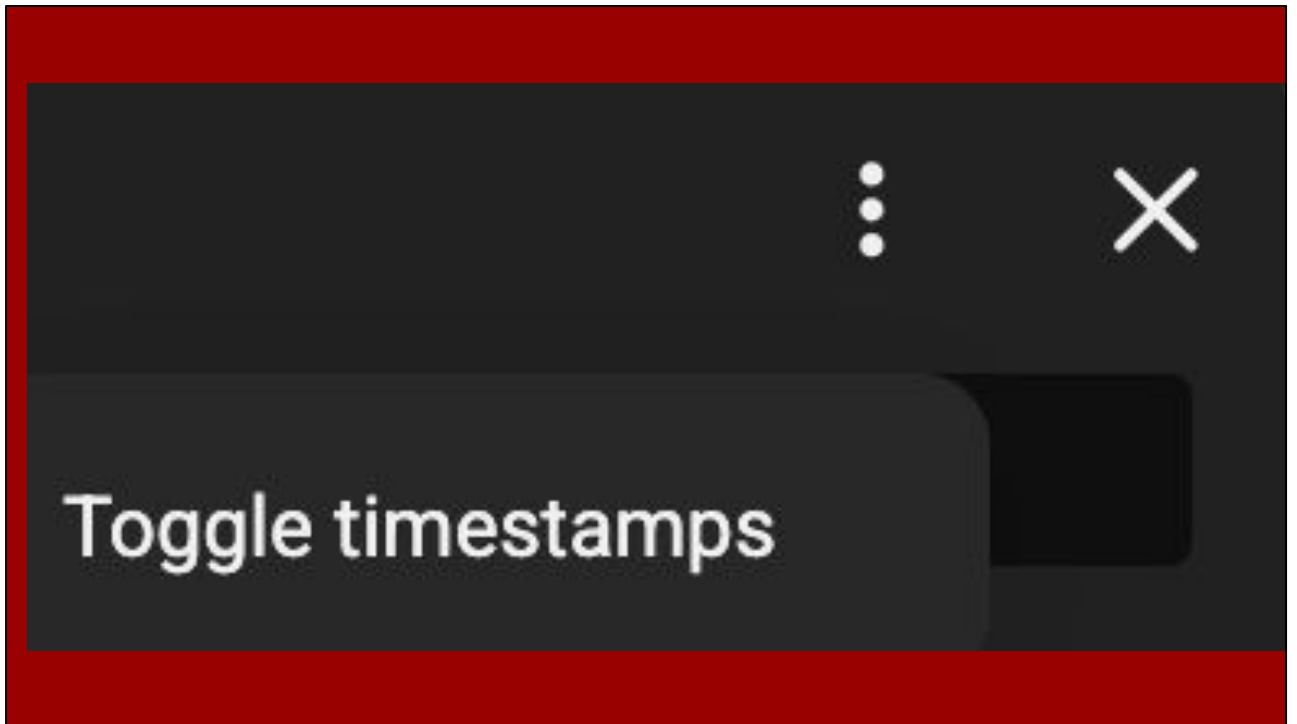
4:06	"قایقرانی رودخانه داشته باشم."
4:07	و آن چیزی بود که باعث شد به باشگاه بروم.
4:09	و با رفتن به تمام کلاس های ورزشی باشگاه
4:13	روی شخصیت درجه یک خودم تمرکز کنم.
4:16	همه چیز را تجربه کردم.
4:18	به کلاس های کیکبوکس، رقص، یوگا، و ایروبیگ رفتم.
4:22	و در ابتدا خیلی سخت بودند.
4:24	اما حالا هر که می‌خواهد شروع کند، بعد از آن همه این‌ها می‌تواند.

