

LEADERS IN VIOLENCE PREVENTION THROUGH MEDIA LITERACY

Leadership and Peer Support (GPP30)

Grade 11, Open

Introduction

This unit in the *Leadership and Peer Support* course will focus on developing students as leaders in violence prevention and media literacy in their school and community. With the increasing exposure to media violence, teens need critical thinking skills to help understand such media texts and defuse the potentially harmful effects. Multiple sources, including television, music, movies, sports, Internet and video games, may include violent images and messages that promote aggressive behaviours and unhealthy attitudes in impressionable audiences. Given the pervasive nature of the media in our society, the implementation of media literacy strategies in schools is necessary for awareness, prevention, and action. By studying various media texts, students will become media literate and then can share their acquired skills with their peers.

The following lessons are designed to teach critical media literacy skills. First, these lessons will make students aware of violent and unhealthy behaviours as promoted some media texts. Second, the lessons explicitly will teach critical literacy strategies so that students are able to read, understand, and respond appropriately to media with violent content. Third, students will apply their knowledge of these critical literacy skills to take action against media violence and to judge media with a critical lens.

Lesson One invites students to examine how television romances and relationships are represented in teen dramas. Students participate in activities to determine the components of a healthy relationship and contrast these with unhealthy examples in the media. Students then will engage in a role play in

order to practise conflict resolution strategies. The script provided for the role play is from a modern teen drama. Teens will read the text for meaning and will identify the codes and conventions that are part of many teen dramas. Students will learn and then demonstrate how to cope appropriately with conflict, and to communicate effectively. The skills involved in conflict resolution are, at times, absent in this genre of television programming. In fact, in some teen dramas, conflict is even escalated, encouraged and viewed as exciting.

Lesson Two requires students to identify forms of violence (e.g., physical violence, sexual abuse) in sports. By studying several examples of violence in sports, students will critically evaluate the messages portrayed and possible consequences of such actions. This lesson concentrates on the “violent vernacular”, or language commonly used by sports casters, audience members, and athletes. It also examines several ways in which violence in sport is presented on television and on the internet. Students will examine how violent behaviour in sport is sometimes viewed as legitimate and exciting. Finally, students will learn strategies to help them deal with anger and frustration without resorting to violence.

Lesson Three deals with the issue of cyber bullying. Students will identify risks and problems associated with using the Internet and communication technologies. In a journal and in a community circle, students will reflect on their own experiences with bullying. They will determine how to prevent or to deal with cyber bullying and harassment as a student leader.

Lesson Four provides a forum for students to explore issues of representation in the media. Students will analyse how groups are represented in the media, what generalizations are reinforced, and what effect media representations can have on audiences. Students will brainstorm ways to become active in preventing and combating discriminatory attitudes and beliefs in their school.

Lesson Five examines the features, conventions and messages in advertising, and how some campaigns can negatively affect body image and self-esteem. Students will determine what messages are explicit and implicit in an advertisement, and what is real and what is constructed. Students also will consider what they value and believe about themselves, and what factors influence these beliefs. Positive self-perception will be encouraged by exploring advertisements as media constructions.

Lesson Six addresses the controversial images and messages that are part of some rap/hip-hop music. Students will examine the language and messages that are promoted through the lyrics and images in some hip hop music and music videos. Students will recognize ways in which a music genre may promote a culture that condones inappropriate behaviour, and will also critically consider ways to counter such a culture.

In the previous units of study, students learn a variety of skills and strategies that are critical to both leading and supporting fellow students. In lessons 7, 8, and 9 of this unit, these senior leaders will learn to apply these skills to their leadership assignments in grade nine homerooms. Based on what they have learned about media violence, the peer leaders will develop a team-taught lesson for their grade nine peers/students. *(Depending on the level of your class, you could modify this lesson to have students deliver a presentation rather than teach a lesson).* They will be modeling and instructing their grade nine peers to apply critical literacy skills to viewing, reading, and listening to media. Students will create their own lesson based on one of the concepts and issues studied in this unit: healthy relationships, violence in sports, online bullying and harassment, stereotypes, body image, and images in music videos.

The students are expected to...

- a) create a comprehensive written lesson plan using the example template
- b) deliver the lesson by team-teaching with their peer mentor partner
- c) reflect on their teaching experience and complete a self-assessment.

As a result of this unit, students not only will be aware of the potential influences of the media on certain audiences but also will be able to react responsibly and act as leaders in violence prevention and media awareness.

Unit Outline

Leaders in Violence Prevention through Media Literacy

Lesson	Topics	Literacy Strategies	Media
1	Healthy Relationships and Communication	Three Step Interview Most Important Word	Television– <i>One Tree Hill</i>
2	Violence and Sports in the Media	Word Scroll Think Pair Share Retell, Relate, Reflect	Sports in the Media– Sports Heroes
3	Bullying and Harassment	Concept Attainment Double-Entry Diary Community Circle	Internet– Cyber bullying
4	Representation and Stereotypes	Tea Party Place Mat	Stereotypes- Animated Sitcoms
5	Self-Esteem	I Read, I Think, Therefore	Advertisements- Dove
6	Society and its Pressures	Making Predictions Examine Both Sides	Music Videos– Hip Hop
7	Teaching a Lesson	The Four Basics of all Lessons The Lesson Plan Template *Students should consider which topic/issue to address, a strategy to use, and a media moment. *Students will hand in their Media Logs	Movie- <i>School of Rock</i> * Teacher should book dates for students to deliver their lessons. Make sure students confirm the time with their homeroom teacher. (calendar provided)
8	Preparing a Lesson	*Lesson Plan to be completed	*Book the Computer Lab
9	Teach the Lesson	*Lesson Plans need to be submitted two days before delivering.	*Evaluate using the Leaders in Violence Prevention and Media Awareness Lesson Rubric *Students will complete the P.M.I Lesson Reflection

Daily Media Log Entries

Instructions: Each day, students will record a 'media moment' they have experienced in the last 24 hours. Therefore, students should be prepared with an entry for the beginning of each class. The media moment should be something in the popular culture conscience –de jour (something current or special - of the day). This could range from a television program they have watched, a newspaper article they have read, an internet blog they have read, something they heard on the radio or in a new song they have downloaded. They then will identify the medium (e.g., television, radio, podcast etc.), make any connection to the issues being studied in class (e.g., bullying, discrimination, etc.), and offer a personal reflection or personal connection to the 'media moment'.

Materials: Students will need a coil-bound notebook or duo-tang to serve as a Media Log.

Sharing: Students will have an opportunity to share their 'media moment' at the beginning of each class with their assigned group. The teacher will circulate to ensure that each student has completed the daily entry or 'media moment'

Note: These 'media moments' will be utilized in a lesson which will be delivered by the student leaders to their grade nine homeroom classes. Each peer mentor pair will choose a 'media moment', an issue to explore, and a literacy strategy in order to teach a violence prevention concept/topic (i.e. text messaging and bullying).

Evaluation and Assessment: Students will submit their Media Logs to the teacher at the end of Lesson 7. The teacher will use the Media Log Rubric (1.1 H) to mark the entries.

Suggested Sources for Media Moments:

- Media Awareness Network: www.media-awareness.ca
- MTV: www.mtv.ca or www.mtv.com
- View trailers, home videos, music videos and more: www.iFilm.com
- Peer to Peer sharing of videos: www.youtube.com
- Social Networking on My Space: www.myspace.com
- Google News or Google Videos: www.google.ca

Lesson One

Healthy Relationships and Communication: Relationships and Communication in Teen Dramas

Curriculum Expectations

INTERPERSONAL KNOWLEDGE AND SKILLS

Interpersonal Relations

- *Describe the elements of effective interpersonal relations (e.g. respect for differences, commitment to equity and fairness, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or community.*
- *Describe a conflict-resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions.*
- *Identify sources of pressure on adolescents (e.g., peer behaviour and attitudes, family relationships, prejudice, discrimination, media influences), and appropriate strategies to deal with these pressures.*

Communication Skills

- *Describe the elements of effective communication (e.g. active listening, non-judgmental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects).*
- *Explain the benefits and pitfalls of expressing emotions, and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions.*

Introduction/Overview

“The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.”

– Ralph Nichols

Teen dramas comprise a genre of television shows which consist of high school age characters dealing with issues such as relationships, sex, pregnancy, suicide, drug use, alcohol addiction and rape. Popular programs include *One Tree Hill*, *Degrassi: The Next Generation*, and *The OC*. Other teen programming falls under the category of reality television, and includes shows in which the actual lives of teens are recorded and aired on MTV. Shows such as *The Hills* and *Laguna Beach* are extremely popular among adolescents. Researchers have identified many reasons why these programs are popular with youth. The programs provide entertainment, an escape from daily life, information about issues facing young people today, and they allow young people to look in on the lives of their favourite characters from the comfort of their own homes. As a kind

of voyeur, an audience can vicariously enjoy the exciting conflict-driven plot lines and behaviours exhibited in these shows. To critically understand the influence these shows may have on young audiences and their impressions of teen relationships, students will examine the relationships they witness on television. Students will become aware of the kinds of characters typically included in many teen programs, as well as the kind of plot development and conflict that are included in many scripts. Students will also be encouraged to reflect on the role that teen dramas have in their own lives and in the lives of their peers.

Teaching/Learning Strategies

- *Media Moment*

On a daily basis, students will be sharing a 'media moment' from their Media Logs within a group setting. These groups can be set (permanent groupings), or can be changed each day. Create groups of 3-4 so that students are exposed to multiple examples and increased variety. Allow for 5-10 minutes of sharing and discussion as you walk around to check that each student is contributing and has completed the assigned 'media moment' entry.

To introduce the daily activity, give students the Media Log and Rubric handout (1.1 H) and describe the activity. Explain the purpose of the Media Log: "We will be examining the influence(s) media can have on its audience and how examples portrayed in a variety of media forms (e.g., television, internet, music, movies) can shape teen's beliefs and promote certain behaviours. The media moments you find in popular culture will help create a discussion about the influences and pressures some teens face on a daily basis. The goal of these media logs is to develop critical awareness and to develop media literacy. You will become an active audience, not a passive passenger, and you will lead your peers in this positive direction."

- *Three Step Interview: Part I* – What are the characteristics of a healthy relationship?

