

# TV Mysteries: Ukkie Goes Behind the Scenes!

Comprehension of Reality vs. Fantasy in Television Images

Teaching materials for an introductory class in media literacy  
for children in their early primary school years



**Ochanomizu University**

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# TV Mysteries: Ukkie Goes Behind the Scenes!



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"Project Ukkie!" was created in cooperation with academics, schoolteachers, television producers, civic media trainers and Japanese language instructors.

Target Age Group

Children in their early primary school years (First and second graders)

Purpose

These materials are intended as an educational tool to help children understand the difference between the "imaginary" versus "real" aspects of programs they watch on television, with the following three goals:

- (1) Children will realize that the television programs they watch have actually been deliberately created.
- (2) Children will come away with an interest in the fact that television contains both reality and fantasy.
- (3) Children will start to make their own connections between the reality and fantasy they see on television and the specific events and people they encounter in their own daily lives.

Through the guidance of the teacher, these materials allow children to experience both the difficulty and fun of trying to grasp the concept that television contains both reality and fantasy, and to think about this through specific examples. The first section, focusing on animated programs, allows children to realize that different colors, voices and movements can greatly change their impression of the characters they see. They also learn that the imaginary world is something that has been created, expressed through a wide variety of techniques. The second section focuses on action scenes, during which children realize that these scenes are acted out using specific techniques, which allows them to realize that there is a difference between these action scenes and the violence in real life. The third section focuses on television series, and provides children an opportunity to act out the roles of characters very different from themselves. This allows them to realize the difference between the real world and a world where everything is prepared and acted out in order to appear real.

These materials offer an opportunity to foster children's ability to distinguish on their own the difference between real and imaginary things that are presented to them through various media. This ability allows children to experience the enjoyment of television on a higher level, as they are able to more deeply appreciate what they see on television once they are aware that it is constructed with certain patterns and rules.

## Organization and Content

### 1. Video (for classroom use)

The 30-minute video is comprised of three 10-minute sections, beginning with the most imaginary world (animation), followed by a slightly more realistic one (action scenes), and ending with that closest to reality (television series), providing a step-by-step experience of the media of television.



Each section is constructed as follows:

- (1) Sample scenes: An excerpt from a television program is shown, providing the base for children to begin thinking about the particular "mystery of television" being explored.
- (2) "Let's see..." time: Children are encouraged to think further about the mystery being explored. Then, to solve the mystery, they "go on location" to see where and how the images are created.
- (3) "Try it" time: Children try an interactive, hands-on experiment related to the mystery being explored.
- (4) "Did everyone understand?": The main points of the particular section are summed up for review.
- (5) "Let's find it!": A scene is shown of a teacher using the materials in an actual classroom setting.

"Let's see..." time and "Try it" time prompt children for answers, which promotes discussion and interaction between the teacher and students, as well as among the students themselves. For example, in the section focusing on animation, each child is asked to draw two consecutive pictures that show movement when flipped back and forth, after which everyone shares their makeshift cartoons with the rest of the group. The children have fun while learning that the movement they see in cartoons is actually created, which helps to deepen their thinking about the reality and fantasy contained in the television images they see.



### 2. Lesson Guide (for lesson preparation) - Japanese only

This lesson guide, designed to follow the video, is divided into the same three sections: Animation (2 hours), Action Scenes (1 hour) and Television Series (1 hour).

The lesson guide contains the following for each section:

- (1) Lesson plans: Lessons created by active elementary school teachers based on their own classroom teaching experience, including the following:
  - Descriptions on ways to engage students and their reactions
  - Important notes to keep in mind when helping students
  - Criteria for evaluation (interest, will, attitude, independent thinking, judgment, skill, expression, knowledge, comprehension)
  - Photographs from the video that correspond to the activity being performed
- (2) Worksheets, review sheets, supplemental activities: Based on the video and lesson plans, these are intended as supplementary materials to aid the teacher in expanding upon the basic classroom lesson.
- (3) Other supplementary materials contributed by producers, civic media trainers and Japanese language instructors: These materials present several topics in media literacy education from a wide variety of perspectives.

These teaching materials are designed to give the teacher a solid grasp of the structure and flow of the classroom lesson, allowing he or she to tailor the lesson plan to the specific (age) group being taught. Even someone teaching media literacy for the first time can feel confident in preparing an effective classroom lesson.



See you!

Ukkie's adventures will continue...

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