Persian ▾

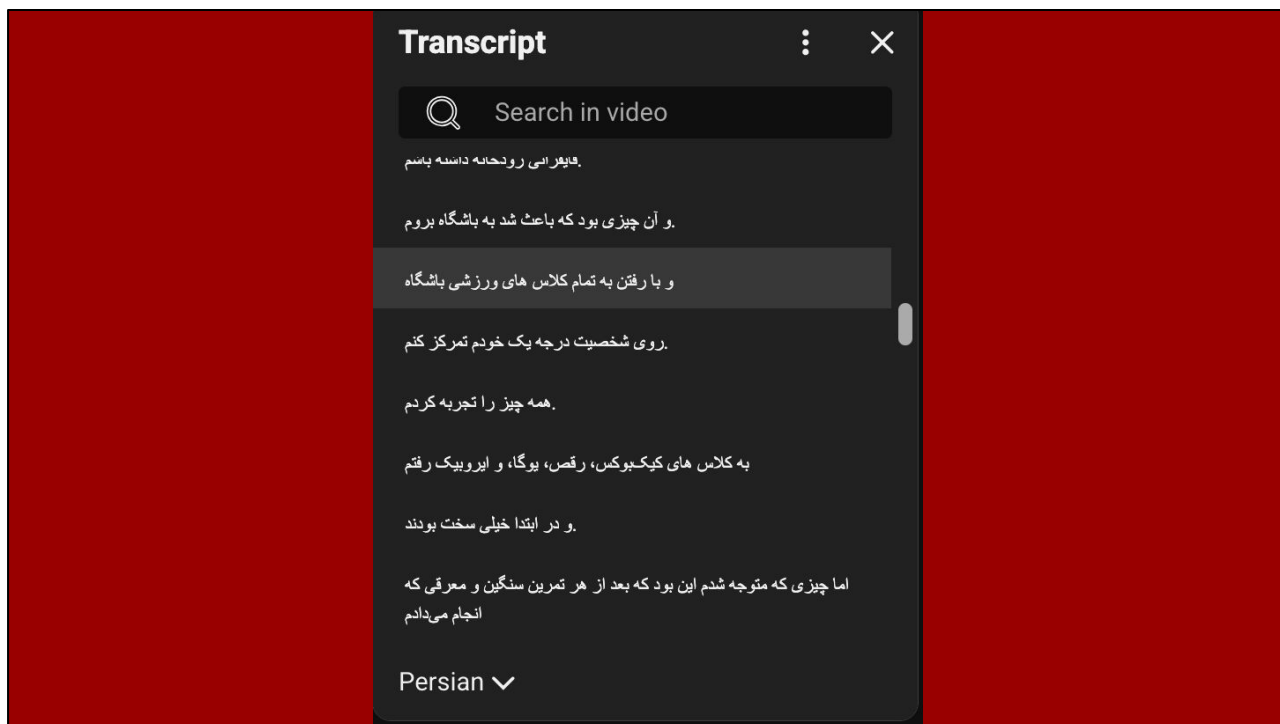
And here you see the Persian transcript.

This version shows the time stamps, which can be useful if they are being read as the video plays.

But maybe the student or teacher just wants the text without the time stamps.



If that is the case, students or teachers could toggle the timestamps under the 3 vertical dots.