Place students into groups of three and give each group a Three Step Interview Form (1.2 H). Each student is assigned a letter, then each letter is assigned a role: A=Interviewer, B=Interviewee, C=Reporter. The roles rotate after each interview. Each interview will last 1 minute. Prompt the interviewers to pose the question: "What do you believe to be a healthy relationship?" or "What are the characteristics of a healthy relationship?" Before the interview, encourage the interviewer to consider famous interviewers and how they are able to draw a response from the interviewee by extending their question, rephrasing, and asking for clarification. After all students have participated in each role, take up the groups' answers. Some answers may include the characteristics of respect, sharing, trust, equality,

support, honesty, accountability, fairness, compromise, safety, comfort, shared decision-making.

- *Most Important Word*

Hand out a cue card to each student and have them write down on one side the most important characteristic, word or skill to describe a healthy relationship. Post these up around the room as a reminder for all students.

- *Three Step Interview: Part II* - What are the characteristics of an unhealthy relationship?

Tell students they will repeat the Three Step Interview activity by posing the question: “What is an unhealthy relationship?” or “What are the characteristics of an unhealthy relationship?” Students will share their key ideas from the interview and you will take up their answers as a class. Answers may include characteristics such as jealous behaviour, finding faults, insults, swearing, punching, pushing, unwanted sexual contact, controlling behaviour, lying, manipulation (abusive behaviour).

- *Role Playing*

Note: As covered in Module/Unit 3 – Interpersonal Skills, students will have experience in communicating effectively i.e. Active Listening Skills.

Put up a copy of Scenario: *One Tree Hill* (1.3 H/OH). Ask for two volunteers to act out/read the script. Read aloud the following scenario.

“Nathan Scott is Tree Hill High's biggest basketball star and is dating Peyton, a gorgeous cheerleader. Peyton is a talented artist who expresses her emotions through her angst-filled drawings. In this episode, Nathan's basketball buddies are suspended for stealing the team bus and have now decided to go out drinking. Nathan wants to go out with the guys but also wants to see his girlfriend. Nathan loves to show off as captain of the team who is dating a 'hot' cheerleader. Peyton feels as though she is being carted around as a trophy and doesn't want to go out drinking with a bunch of guys. She would rather spend time with her boyfriend and with her art.”

Give the volunteer students a copy of Scenario: *One Tree Hill* (1.3H/OH). Give them a minute to prepare before they role play the script.

When the role play is finished, as a class answer the following questions, found on Role Play Follow-up (1.4 OH):

- Identify the barriers Peyton and Nathan are experiencing when trying to communicate with one another (i.e. use of sarcasm, name calling, using

an accusing tone, poor body language - rolling eyes, making excuses, blaming).

- What would you do differently if you were Peyton?
- What would you do differently if you were Nathan?
- What would you do as a mediator?
- How do the behaviour and characteristics of men and women in teen dramas compare to people in your own life? How do they differ?
- View a scene from a popular teen drama. Examine the technical elements used to emphasize certain characters and the development of the plot. Consider the use of camera angles, music, editing, etc. What effect do these elements have on your impression of the scene?
- Outline the plot development for one of your favourite shows. What elements are included in the storyline to keep the audience involved? Do you think these programs offer a realistic portrayal of life for young people today?
- Should programs designed for young people reflect reality? Why or why not? Why do you think shows like *One Tree Hill* are popular with young people today? What do you think viewers “take away” from these shows?
- List your own heroes and heroines from entertainment media. What makes these characters admirable? Consider their attitude, behaviours and values. Are these characters examples of people you would want in your own life? Why or why not?

Give students the handout “Conflict Resolution – Maintaining a Healthy Relationship” (1.5 OH/H) and have them use the strategies listed on this handout in the next activity/role play.

- *MTV Relationships – Role Play*

Put students into pairs and assign each pair an appropriate scenario from *MTV Relationships – Role Play* (1.6 OH/H). There are five scenarios from which to choose and all are situations that have occurred on MTV reality television shows. Instruct students to role play and resolve the conflict using the Conflict Resolution handout (1.5 H/OH) as a guide. Ask groups to share their scenarios and their resolutions.

Assessment Opportunities

Media Log Rubric (1.1H)

Activism

Students will post the handout “Conflict Resolution – Maintaining a Healthy Relationship” in their homeroom. They will read aloud the steps to resolving conflicts and also make students aware of the following website that provides students with information on sexual health, relationships, and communication.

http://www.kidshealth.org/teen/your_mind/relationships/healthy_relationship.html

Implications for Future Lessons/Homework

- *Relationships on Television* (1.7 OH)

Identify other television shows or genres where there are examples of unhealthy relationships.

Identify any television shows where there are positive examples of healthy relationships and effective communication models.

Was the *One Tree Hill* example a realistic scenario of how teens communicate in relationships? What was realistic what was unrealistic?

Do you think that the relationships on television are imitated by adolescent viewers? Explain your reason.

Cross Curricular Connections

Grade 12, Open Healthy Active Living Education

Grade 11, Workplace Managing Personal Resources (Social Sciences and Humanities)

Materials

- Student Handout 1.1 - Media Log Handout and Rubric
- Student Handout 1.2 - Three Step Interview – one copy per group of three
- Cue Cards
- Student Handout / Overhead 1.3 – Scenario: *One Tree Hill*
- Overhead 1.4 - Role Play Follow-up
- Student Handout / Overhead 1.5 - Conflict Resolution – Maintaining a Healthy Relationship
- Student Handout / Overhead 1.6 - MTV Relationships – Role Play
- Overhead 1.7 - Relationships on Television

Important Terminology/Background for Teachers

Teen Drama - is a television drama series that centers on teenage characters. The genre is relatively new, first appearing in the late 1980s. The shows are

usually serial, starting when the characters are well into their teenage years (usually between 15 to 17 years of age) and if they have a long run, end when the characters are in their twenties. They typically deal with teen issues such as relationships, coming out, teenage pregnancy, teenage suicide, abortion, bereavement, child abuse, homelessness, male rape/date rape, alcohol addiction and drug abuse. (www.wikipedia.com)

Roles People Can Play in Potentially Violent Situations

Defender of Victim - Someone who tries to stand up for somebody being bullied, harassed or targeted by someone else. This can include direct defending (such as telling a bully to stop) or indirect defending (such as inviting a targeted victim to join a different group)

Help Seeker - Someone who tries to get help from adults or other peers, Examples: 1) a student who tells a teacher that a fight is going to happen after school; 2) a student talking to a guidance counsellor because he or she is worried that a friend is being abused by a dating partner

Instigator - Someone who helps to start a conflict, or encourages a peer to be violent, but may not be directly involved in the conflict themselves. Example: Someone who spreads rumours or encourages someone to pick a fight with another person

Mediator / Peace Maker - Someone who tries to help problem-solve a conflict or situation, typically before it becomes violent. Example: two students who are usually friends have got into an argument and rumours are starting that there is going to be a fight - a third friend talks to both of the friends separately and finds out what each is most upset about, and then helps the two friends talk things out in a calm manner

Passive Bystander - People who watch the events unfolding and do not intervene. The presence of bystanders can increase the intensity of the violence because it creates an audience effect. Examples: 1) People who look the other way when someone is yelling at a girlfriend or boyfriend in a parking lot; 2) A group of students gathering around a fight that is taking place and yelling to promote the fight.

Perpetrator – Person or persons acting in a violent or aggressive way

Victim – Person being targeted by perpetrator(s) in that particular situation

Links/Resources

Children, Youth and Women's Health Service: <http://www.cyh.com>

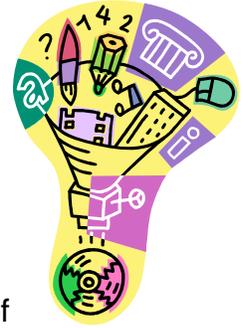
Course Profile: Leadership and Peer Support GPP30 – How Can I Become An Effective Leader

Kids Health

http://www.kidshealth.org/teen/your_mind/relationships/healthy_relationship.html

The Fourth R: Unit 1 Personal Safety and Injury Prevention

Twiz TV: <http://www.twiztv.com/scripts/onetreehill>



Media Log

Instructions

Each day you will record a ‘media moment’ you have experienced in the last 24 hours. The media moment should be something in the popular culture conscience –de jour (something current or special - of the day). This could range from a television program you have watched, a newspaper article you have read, an internet blog you saw, something you heard on the radio, or a new song you have downloaded. You then will identify the medium (e.g., television, radio, podcast etc.), make any connection to the issues we are studying in class (e.g., bullying, discrimination, etc.), and offer a personal reflection on or personal connection to the ‘media moment’.

Speaker’s Corner: You will have an opportunity to share each of your ‘media moments’ at the beginning of class with your assigned group.

Evaluation/Assessment: You will be evaluated using the Media Log Rubric.

Note: These ‘media moments’ will be utilized in a lesson which will be delivered to your grade nine homeroom classes. You and your peer mentor partner will choose your favourite ‘media moment’, an issue to explore within that ‘media moment’, and a literacy strategy to teach a Healthy Relationship concept/topic (i.e. conflict resolution).

Materials: You will need a separate duo-tang or notebook to record these daily ‘media moments’. Organize your entries as seen below...

Date:

Medium (i.e. television, internet, radio):

Title of selection (or of article, song, artist etc.):

Issue/Topic: (2-3 sentences)

Personal Reflection/Connection: (1 paragraph)

*(Note: - identify strategies to promote media awareness in your school and community
-include your opinion on the topic
-suggest how you might use this media moment as a teachable moment
-edit for capitals, overall appearance, punctuation, and spelling)*

Peer Support Course - Media Log Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge	Limited understanding of media concepts. Limited evidence of insight into the topic.	Some understanding of media concepts. Entry demonstrates some evidence of insight into the topic but more effort and understanding necessary.	Considerable degree of understanding of media concepts. Entry demonstrates a good understanding of the meaning of the topic and expresses insight about different elements of the topic.	High degree of understanding of media concepts. Entry demonstrates a thorough understanding of the meaning of the topic and expresses keen insight about different elements of the topic.
Thinking/Inquiry	Infrequently identifies the media source, pressures on adolescents; infrequently describes the behaviours that may result.	Sometimes identifies the media source, pressures on adolescents; sometimes describes the behaviours that may result.	Clearly identifies the media source, pressures on adolescents; describes the behaviours that may result.	Thoroughly identifies the media source, pressures on adolescents; thoroughly describes the behaviours that may result.
Communication	Opinions and ideas are expressed with limited clarity and effectiveness	Opinions and ideas are identifiable and are expressed with some clarity and effectiveness.	Opinions and ideas are expressed clearly and effectively.	Opinions and ideas are expressed clearly and very effectively.
Application	Identifies a slightly developed approach to help promote media awareness in school or in the community.	Identifies a simple approach to help promote media awareness in his/her role as a peer mentor and leader in school and in the community.	Uses an effective approach to help promote media awareness in his/her role as a peer mentor and leader in school and in the community.	Uses a creative and imaginative approach to effectively help promote media awareness in his/her role as a peer mentor and leader in school and in the community.

Comments: _____

A = Interviewer
B = Interviewee
C = Recorder

Three Step Interview Form

Interview One

Name of interviewee: _____

***The roles rotate after each interview**

Healthy Relationship characteristics:

Unhealthy Relationship characteristics:

Interview Two

Name of interviewee: _____

Healthy Relationship characteristics:

Unhealthy Relationship characteristics:

Interview Three

Name of interviewee: _____

Healthy Relationship characteristics:

Unhealthy Relationship characteristics:

Share the Key Ideas from the Interviews....

Scenario: *One Tree Hill*

Script

[In Peyton's room]

NATHAN: What are you wasting your time at now? (Peyton is drawing)

PEYTON: I didn't hear you come in. (listening to her indie band music)

NATHAN: Oh, imagine that. You know nobody listens to this crap. (Nathan turns off her music)

PEYTON: So, I waited for you tonight. (arms crossed)

NATHAN: Yeah, the guys wanted to tip a few. (casual)

PEYTON: And you didn't even think to let me know? (raised voice)

NATHAN: That's why I came by. (sweet talking) You want to come?

PEYTON: With the guys?

NATHAN: (interrupting) And me.

PEYTON: And the guys. (Sighs)

NATHAN: You know what, Peyton? I'm getting really tired of this. I came here to spend time with you. (confronting)

PEYTON: Yeah, me and half the team!

NATHAN: You want to be a bi@#%? That's cool. Just listen to your loser rock, and I'll see you tomorrow. (Yelling)

PEYTON: How about you don't see me tomorrow? (sarcasm)

NATHAN: Like I don't have other options. (sarcasm)

NATHAN: (Sighs) Look, I'm sorry. Peyton, I'm really sorry. It's just a lot of these guys got suspended, so it's like this stupid bonding thing. Look, I wish it was just you and me. But I was hoping you'd come anyway -- make it a lot more bearable, okay?

(<http://www.tv.com/one-tree-hill/pilot/episode/244675/trivia.html>)

Role Play Follow-up

1. Identify the barriers Peyton and Nathan are experiencing when trying to communicate with one another.

2. What would you do differently if you were Peyton?

3. What would you do differently if you were Nathan?

4. What would you do as a mediator?



Conflict Resolution: Maintaining a Healthy Relationship

- R espectful discussion when disagreeing
- E ars should be used for listening. Listen to your partner's/friend's point of view
- S tay calm
- O wn up to your mistakes and do not blame or accuse
- L et's work together. Think about what you both want and agree to work together
- U se problem solving
- T ogether recognize the problem
- I nvent solutions (be open and creative) and consider the consequences of each possible solution
- O ne solution should be chosen and implemented
- N otice: Is the problem resolved? If not, go back to Inventing Solutions

(<http://www.kidshealth.org>)

MTV Relationships – Role Play

Using the “Conflict Resolution – Maintaining Healthy Relationships” handout as a guide, role play the following scenario, and attempt to resolve the conflicts.

Show Scenarios - *The Hills*

You are working for a fashion magazine and you are responsible for finding male swimsuit models for a photo-shoot. When you share this new job description with your boyfriend he is furious that you will be working with attractive (half-clothed) young guys all day every day. He wants you to quit your job and you want the experience to add to your portfolio.

Your girlfriend has been receiving phone calls and text messages from an ex-boyfriend. She is even answering his calls in front of you and she returns his messages. You want her to stop talking to the ex. She can't understand why you are upset – she and her ex are “just friends”. She threatens to break up with you if you continue to act so jealous.

Show Scenarios - *Laguna Beach*

You have spent hours getting ready for the formal (a dance). When you and your boyfriend get to the dance, he doesn't want to stay long. He has made it known that you look good and he wants to leave the formal after only half an hour. He hopes to “get some” and you want to have a good time with your friends and show off your dress.

Your best friend corners you and tells you that your boyfriend is cheating on you and you are “stupid” if you can't see it. You think she is just jealous of your relationship and thinks she should mind her own business. Your friend and her boyfriend just broke up because of her cheating ways. She thinks she knows the signs of a “cheater” since she used to be a “cheater” and demands that you open your eyes.

Show Scenario - *The Real World*

Your best friend is hitting on the girl you like but you have not been brave enough to pursue her. He knows you like her but he says, “All's fair in love and war” and “first come, first served”. To him it's a game. You have told your friend to back off or your friendship is over. He thinks you are being unreasonable and refuses to cease his come-ons.

Relationships on Television

Note: Teen Choice Awards nominees: *The OC*, *Prison Break*, *One Tree Hill*, *Gilmore Girls*, *Ghost Whisperer*, *Family Guy*, *Lost*, *Laguna Beach*, *American Idol*, *Grey's Anatomy*, *Everybody Hates Chris*, *Desperate Housewives*, *Beauty and the Geek*, *America's Next Top Model*

1. Identify other television shows or genres where there are examples of unhealthy relationships.
2. Identify any television shows where there are positive examples of healthy relationships and effective communication models.
3. Was the *One Tree Hill* example a realistic scenario of how teens communicate in relationships? What was realistic and what was unrealistic?
4. Do you think that the relationships on television are imitated by adolescent viewers? Explain your reason.

Lesson Two

Sporting Violence in the Media and Methods to Manage Anger

Curriculum Expectations

INTERPERSONAL KNOWLEDGE and SKILLS

Interpersonal Relations

- *Identify the types and sources of pressure on adolescents (e.g., Peer pressure, family tensions, media influence), describe the behaviours that may result, and identify appropriate strategies to deal with pressure.*

Interpersonal Relations

- *Describe a conflict resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions.*

Communication Skills

- *Explain the benefits and pitfalls of expressing emotions and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions.*

Connecting with the Community

- *Explain how powers can be used positively (e.g., to promote engagement and inclusion) or misused (e.g., in situations involving bullying, exclusion, workplace harassment) in work, family, and peer contexts and identify strategies to deal with situations where power is misused.*

Introduction/Overview

“The thirst for respect has begotten a generation of trash-talkers and chest-thumpers who have turned the traditional notion of sportsmanship on its ear”
Mark Sappenfield. *USA Society and Culture*. Nov. 24th, 2004 (REF 2.1)

Sporting events, at times, include incidents of violent behaviour. Such acts of violence, in fact, sometimes are encouraged and even expected by audience members and fans. The problem is perpetuated when the violence becomes normalized, and these superstar athletes become role models for many young viewers. In this lesson, students will examine the violent images and behaviours in sport, and their effects on viewers. Students will recognize that examples seen in the media, specifically in professional sport, can influence our attitudes toward violence in our society.

Teaching/Learning Strategies

- *Media Moment*

See pp 6 & 8 for details.

- *Vocabulary Development*

Using Word Scrolls (2.1 OH/H), have students examine the word “Heroic”. In the middle of the scroll, write the word HEROIC. In the boxes labelled “What it is...” have students write two synonyms for the word heroic (i.e. courageous, fearless, or brave). In the circles labelled “What it isn’t...” have students write two antonyms for the word heroic (e.g., cowardly, selfish, villainous). Below the scroll, in the box and circle labelled “Examples,” have students think of a real life hero (e.g., Lance Armstrong) and write this name in the box, and then think of someone who is not a hero (e.g., the lion from *The Wizard of Oz*) and write this name in the circle. On the lines labelled “Practise”, have students write a sentence using the word heroic.

Remind students that last day they examined healthy and unhealthy relationships and effective and ineffective communication skills. Unhealthy relationships may involve abusive and violent behaviour. Tell students they are going to examine the causes or contributors to violence. Media is commonly referenced as an influential force that can affect viewers’ behaviours. Instances of violence and abuse in sport are frequent, and we need to ask the question, “Does our love of the game and its stars affect how we view violence?”

- *Think Pair Share*

Ask students to name a “Sports Hero”. Students first will think to themselves, then will share their heroes with a partner, and finally will be prepared to share either their response or their partners’ with the class.

Tell students that professional athletes, especially the “Stars” of sport are role models for many adolescents. They have the ability to promote positive behaviour and help to create positive social change. Unfortunately, these athletes are not always the best models. When their violent and abusive behaviour is legitimized by the media, youth may consider their actions acceptable.

- *Types of Violence*

Have volunteers read aloud the Examples of Sport Violence (2.2 OH/H). Have students match the examples with the Types of Violence (2.3 OH/H)

i.e., Psychological/Emotional, Financial Abuse, Physical Abuse, Sexual Abuse, Bullying.

▪ *Retell, Relate, Reflect*

Students will choose an example of violence in sport and will complete the Retell, Relate, and Reflect organizer (2.4 OH/H). This will allow students to make a personal connection to the violent/abusive incident, be able to reflect possible solutions and prevention strategies, and state opinions.

- As an example, discuss and examine violence in professional hockey—especially in the NHL. Explain to students that fighting results in expulsion from hockey games in school, minor and European hockey leagues, yet results in a mere five-minute penalty in the NHL. Ask them to explain why the NHL might penalize fighting differently. Is fighting important to attracting and keeping an audience? Why is it especially important for the NHL to attract and keep an audience? How might the nature of the audience influence the penalties (i.e., the largest audience portion of an NHL game is a television audience, whereas most other games are played for attending fans). (The television network broadcasting a hockey game requires a big audience so that it can command large revenues from advertisers wanting to reach that audience through their commercial.)
- Ask students to consider how youth hockey players might be influenced by the fighting they see in NHL games. To what degree do television broadcasts make NHL fighters heroic? Explain how the following elements can add to the impression of an athlete's "heroism" on television: television commentators and their use of colourful language; editing; camera techniques and types of shots; sound; lighting, etc. When have students seen commentators DISAPPROVE of fighting in hockey? What values might fans take from the messages they receive from commentators and the television coverage of fighting in a televised NHL game?
- There are several websites that concentrate on hockey fights (e.g., Hockeyfights.com, Goonblog, Wimp.com, Hockey-fighters.com, Hockeyfighters.com, Crashingthenet.com). Many of these websites excerpt and replay the fights from recent games, or present a long string of hockey fights.