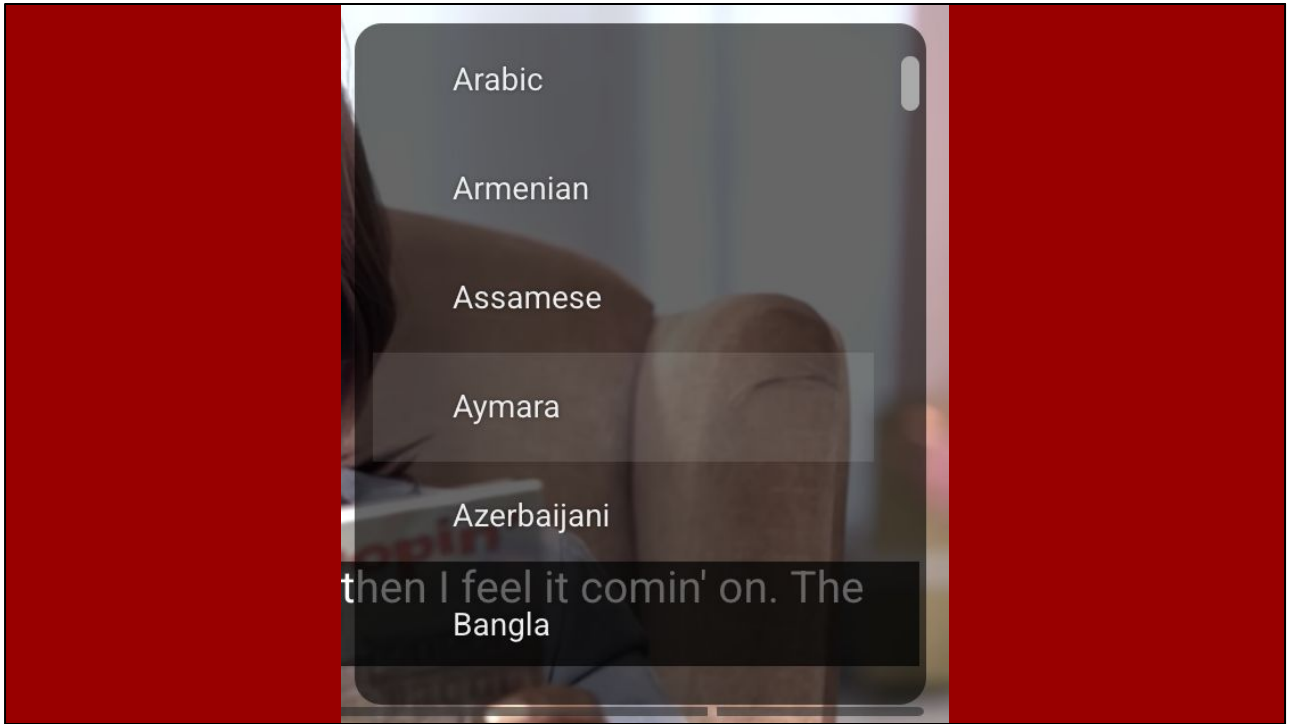
Without the timestamps, the transcript is a stream of text, in this case Persian.

Teachers or students might then copy the text and paste it where they need it.

Translator: Ehsan Memari Reviewer: Sadegh Zabihi

چه می‌شود اگر به شما بگویم چیزهایی هستند که الان می‌توانید با انجام آن‌ها
یک تاثیر مثبت و فوری روی مغزتان که
شامل حوصله و تمرکزتان می‌شود داشته باشید؟
و چه می‌شود اگر بگویم این تاثیرات مشابه می‌توانند درحقیقت برای مدتی
طولانی
باقی بمانند و مغز شما را از شرایط مختلف مثل
افسردگی، بیماری آلزایمر یا زوال عقل مراقبت کنند
انجامش می‌دهید؟
بله!

It can be sent to any screen or printed to paper for further processing.
Here I have copied and pasted the translation into a Google Doc.



Some teachers know these affordances; all of them should.
But is this a through or about phenomenon?

Through & About

**Facts
Concepts
Procedures**

**Environments
Codes &
conventions
Effects**

Because these affordances are content-agnostic (i.e., the content is irrelevant), these are ABOUT phenomena.

(Meaning that we are teaching about a tool or technology we are using to deliver content.

This way, we see & understand the whole picture.)

Teachers need to know when and how to use these controls AND to empower their students by telling them how to adjust settings and why. In fact, it could make a useful class inquiry to try several settings and find the one(s) that are best suited to the class's and/or individual's needs. This would also be a useful model of a media literacy inquiry.

That way, teachers are using ABOUT effectively while also helping their students understand its uses and impacts.

2. Inquiry

Let's consider how YouTube might provide opportunities for media literacy and Health and Phys Ed inquiry.

<https://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

“Critical thinking includes skills such as **questioning**, predicting, **analysing**, synthesizing, examining opinions, identifying **values** and issues, detecting **bias**, and distinguishing between alternatives.”