Divide the class into groups of 3. Ask the groups to visit some of these websites. Use the following questions as prompts for students as they analyse the sites:

What is your impression of the site? Consider the features of the site and the information available, as well as the graphics, font, images and vocabulary used in its design.

- How do the sites represent fighting in hockey?
- What values or messages are these websites sending to sports fans?
- What kinds of fans might visit these sites often?
- Why might some fans NEVER visit these sites?
- What messages might players take from these sites?

Instruct students to write a Reflective Journal in which they share their thoughts about violence in hockey, or a sport of their choice. To do this, they will describe one incident of violence that they have experienced or seen, suggest what actions they think ought to be taken in a situation like they describe, and give reasons for their opinion.

▪ *Anger*

Explain to students that a hero is a person of distinguished courage or ability, admired for his or her brave deeds and noble qualities. Some of the physically violent/abusive events in sport have occurred because athletes are taught to be “warriors, gladiators, hit men, top guns, machines, combatants” who should “kill, smash, destroy, battle and fight” (see REF 2.2). They are told that this behaviour is acceptable and are the qualities of a hero. Many journalists and sports reporters even shield professional athletes from criticism and will justify or legitimize their abusive and violent behaviour. For example, after the Zidane head butt, reporters shifted the blame to Materazzi, who must have ‘deserved the attack’. The media may even call violent or abusive behaviour quirky or entertaining antics to diminish the seriousness of the action (see REF 2.2). Viewers must realize that violent or abusive behaviour is not an appropriate way to deal with anger – even in a sports arena.

Have students brainstorm healthy ways of dealing with anger in their own lives (e.g., mental self-talk, writing a letter to be ripped up, punching a pillow, physical exercise). Have students brainstorm how to diffuse someone else’s anger (e.g., Listen, Relax, Paraphrase, Problem Solve). Put up the overhead Anger (2.5 H/OH) to take up their answers.

Assessment Opportunities

Media Log Rubric (1.1H)

Activism

Ask students to consider the roles that violence plays in hockey, or in a sport of their choosing. Ask them to consider ways that they might advocate for a

healthier approach to conflict in their chosen sport. Their advocacy might take the form of a petition, emails to league officials, speaking at a players' meeting, or phone calls to coaches or officiating organizations.

Implications for Future Lessons/Homework

Encourage student-athletes to demonstrate sportspersonship on and off the playing field/court.

Have students form a spirit club to lead other students in positive cheering and fan support.

Cross Curricular Connections

Grade 9 or 10, Open - Individual and Family Living

Grade 12, University/College - Issues in Human Growth and Development

Grade 11, University/College - Introduction to Anthropology, Psychology, and Sociology

Materials and Resources

- Student Handout / Overhead 2.1 - Word Scroll
- Student Handout / Overhead 2.2 - Examples of Sport Violence
- Student Handout / Overhead 2.3 - Types of Violence
- Student Handout / Overhead 2.4 - Retell, Relate, Reflect
- Student Handout / Overhead 2.5 - Anger
- 2.1 REF: Sports violence fed by both fans, athletes
- 2.2 REF: Men, the Media and Sporting Heroes

Important Terminology/Background for Teachers

Sportspersonship is an attitude that strives for fair play, courtesy toward teammates and opponents, ethical behaviour and integrity, and grace in losing.

Violence in sports involves crossing the line between fair competition and intentional aggressive violence. Athletes, coaches, fans, and parents sometimes unleash violent behaviour on people or property, in misguided shows of loyalty, dominance, anger, or celebration. *Violence in sports* can result in chaotic brawls, both by athletes and spectators. They may involve beer bottles, sinks from stadiums, improvised stabbing utensils, stadium seats, and whatever else may be found on hand.

(www.wikipedia.com)

The T.I.M.E. Technique for Athletes (Solution-focused Anger Management for Men: Using Sports to Learn New Skill - By Tom Letson, MA, LPC)

The following anger control technique is an example. The T.I.M.E. technique uses an individual's present understanding of calling for "time" during a sporting event as a cue to recall steps to control anger. The 4 steps in this easily remembered technique are as followed: The "T" cues the person to think about feelings of anger and about controlling them. During such times, it is critical to be consciously aware of one's anger; awareness alone may be enough to prevent uncontrollable rage. The "I" urges the individual to intercept – much like intercepting a pass in football – impulses to scream, hit, kick, call names, etc. The "M" cues the person to move away from the conflict if he or she is feeling a potential loss of control. The "E" is the final step and reminds the individual to step away totally from the situation for a period of time if high levels of anger are not subsiding.

This is an extremely useful technique and, most importantly, it is very easy to remember – T.I.M.E!: Think/intercept/move/exit! – Share it with anyone who may benefit – it works!

(<http://www.selfgrowth.com/articles/letson.html>)

Links/Resources

Kids Health Organization: www.kidshealth.org

Ontario's Education Foundations Program: www.eworkshop.on.ca

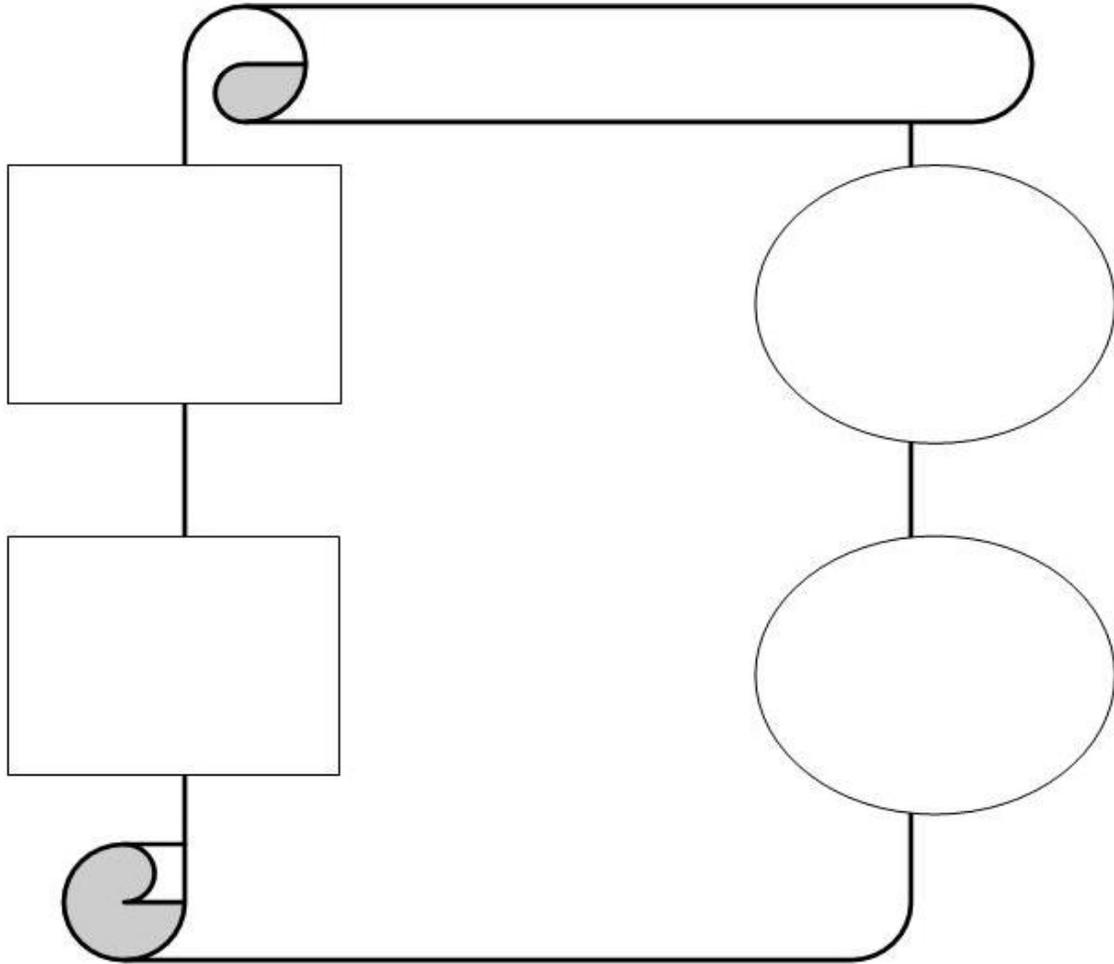
Ruth Perlstein and Gloria Thrall: *Ready-to-Use Conflict Resolution Activities for Secondary Students*, pg. 112

Name: _____

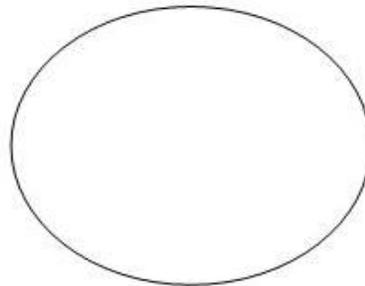
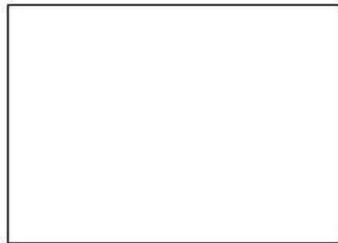
Word Scrolls

What it is...

What it isn't...



Examples



Practise: _____

Examples of Violence in Sport - *Professional Athletes*

Zinedine Zidane, the great French soccer/football midfielder, head butted Italian defender Marci Materazzi in the chest, knocking him to the ground during the World Cup Final Game in 2006. Zidane was fined £3260 and handed a three-match ban by FIFA's five-man disciplinary committee. Zidane retired after the match.

Bob Knight was an NCAA basketball coach known for his volatile temper. Not only have his own players borne the brunt of Knight's behavior, but so have opposing players, reporters, referees, and Indiana University officials alike. Moreover, bizarre incidents involving him often have made national and international news. Notable incidents include Knight pulling guard Jim Wisman off the court by his jersey in 1976, throwing a chair across the court to protest a referee's call during a 1985 game against the rival Purdue Boilermakers, allegedly kicking his own son, Pat Knight, during a 1993 game (Knight claims he actually kicked a chair), and berating an NCAA university volunteer at a 1998 news conference, for which the school was later fined \$30,000.