(p 82, *Health and Physical Education, Grades 1-8*)

You see here that critical thinking is embedded in the Health and Phys Ed curriculum.

This aligns closely with media literacy concepts.

D3. Making Connections for Healthy Living

D3.1 Healthy Eating p 204 describe how advertising, food marketing, and media affect food choices (e.g., TV commercials ... and explain how these influences can be evaluated to help people make healthier choices.

D3.1 is a Health and PhysEd expectation statement that invites media-related inquiry..

Inquiry

Compare and contrast 2 *YouTube* videos.

Eat Them to Defeat Them (1 min)

<https://www.youtube.com/watch?v=-Q5WSX2NI3c>

2025 McDonald's Compilation (3 min)

<https://www.youtube.com/watch?v=-Jfeg5MPnZ1E>

We use media inquiry to explore content but also *how* that content is constructed.

This deepens understanding of meaning and purpose.

We are using two related but different videos aimed at children about food. This encourages compare and contrast - also a powerful pedagogical tool for critical thinking.

Eat Them to Defeat Them (VegPower)



This first is from VegPower: “a British not-for-profit alliance dedicated to making healthy eating more desirable”.

Eat Them to Defeat Them (1 min)

<https://www.youtube.com/watch?v=-Q5WSX2NI3c>



2025 McDonald's Compilation

This second is a short compilation of 2025 McDonald's ads, aimed at children.

<https://www.youtube.com/watch?v=Jfgg5MPnZ1E>

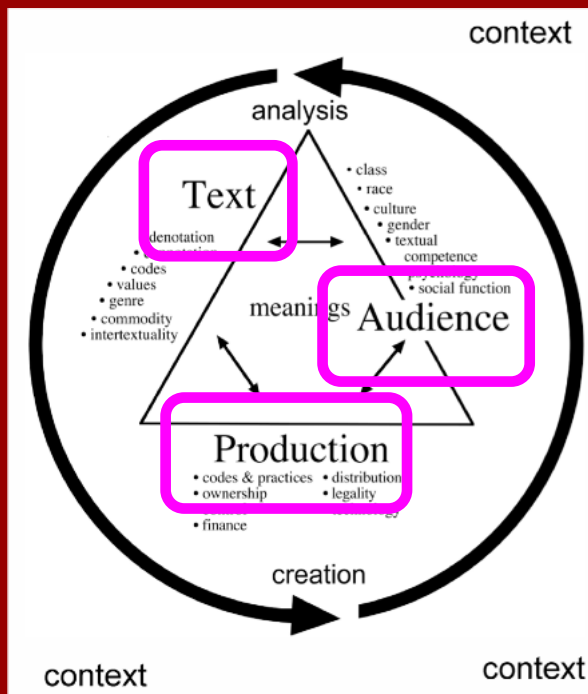
Now let's look at a handy inquiry tool.

Media Literacy Triangle

<https://aml.ca/resources/essential-framework/>

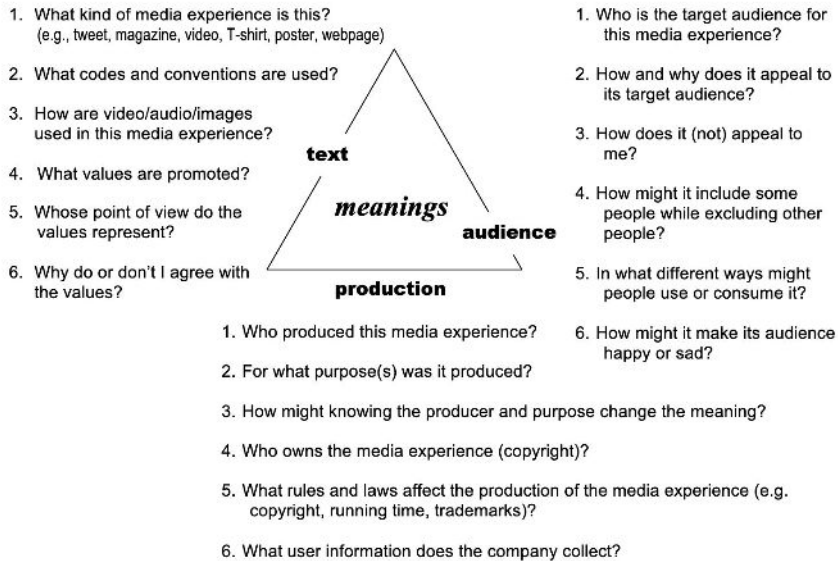
The Media Literacy Triangle is a critical thinking tool for unpacking content, purpose, and audience.

Think about it as a decoder ring.



The triangle offers 3 different perspectives: audience, production and text (“construction”).

Triangled Questions



<https://aml.ca/resources/essential-framework/>

There are several versions of the triangle on the [aml.ca](https://aml.ca/resources/essential-framework/) website.

This is the elementary version.

Teachers would choose just a few questions from each side.

Never all the questions.

Think about the ads you have just watched.

Scan the questions for relevance.

Audience

- 1. How and why does this text appeal to its target audience *[children or parents??]*?**
- 2. How can I tell?**

Here is a sample Audience question that fits these videos: media content usually corresponds to the prime target audience.

We might ask whether students think it is children or parents.

Q 2 asks students to give examples.

When possible, show videos **twice**: first for initial impressions, then again in content of discussion.

Text

- 1. What codes and conventions are used?** *[humour, action, sound effects and fantasy]*
- 2. Are there any stereotypes?**

Codes and conventions are strategies that construct theme, message, and effect. “The Q might read: How are humour, action, sound effects and fantasy used?”

Q 2 is relevant because both videos use stereotypes for different purposes.

Sometimes stereotypes are unintentional; sometimes they are used for effect.

Students need to learn the difference.

Production

- 1. For what purpose(s) was this text produced?** *[who produced this message and what do they want us to do?]*
- 2. What production techniques were used to produce this text?**

This set of Qs consider how, why and by whom a media experience was created.

The purposes of our videos are very different.

Students need to recognize the difference between a corporate, profit-driven message, and a not-for-profit one.

Inquiry

This inquiry teaches *Through* Media (using the medium of Youtube).
It teaches *About* Media - applying text, audience, production questions.
It asks **what** the video says and **how & why** it says it, & **to whom**.

*

Deeper Learning results, as learners:

- Engage with subject content.
- Compare and question different perspectives.
- Understand how and why messages are constructed.

Thus building deeper, more critical subject knowledge.

3. Production

Creating media is an essential part of understanding it as well as consolidating health and phys ed learning.

Production

p 84: “The Role of Information and Communications Technology in Health and Physical Education.”

“Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning”

Production is encouraged in this curriculum.

Smart Bites: Ask an Expert. Create a short **VIDEO INTERVIEW** with a nutrition expert about challenges kids face in making healthy food choices.

Create an **INFOGRAPHIC** that communicates useful healthy-eating information (e.g., “*Did You Know?*” facts or comparisons of common food choices).

Some ideas!

Create a 3–5 minute **PODCAST** exploring food marketing (e.g., analyze a food claim or favourite commercial). Choose a title, music/sound, and appropriate guests.

Create an appealing food-package health **LABEL** that helps peers make an informed, healthy choice.

Hold a **PANEL** discussion about healthy eating and influences on food choices. Take roles such as nutrition expert, student, advertiser, parent, or influencer.

Imagine a 3–5 minute **VIDEO** about kids and food. Summarize it, describe three key scenes, and sketch one storyboard.

Note: This VIDEO idea refers to plans for a video but NOT an entire video.

A storyboard is a perfectly acceptable production task.

A plan for any media production is valid..

Assessment

- Keep it FUN! — especially at the beginning of the year.
- Diagnostic assessment: observe students' media literacy awareness and skills for future planning



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<https://aml.ca/>

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Take our AQ. (offered only by AML)