Mike Tyson - In a much anticipated fight against Evander Holyfield, after Tyson's incarceration, Tyson was disqualified from the fight after biting both of Holyfield's ears.

Todd Bertuzzi, a Vancouver Canucks all-star, incited disgust and outrage when he blindsided Colorado Avalanche rookie Steve Moore with a punch from behind on March 8, 2004. Moore crumpled to the ice, and was hospitalized with three broken vertebrae in his neck and a concussion. Criminal charges filed against Bertuzzi in Vancouver resulted in a guilty plea and a sentence of one year's probation, plus 80 hours of community service.

Ron Artest - With 45 seconds left in the game between the Detroit Pistons and the Indiana Pacers, all order disappeared when Detroit's Ben Wallace retaliated to a foul by shoving Indiana's Ron Artest. While being calmed near the scorer's table, Artest was hit in the head by a full cup thrown by a fan. Artest jumped the table and started climbing the stadium rows to seek out and attempt to injure the fan. When Artest entered the stands, he created a riot, prompting other players to follow him and other fans to rush the court and attack players. The 72-game suspension that Stern handed down - the longest in NBA history and one that covers the rest of the season - was intended to make an example of Artest and discourage such behaviour in the future.

Latrell Sprewell, an NBA basketball player, attacked and threatened to kill his coach. During a Golden State Warriors practice in 1997, Sprewell snapped, choking P.J. Carlesimo and then returning about 20 minutes later to continue the assault. NBA Commissioner David Stern suspended Sprewell for 82 games before an arbitrator reduced the sentence to 68 games, costing Sprewell \$6.4

million and his shoe deal with Converse. Sprewell told *60 Minutes*, "I wasn't choking P.J. that hard. I mean, he could breathe."

Examples of Violence by Athletes Committed Outside Gametime

Orenthal James Simpson (known by his initials O.J. and nicknamed The Juice) was a college and professional football player and film actor. Although considered one of the greatest running backs of all time, Simpson is most recognizable for being charged with the murder of ex-wife Nicole Brown Simpson and her friend Ronald Goldman in 1994. He was acquitted in criminal court in 1995 but later, in 1997, Simpson was found liable for their deaths in civil court.

Jason Kidd was arrested in January 2001 and pled guilty to a domestic abuse charge for assaulting his wife, Joumana Kidd, in anger. As part of his plea, Jason was ordered to attend anger management classes for six months. Kidd completed the mandatory counseling and continued to attend on his own.

Mike Tyson was convicted on the charge of rape on February 10th, 1992, for the rape of Miss Black Rhode Island, Desiree Washington. He was given a sentence of six years and was released after serving three.

Amateur Athletes

The **2006 Duke University lacrosse team scandal** began in April 2006 when three members of Duke University's men's lacrosse team were accused of raping female stripper Crystal Gail Mangum during a party held at the residence of two of the team captains. The investigation has led to the indictment of three members of the lacrosse team. David Evans of Bethesda, Maryland; Reade Seligmann; and Collin Finnerty, a graduate of Chaminade High School, were charged with first degree forcible rape, first degree sexual offense, and kidnapping. Duke's nationally ranked lacrosse team's season was suspended for the rest of the season as a result. The event has drawn national attention and highlighted racial tensions in the local North Carolina community. Some have criticized Durham District Attorney Mike Nifong for prosecuting the case in light of an apparent lack of physical evidence, the accuser's lack of credibility, and arguably improper actions by the police that undermine the investigation.

McGill University and its football team were punished on November 28th, 2005, in connection with a hazing incident that season. The school was fined \$30,000 and its football team banned from having any home games televised in 2006 or 2007 after the university withdrew the Redmen from league action over the incident. The team also will be on probation for one year. McGill officials cancelled the last two games of the football team's 2005 season on Oct. 18 in the

wake of a report that confirmed a hazing incident known as Dr. Broom. An 18-year-old rookie alleged he was sexually assaulted by a veteran player with a broomstick while others looked on and cheered. The rookie filed a complaint and left the university shortly afterwards.

Found Innocent

Kobe Bryant - Bryant admits to consensual adultery. The NBA superstar with the spotless reputation was charged with felony sexual assault. The judge dropped the felony sexual assault charge against Bryant, 26, after the alleged victim refused to participate in the criminal case, but instead filed a civil case. She received threats from Bryant's fans after her identity was exposed due to court staff errors. Bryant made a public apology to her, claiming that he believed the activities were consensual.

Types of Violence

Psychological/Emotional Abuse

Direct:

Verbal and/or emotional threats or abuse directed towards another
Can include intimidation and harassment
Controlling behaviour in a relationship

Indirect:

Excluding someone from a group
Rumour spreading
Cyber harassment/bullying

Physical Abuse

Threatened or actual use of force to injure or hurt another

Financial Abuse

Extortion (threat of violence so that an individual has to pay to avoid violence or unpleasant consequences)
Blackmailing
Continuously borrowing money (the lender does not feel like s/he has a choice)

Sexual Abuse

Rape, incest, unwanted sexual touching, date rape, harassment

Bullying

Repeated and intentional attacks on others that can be perpetrated by individuals or groups
The perpetrator often has more power than the target
Bullying can take the form of psychological abuse, physical abuse, financial abuse or sexual abuse

Retell, Relate, Reflect
Examples of Violence in Sport

Retell: Choose an athlete and summarize that person's actions

Relate: This reminds me of...This is similar to..., I also...

Reflect: I wonder... I can contribute...I can prevent...I believe...



Anger

Managing My Anger

Tune in to your feelings (self awareness)...What got me so angry? What am I feeling?

Stop and think (self-control) ...What should I do?

Consider your options (think it through)...What will happen as a result of each reaction?

Make a decision (choose the best solution and act)

Check your progress...How did I do? Did things work out as I expected?

Other Ways to Manage Anger

Exercise, listen to music, write down your thoughts and emotions, draw, meditate or practice deep breathing, talk to someone you trust, distract yourself.

(Kids Health Organization: www.kidshealth.org)

Diffusing Someone Else's Anger

Listen: Let the angry person vent...don't argue

Relax: Deal with your own emotions...don't get defensive.

Paraphrase content and feeling...make sure the other person knows you understand.

Problem Solve: What can be done to make things better?

(Ruth Perlstein and Gloria Thrall *Ready-to-Use Conflict Resolution Activities for Secondary Students* pg. 112, 1996)

Nobody "makes" you angry. In any situation, you have the power to choose and the ability to get in touch with your own feelings and to deal with them without hurting anyone. (Men for Change)

Sports violence fed by both fans, athletes
Incidents throw harsh light on a culture fed by talk radio and disrespect for authority.

By: **Mark Sappenfield**

In far-gone days softened in the suffused light of memory, Ty Cobb used to sharpen his spikes to keep fielders on their guard. Linebackers spat and cursed at opponents when forearm shivers weren't enough to do the job. And basketball players brawled with one another at seemingly the least provocation.

Yet the madness that erupted during the basketball game in Detroit last weekend was a breach of sportsmanship extraordinary for American sports in the present day.

By leaping into the stands with several teammates to exchange blows with disorderly fans, Ron Artest did more than violate the primary tenet of sports protocol. He laid bare both sides of a mounting conflict as spectators and athletes come to arenas with an increased sense of entitlement.

Whether it is fans worked into a lather by talk radio or young players who have been coddled since their teenage years and have little respect for authority, the phenomenal success of pro sports has bred an energy of its own that teeters between elation and spontaneous combustion.

"There has been a drifting toward the individual," says George Karl, a former coach in the National Basketball Association. "When that happens, then you have individual breakdowns."

That ethic among both players and fans has already changed the nature of fair play from the NBA to Little League baseball - and not always in obvious ways. For all the angst about last Friday's spectacular meltdown, pro sports leagues have generally become less violent over the years, as a result of tougher league rules on fighting and dangerous play. Moreover, many observers say that a strong sense of camaraderie still exists among the majority of professional athletes.

Yet in the individualism of today, every entanglement is personal - meaning that a sense of going to war has been replaced with the notion of one-on-one vendettas. In the parlance of modern sports, it is all about "disrespect."

"In the youth culture, it is accepted or even appropriate to respond to disrespect with violence," says Dan Doyle of the Institute for International Sport in Kingston, R.I. "If you don't, you're not a man."

Reference 2.1

The thirst for respect has begotten a generation of trash-talkers and chest-thumpers who have turned the traditional notion of sportsmanship on its ear. In the past, there were many concerted attempts to steamroller such self-serving attitudes in college, where players as great as Michael Jordan were taught to play complementary roles and put the team first. Now, college is arguably more of a rest stop on the way to the pros for many high-schoolers who are already minor celebrities.

"During the adolescence of an elite basketball player, it's very difficult to come through unscathed in terms of values," says Doyle. "Unless you have great parents, these kids are so entitled by the time they get through high school that there are no boundaries for them."

Such elusive boundaries were also in evidence at last weekend's football matchup between Clemson and South Carolina, which degenerated into a brawl for 10 minutes. Yet both schools have sided with discipline. Each announced Monday it would not accept any bids for bowl games.

Still, discipline among players is only part of the equation. The boundaries for fans have also become dangerously blurred, as shown by the NBA brawl: What was simply an on-court shoving match escalated into a full-fledged fracas when a fan hit Artest with a full soda cup.

Although Artest's response has been universally condemned - and earned him the longest nondrug suspension in the history of the NBA - many sports experts say that fans are pushing the envelope of the acceptable. In college, it can be increasingly off-color chants. In the pros, where fans feed off 24-hour talk radio and fantasy leagues, more are looking for any way to rile opponents - from heckling to throwing drinks.

"People have a harder edge in terms of what they think is their right," says Ron Stratten of the Citizenship Through Sports Alliance in Kansas City, Mo. "It's the mob mentality."

With the increasing immaturity of many pro athletes, though, the combination can be explosive. During this baseball season, a member of the Texas Rangers tossed a folding chair into the stands during an altercation with fans, breaking one woman's nose. Two weeks later, a Los Angeles Dodger enraged by fans' heckling slammed a plastic bottle into the first row of seats.

The scene has becoming startlingly familiar across America - even in the lowest levels of youth sports, where touchline tirades at teen soccer referees are routine fare. In Florida, one youth baseball coach broke an umpire's jaw over a disputed call. A Massachusetts hockey dad beat a coach to death.

Reference 2.1

Taken to its extreme, it conjures images like those so often sent from foreign capitals, where soccer fans from opposing teams are separated by lines of security officers in riot gear. Some observers see this as a wake-up call for professional sports that could yield new security measures and a code of conduct for fans and players.

Says Karl: "The implications from this are going to last a long time."

Men, the Media and Sporting Heroes

Jim McKay leaves no question that there is more to sport than stardom and fame.

"If we're going to be an exemplary community, if we're going to teach the society at large, we need to confront issues of racism, ageism and sexism that still plague us. The primary purpose of sport should be self-fulfillment, but athletics can also be a powerful medium for social change."- Dr Tom Waddell, Olympic athlete and founder of the Gay Games.

Part of Andy Warhol's maxim that, "In the future, everyone will be famous for at least 15 minutes", underscores the key role that the mass media play in constructing celebrities and heroes. In depicting sporting heroes, we can discern the pervasive media processes of 'symbolic annihilation' and 'symbolic glorification'. The former phrase alludes to the absence and under-representation of specific groups or portrayals that marginalise, trivialise or stereotype their activities. The latter term refers to the presence and over-representation of certain groups or depictions that exalt their activities and experiences, even when these are anti-social and detrimental to themselves and other groups.

Given the generally heterosexist and homophobic tenor of sport, it is not surprising that the mass media tend to symbolically annihilate both sportswomen and gay men and symbolically glorify heterosexual sportsmen. For example, there are only a handful of women sports journalists and commentators in Australia, less than 5% of media coverage is devoted to women's sport, and most newspaper items are placed in a separate section. Moreover, the coverage that does exist generally patronises, stereotypes or objectifies women. Editors and journalists often devote inordinate time and space to how beautiful sportswomen (or 'sporting mums') are rather than to their physical and mental skills. This implies to audiences that sportswomen's achievements are frivolous and that women can be beautiful despite being athletes.

Top gun athletes

By contrast, journalists constantly celebrate the "legitimate violence" of male athletes by depicting them as heroic "warriors", "gladiators", "field generals", "hit men", "top guns" or "combatants", who are engaged in a "blitzkrieg", "battle", or "shootout", with bodies that are portrayed as machines or weapons. A good example is Australian tennis star Mark Philippoussis, who has been dubbed "Scud" because of his extremely fast serve. During the 1996 Australian Open journalists constantly referred to him in militaristic ways (e.g., "firepower", "major weapon", "sinking his target", "blown away").

Male journalists are also implicated in shielding their sporting heroes from public criticism and legitimising their sexually abusive and violent behaviour. Unlike other celebrities, the "deviant" lifestyles of male athletes customarily have been

Reference 2.2

(self) censored or deemed not to be good news value by journalists, who are reluctant to jeopardise their access to the locker room by reporting candid accounts of sporting life. Moreover, a considerable number of sports commentators are ex-athletes, who are reluctant to bite the hand that continues to feed them.

This fraternal bond between athletes and journalists explains why the latter venerate "superstud" athletes like "Bonking" Boris Becker, a label applied with alacrity to the purported sexual activities of the German tennis star by Fleet Street journalists, and former American basketball superstar Wilt Chamberlain, who has boasted openly of having had sexual intercourse with 20,000 women. Another example was the sympathy American basketball superstar "Magic" Johnson initially obtained from the media (e.g., comments like "Poor old Magic", "Tragic Magic", "Magic's Dilemma" and "Magic's Plight"), instead of the negative treatment that people with HIV/AIDS generally have received. A pervasive motif in media coverage of Johnson's "disclosure" that he was HIV-positive was how he unselfishly "accommodated" the insatiable sexual desires of hundreds of "fatal attractors".

She asked for it

Other sporting heroes have been depicted as the victims of female rapacity. For instance, journalist Russell Miller cast doubt on former heavyweight boxing champion Mike Tyson's conviction for rape. He rendered highly sympathetic accounts of both Tyson - who once said, "I like to hurt women" - and his lawyer, Alan Dershowitz, who launched an appeal. Miller questioned the credibility of both the plaintiff, Desiree Washington, and the jury by citing Dershowitz: "Many feminists saw the case as very important and were wanting him to be guilty even before they knew the facts." Miller alleged that Tyson could not have received a fair trial because events had conspired significantly against him in the wake of the publicity surrounding William Kennedy Smith and Clarence Thomas. He quoted Dershowitz's contention that Washington took legal action not because she was raped, but because she was affronted by Tyson's suggestion that she either walk or take a limousine home after consenting to sexual intercourse:

This woman came on as a groupie. Everybody knows what the rules are for groupies who hang around famous athletes and rock stars. They get 15 or 20 minutes of not very good sex, no kiss goodnight, no telephone number, no appreciation. All they get are bragging rights - "I slept with the champ."

Although sports journalists are quick to claim that violent behaviour in sport builds character and discipline, they seldom report on how it breeds blind obedience to figures of authority, overrides personal autonomy and creates "overconformity" to subcultural norms both on and off the field. For instance, boxer Sugar Ray Leonard's abusive treatment of his wife was framed by the media in a classic scenario of "sin-and-redemption", whereby "the drugs made him do it". Similarly, former American football folk-hero O.J. Simpson's "fall from grace" (from

Reference 2.2

superstar to wife-beater) was framed as an individual act - an anomaly when juxtaposed to his successful, morally valued sports career - rather than treated as a possible symptom of a sports culture that is systematically implicated in the reproduction of violence and misogyny.

A deadly connection

The position of O.J. Simpson as a sports hero and the world of sport were left untarnished in media coverage of his trial for the murder of his ex-wife, Nicole Brown Simpson, and her friend Ronald Goldman. There was a failure to investigate wider structural issues concerning the causes of domestic violence and possible links between violence, masculinity, and sport. The media constructed an audience position that was more favourable to voyeurism and titillation than to mobilisation and concern. The media narratives surrounding the case served to exonerate Simpson's individual acts of violence against his former wife and to exscript violence against women as a 'normal' aspect of masculinity.

The revelations of chronic wife-abuse by American sporting heroes like Vance Johnson, Sugar Ray Leonard, Warren Moon and O.J. Simpson ought to shatter any illusions there still might be about the character-building virtues of sport. Like other tightly-knit competitive male groups (e.g., military units, gangs, college fraternities), sport often produces 'groupthink' - a mindset that makes men incapable of believing that there is anything wrong with their abusive or violent behaviour toward women and gay men. A particularly graphic case of groupthink in sport occurred when the English police appealed to the public to help them find the man who had been dubbed by the media as the "Yorkshire Ripper". A hoaxer, who called himself "Jack" (the Ripper), sent a tape to the police. The police had the recording played on the loudspeakers at Leeds' stadium during a soccer match, hoping it would jog someone's memory. But the predominantly male spectators drowned out the broadcast by chanting "Eleven-Nil". Eleven was the number of known women who had been murdered; nil was the police "score".

Groupthink is also apparent in the burgeoning incidents of sexual harassment and violence involving coaches and athletes. For instance, recent studies of US college campuses have shown that: one third of sexual assaults reportedly involve athletes; athletes are the second largest group after fraternity houses to commit gang rapes; and women are particularly reluctant to press charges against male athletes because of the hallowed status sport they have in society. In 1995, a former British Olympic swimming coach was sentenced to 17 years in prison for two rapes, and 11 indecent assaults on young female swimmers over a 15 year period. A Canadian coach, who raped a paraplegic athlete 10 years ago, is still coaching young women.

In another case, rape charges were laid against 15 white, middle-class high school athletes from Lakewood, California, who called themselves the "Spur Posse" after their favourite professional basketball team, the San Antonio Spurs. A school PE teacher claimed the incident had been "blown out of proportion";

Reference 2.2

friends of the accused described the girls as homely, unpopular sluts and groupies; and the athletes were described as "red-blooded boys who will be boys". A father of one of the accused maintained that the Spur Posse was "no different from the band, the choir or the PTA". When the boys were released from jail they received a hero's welcome. On national television programs, some of the boys bragged about how gang members earned "spurs" or "points" for raping girls as young as 10. One boasted that about a third of his 67 victims had been virgins, and crowed, "When ya got it, ya got it". All but one of the 15 boys were subsequently acquitted.

In 1993, three white, middle-class high school football players in Newark, New Jersey were convicted of first degree sexual assault on a slightly retarded 17-year old woman, and another, on whom the woman performed fellatio, was found guilty of fourth degree sexual assault. While 9 men cheered, the athletes, two of whom were team co-captains, assaulted the woman with a miniature baseball bat and broomstick. In commenting on the crimes, social psychologist and expert on gang rape, Chris O'Sullivan, stated that, "[They] learned early and often to hurt others, to humiliate those they could, and to exploit women in order to excite mutual admiration. They learned some of it on the playing field... they learned it from the sports culture, entertainment media, and reality; they learned it from each other and from role models and "heroes"... They did not learn compassion: they learned about force and conquest. They learned to view sex as conquest."

A real hero

The playwright Bertolt Brecht once commented that he pitied nations that needed heroes. Presumably, Brecht was trying to underline and undermine nationalism, xenophobia and hero-worship - a trilogy that is perhaps most pronounced during media coverage of events like State of Origin football matches and the Olympic Games. With Brecht's caveat in mind, I would like to conclude with a brief description of the accomplishments of Dr Tom Waddell, an athlete whose achievements seldom featured in the mainstream media, but whom I consider to be a "hero".

Waddell was a physician and outstanding athlete, having placed sixth in the decathlon at the 1968 Olympics. Afterwards he participated in exhibition athletics tours of South America and Africa, where he often donated his medical skills to hospitals. During the early 1970s Waddell was becoming increasingly uncomfortable with concealing his homosexuality and came out. Around this time he also began planning an Olympics for gays and lesbians. However, he encountered staunch opposition from the reactionary United States Olympic Committee (USOC). Although the USOC had no problems with other groups using the term "Olympics" (e.g., the Senior Olympics for people in later life; the Special Olympics for people with disabilities), it would not countenance a Gay Olympics - what would its corporate sponsors think!

Reference 2.2

After a lengthy and expensive legal battle, the US Supreme Court prevented Waddell from using the word "Olympics". However, he persevered and organised the first Gay Games in San Francisco in 1982. Subsequent Games in San Francisco (1986), Vancouver (1990) and New York (1994) have enjoyed huge popularity. Gay Games IV featured tens of thousands of participants from around the world participating in over 30 different events.

It is unlikely that Waddell is the kind of athlete who would have been invited by transnational companies to engage in the standard marketing exercises of many contemporary sporting heroes: flogging running shoes, beer, soft drinks, and hamburgers to adoring fans, or flaunting the logo of one's corporate sponsor while posing for a photo-op at the hospital bed of a sick child. But when Waddell died in 1987, he left an inspirational legacy of activism, courage and humanitarianism. In addition to building solidarity and dispelling homophobic myths and stereotypes about athletes, the Gay Games have been an immense grass-roots success because they are based on the principles that Waddell championed so tirelessly inclusion rather than exclusion and participation rather than winning-at-all-costs. In founding the Gay Games, Tom Waddell helped to provide an alternative to the macho, ageist, homophobic, racist and corporate practices that permeate mainstream sport. He is the kind of 'hero' we desperately need more of - both in sport and in society in general.

(<http://www.xyonline.net/MenMedia.shtml>) (First published in the magazine *XY: men, sex, politics*, 6(2), Winter 1996. XY, PO Box 26, AINSLIE, ACT, 2602, AUSTRALIA)

Lesson Three

Bullying and Harassment:

Harassment and Bullying Via the Internet and Communication Technologies

Curriculum Expectations

PERSONAL KNOWLEDGE and MANAGEMENT SKILLS

Strategies and Resources

- *Describe school and community programs and services (e.g., guidance services, social services agencies, mentorship programs) and explain how to access them.*

Interpersonal Relations

- *Describe the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in school or in the community.*

Communication Skills

- *Demonstrate an understanding of how to respond appropriately (e.g., remaining calm, empathizing, recommending a referral) to peers' disclosures of serious personal matters (e.g., health problems, physical and emotional abuse, bullying, exclusion, discrimination, family issues, harassment, substance abuse).*

Introduction/Overview

“14 percent of young Canadian users had been threatened while using instant messaging; 16 percent admitted they’ve posted hateful comments themselves.” (Joan Leishman, CBC News Online, March 2005)

Many teens today are tempted by the “virtually” anonymous shield the Internet provides when socializing online. Although networking is a popular activity online, it harbours many dangers. Cyber bullying is a major concern of many users since they can be contacted and harassed via e-mail and text message. Hurtful messages and images easily can be posted on social networking sites, blogs, and web sites. In this lesson, students will learn which forums on the Internet present a risk for cyber bullying and harassment. They will share their personal experiences, opinions, and understanding of cyber bullying in a diary entry and community circle. Students will learn how to prevent and deal with bullying and harassment as a student leader.

Teaching/Literacy Strategies

- *Media Moment*

See pp 6 & 8 for details.

- *Data Set*

A data set is a collection of 'yes' examples and 'no' examples. The column of 'yes' examples all have something in common while the 'no' examples do not share those essential attributes. In this activity, the yes examples are all forums where cyber bullying can occur. Put up the overhead Concept Attainment: Data Set Part I (3.1 OH), and reveal only the 'yes' column. Instruct students to focus on the 'yes' examples. Tell students the 'yes' examples all have something in common. Then ask the students to compare them to the 'no' examples. Tell the students that the 'no' examples do not share that common something. Ask students to first think to themselves, then share with a partner what they think is the common feature of the 'yes' examples. When students think they have identified the common feature, tell students that they will have a chance to test their hypothesis with the "testers". Give students a chance to re-evaluate their answer. Keep the answers covered. Students should be prepared to give their or their partner's answer. Repeat the activity for the second overhead, Concept Attainment: Data Set Part II (3.2 OH).

- *Double-Entry Diary*

A double-entry diary is a diary in which the page is divided in half with questions, key ideas and vocabulary on the right-hand side, and inferences and answers or connections made on the left hand side of the page. Students independently will read the article "Challenging Cyber Bullying" (3.1 H) and write a double entry diary using the Double-Entry Diary organizer (3.2 H).

- *Community Circle*

Have students arrange seats to form a large circle. Have students choose one passage/word and response from their Double-Entry Diary to share with the class. Students will share their entries one at a time. On the overhead, put Community Circle Rules (3.3 OH), and read the four rules for the community circle: Appreciation of Others (i.e., no put-downs), Listen Attentively, Respect Everyone, Right to Pass (students can pass when it's their turn) (3.3 OH). Prompt students to use good body language when listening to responses, and say "thank you (insert student's name here)" to the speaker prior to them. Next, allow for some discussion based on the following questions:

How can teens prevent becoming a victim of cyber bullying? Possible answers may include: guarding all contact information and passwords, never network with someone you don't know, create a list of friends/contacts, enable passwords for only friends to access your website or profile.

What should teens do if they are being harassed online? Possible answers may including the following: keep a record of all messages with the time and date; set IM accounts to have a "conversation history"; use cell phone companies' ability to trace harassing calls or text messages; change your passwords and usernames; never respond to a harassing message; report the bullying/harassment to the service provider (e.g., MySpace, block the person from contacting you); report the bullying to parents; report to school officials; report to authorities. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or for the safety of others. It also is a crime to publish a "defamatory libel" – something likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule. A cyber bully may also be violating the Canadian Human Rights Act if he or she spreads hate or discrimination. (www.schoollibraries.ca/articles/201.aspx)

- The 4-A Response

Explain to students that it is important as peer mentors to help prevent bullying, to interrupt bullying, and to encourage peers to report bullying. Hand out the directions for the 4-A Response (3.3 H). This will be the process they should use to handle reports of bullying and harassment. Encourage students to "take a stand against cyber bullying and to speak out whenever you see someone being mean to another person online. Most kids respond better to criticism from their peers than to disapproval from adults."
(www.bewebaware.ca)

Activism

Each pair of student leaders will create and present an 8.5 x 11 poster using publishing software (e.g., Microsoft Publisher) to put up in their homerooms to help prevent, inform about, and take action against cyber bullying. Provide a list of websites and/or resources for students. Make sure their younger peers know they can go to their peer mentors for help. Peer mentors should be prepared to use the 4-A Response when dealing with a report of bullying.

Assessment Opportunities

Media Log Rubric (1.1 H)

Implications for Future Lessons/Homework

Students will visit the Be Web Aware web site and bring back a list of ways they can become involved in building partnerships between home and school, libraries and community groups to raise awareness and educate adults about kids' Internet use.

(Be Web Aware – <http://www.bewebaware.ca>)

Cross Curricular Resources

Grade 10, Open - Health and Personal Services Technology

Grade 9 or 10, Open – Introduction to Information Technology in Business

Materials and Resources

- Overhead 3.1 – Concept Attainment: Data Set Part I
- Overhead 3.2 – Concept Attainment: Data Set Part II
- Student Handout 3.1 - Challenging Cyber Bullying
- Student Handout 3.2 - Double-Entry Diary
- Overhead 3.3 - Community Circle
- Student Handout 3.3 - The 4-A Response

Important Terminology/Background for Teachers

Blog or web log is an online diary or journal which can combine text, images, and links to comment on a particular subject. A blog often can provide commentary or news on a particular subject, such as food, politics, or local news; some function as more personal online diaries. Other formats include photoblogs, sketchblogs, vlogs (video), or podcasts (audio).

Cyber Bullying – involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others.

Defamatory Libel – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule.

E-mail – short for electronic mail, the transmission of messages over communications networks.

Enhanced Messaging Service (EMS) – text messaging with more capabilities and features.

Internet Service Providers (ISP) – is a business or organization that provides to consumers access to the Internet and related services.

Lingo – POS = Parent over shoulder, PIR = Parent in Room, PAW = Parents are Watching, PAL = Parents are Listening, KPC = Keeping Parents Clueless, KFY = Kiss for You, IWSN = I Want Sex Now, TDTM = Talk Dirty To Me,

Multimedia Messaging Service (MMS) – is the ability to send messages comprising a combination of text, sounds, images and video to MMS capable handsets.

Personal Digital Assistant (PDAs) – personal information organizers, they now can connect to the Internet, receive and send e-mail and browse the World Wide Web.

Podcast - is a series of electronic media files, such as audio or video, that are distributed periodically over the Internet by means of a Web feed.

Small Text-Messages (SMS) – is a service for sending short text messages to mobile phones.

(www.cyberbullying.ca, www.wikipedia.com, www.webopedia.com)

Links/Resources

Be Web Aware - <http://www.bewebaware.ca>

Beyond Monet: The Artful Science of Instructional Integration by Barry Bennett and Carol Rolheiser

Canadian Human Rights Act

Cyber bullying - <http://www.cyberbullying.ca>

I Read it But I Don't Get It by Chris Tovani

Media Awareness - <http://www.media-awareness.ca>

Steps to Respect, Committee for Children, 2001

Tribes: A New Way of Learning and Being Together by Jeanne Gibbs

CONCEPT ATTAINMENT: DATA SET PART I

Yes Examples	No Examples
Shoving and poking	Name-calling
Throwing things	Gossiping
Beatings	Exclusion from the group
Punching and kicking	Threats of withdrawing friendship
Stabbing	Rumour spreading
Choking	The silent treatment
Slapping and hitting	Arguing others into submission
<p>Testers:</p> <p>Taking things Taunting Intimidating</p> <p>* Answer: All the Yes examples are examples of Direct Bullying (All the No examples are examples of Indirect Bullying)</p>	

CONCEPT ATTAINMENT: DATA SET PART II

Yes Examples	No Examples
Instant messages that send cruel, vicious, and sometimes threatening messages	A letter passed to a student that calls him/her a derogatory name
Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others	Drawing an offensive cartoon representing a student and photocopying and distributing the drawing all over the school
On a social networking site posting pictures of classmates online and asking students to rate them, with questions such as "Who is the biggest....?"	A section of a year book identifies the students who are voted on as "most likely to <i>not</i> succeed"
Breaking into an e-mail account and sending embarrassing or vicious materials to others	A group of girls spread a rumour about another girl's sexual experiences
Taking a picture of a person in the locker room using a digital phone camera and sharing the file online	In the hallway at school, a student is shoved into a locker
<p>Testers:</p> <p>A personal blog that details the writer's daily activities and interests. A user's social networking profile that reveals a plot to kill a group of peers. An internet bulletin informs friends of a party but intentionally excludes one person.</p> <p>* Answer: All the Yes examples are examples of cyber bullying</p>	

Challenging Cyber Bullying

(www.media-awareness.ca)

The Internet has created a whole new world of social communications for young people who are using e-mail, Web sites, instant messaging, chat rooms and text messaging (STM) to stay in touch with friends and make new ones.

While most interactions are positive, increasingly kids are using these communication tools to antagonize and intimidate others. This has become known as cyber bullying.

Today's young Internet users have created an interactive world away from adult knowledge and supervision. MNet research shows that 50 per cent of kids say they are alone online most of the time, and only 16 per cent say they talk to their parents a lot about what they do online. Because bullies tend to harass

their victims away from the watchful eyes of adults, the Internet is the perfect tool for reaching others anonymously – anytime, anyplace. This means for many children, home is no longer a refuge from the cruel peer pressures of school.

The anonymity of online communications means kids feel freer to do things online they would never do in the real world. Even if they can be identified online, young people can accuse someone else of using their screen name. They don't have to own their actions, and if a person can't be identified with an action, fear of punishment is diminished.

Nancy Willard of the Responsible Netizen Institute explains that technology can also affect a young person's ethical behaviour because it doesn't provide tangible feedback about the consequences of actions on others. This lack of feedback minimizes feelings of empathy or remorse. Young people say things online that they would never say face-to-face because they feel removed from the action and the person at the receiving end.

There are several ways that young people bully others online. They send e-mails or instant messages containing insults or threats directly to a person. They may also spread hateful comments about a person through e-mail, instant messaging or postings on Web sites and online diaries. Young people steal passwords and send out threatening e-mails or instant messages using an assumed identity. Technically savvy kids may build whole Web sites, often with password protection, to target specific students or teachers.

Thirty-four per cent of students in Grades 7 to 11 report that they had been bullied within the current school year. Among those, 27 per cent say they had been bullied over the Internet.

(Source: *Young Canadians in a Wired World*, Media Awareness Network, 2005)

Student Handout 3.1

An increasing number of kids are being bullied by text messages through their cell phones. These phones are challenging the ability of adults to monitor and guide children because, unlike a computer placed in a public area of a home, school or library, mobiles are personal, private, connected – and always accessible. Kids tend to keep their phones on at all times, meaning bullies can harass victims at school or even in their own rooms.

Built-in digital cameras in cell phones are adding a new dimension to the problem. In one case students used a camera-enabled cell phone to take a photo of an overweight classmate in the shower after gym. The picture was distributed throughout the school e-mail list within minutes.

Schools are struggling to address the issue of cyber bullying among students, especially when it occurs outside of school. When real world bullying occurs in a schoolyard or classroom, teachers are often able to intervene, but online bullying takes place off the radar screen of adults, making it difficult to detect in schools and impossible to monitor off school property.

Cyber bullying and the law

Young people should be aware that some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or the safety of others.

It's also a crime to publish a “defamatory libel” – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule.

A cyber bully may also be violating the Canadian Human Rights Act, if he or she spreads hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

The role of Internet service providers (ISPs) and cell phone service providers

Internet service providers (ISPs) are the companies that provide Internet access to consumers. Most ISPs have Acceptable Use Policies (AUPs) that clearly define privileges and guidelines for those using their services, and the actions that can be taken if those guidelines are violated.

ISPs and cell phone service providers can respond to reports of cyber bullying over their networks, or help clients track down the appropriate service provider to respond to.

Taking action on cyber bullying

Cyber bullying is everyone's business and the best response is a pro-active or preventative one.

What parents can do:

- **Get involved and be aware**

Learn everything you can about the Internet and what your kids are doing online. Talk to them about the places they go online and the activities that they are involved in. Be aware of what your kids are posting on Web sites, including their own personal home pages.

Encourage your kids to come to you if anybody says or does something online that makes them feel uncomfortable or threatened. Stay calm and keep the lines of communication and trust open. If you "freak out" your kids won't turn to you for help when they need it.

- **Encourage kids to develop their own moral code so they will *choose* to behave ethically online.**

Talk to your kids about responsible Internet use.

Teach them to never post or say anything on the Internet that they wouldn't want the whole world - including you - to read.

Create an online agreement or contract for computer use, with your kids' input. Make sure your agreement contains clear rules about ethical online behaviour. MNet's research shows that in homes where parents have clear rules against certain kinds of activities, young people are much less likely to engage in them.

- **Take action if your child is being bullied online**

Watch out for signs that your child is being bullied online – a reluctance to use the computer or go to school may be an indication.

If the bully is a student at your child's school, meet with school officials and ask for help in resolving the situation.

Report any incident of online harassment and physical threats to your local police and your Internet Service Provider (ISP).

If your child is bullied through a mobile phone, report the problem to your phone service provider. If it's a persistent problem you can change the phone number.

- **What schools can do**

Integrate curriculum-based anti-bullying programs into classrooms.

Educate teachers, students and parents about the seriousness of cyber bullying.

Student Handout 3.1

Change the school or board's bullying policy to include harassment perpetrated with mobile and Internet technology. There should be serious consequences for anyone who doesn't follow the guidelines.

Update the school or board's computer Acceptable Use Policy (AUP) to specifically prohibit using the Internet for bullying.

What kids can do:

Because most incidents of bullying occur off adults' radar screens, it's important that young people learn to protect themselves online and respond to cyber bullying among peers when they encounter it.

Guidelines for children and teens

- Guard your contact information. Don't give people you don't know your cell phone number, instant messaging name or e-mail address.
- If you are being harassed online, take the following actions immediately:
- Tell an adult you trust – a teacher, parent, older sibling or grandparent.
- If you are being harassed, leave the area or stop the activity (i.e. chat room, news group, online gaming area, instant messaging, etc.).
- If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.
- Save any harassing messages and forward them to your Internet Service Provider (i.e. Hotmail or Yahoo). Most service providers have appropriate use policies that restrict users from harassing others over the Internet – and that includes kids!
- If the bullying includes physical threats, tell the police as well.
- Take a stand against cyber bullying with your peers. Speak out whenever you see someone being mean to another person online. Most kids respond better to criticism from their peers than to disapproval from adults.

Double-Entry Diary

In the *left-hand column*, write a sentence, phrase, quote, idea, or word from the text.

In the *right-hand column*, write your inference and critical thinking about the word or sentence. You may use these sentence starters to guide your response

It reminds me of...

I wonder...

I infer that...

This is important because...

I think this means...

Important word/phrase/quote/idea	Response

Important word/phrase/quote/idea	Response

Community Circle Rules

Appreciation of Others
(i.e. no put-downs)

Listen Attentively

Respect Everyone

Right to Pass
(students can pass when it's their turn)

The 4-A Response

Step 1 – **Affirm** the student’s feelings

- When students start to take responsibility for helping to create a safe, caring, respectful school, their efforts need to be recognized.
- “You did the right thing by reporting to me.”
- “Thanks for doing your part to make this a safe and respectful school.”
- Reassure students by addressing feelings they may have.
- “I can see you are upset about this.”
- “This must be frightening for you.”

Step 2 – **Ask** questions

- The student making the report may be a bystander, or may be the victim.
- By asking questions, it can be determined who is involved, what happened, when it happened, and where it happened.

Step 3 – **Assess** the student’s safety

- It is important to think of the safety needs – Is it still happening?
- If dealing with a bystander, is the student concerned that it might extend to him/her?
- If dealing with the victim, does the student fear revenge?
- Could it extend into the classroom, bus, lunchroom, internet etc.?
- Talk with the student about what he/she needs to feel safe. – Ask specific questions to get information.

Step 4 – **Act**

- It is important to take action.
- It will be important to coach both the victim and the perpetrator (separately) to work out a plan to address the bullying/harassment.

(Adapted from *Steps to Respect*, Committee for Children, 2001)

Lesson Four

Representation and Diversity

Stereotypes in Television Cartoons

Curriculum Expectations

INTERPERSONAL KNOWLEDGE and SKILLS

Connecting with Community

- *Describe the dimensions of diversity within their community (e.g., gender, culture, race, ability, age, religion, socioeconomic level) and identify the value of diversity as well as the challenges it poses.)*

Connecting with Community

- *Explain how cultural diversity within groups may affect communication, interpersonal relations, and leadership styles, both positively and negatively.*

Connecting with Community

- *Describe their rights (e.g., safe environment, freedom from harassment and discrimination, adequate training) and responsibilities (e.g., adhering to ethical behaviour, maintaining confidentiality, showing respect for others and their property, following safety procedures) in various leadership and peer support roles.*

Introduction/Overview

“Diversity is the one true thing we all have in common. Celebrate it every day.”
-Anonymous

The images children and teens see on a variety of cartoon television programs contain messages about race, gender and roles as portrayed in stereotypical characters. Students will be able to define the term “stereotype” and apply their knowledge to a variety of media texts. Students will also explore “portraits of the other” and identify the representations that various groups and individuals sometimes receive in the media. They will assess the impact of these representations on the person or group being represented, and on the audience.

Teaching/Learning Strategies

- *Media Moment*

See pp 6 & 8 for details.

- ***Note to teachers:** *Some of the material discussed in this lesson is of a sensitive nature. Teacher need to refer to local protocols if disclosures occur. Please be advised that some content may not be appropriate for the diversity*

of your classroom, therefore please exercise discretion. A substitute lesson has been developed and included should you feel the lesson might be too controversial with your students.

- **OPTION A:** Photocopy and cut out the quotes from the Cartoon Quotes sheet (4.1 H). Hand out one quote to each student. Ask students to read their quote silently. Ask students to get up and move from student to student, sharing their cards, listening to each other read the phrase, and discussing how the quotes might be related. Remind students to thank each other for sharing information. Students then work in a group of four, sharing their quotes and discussions with everyone in the group. The group collectively writes a “We Think...” statement, in which they infer what they think will be the topic of the lesson. The groups share their statements with the class, explaining why they made the inferences they did. Explain to students that all the quotes are examples of stereotypes. (Quotations were taken from: www.familyguyquotes.com, www.imdb.com, www.thesimpsons.com)
- Put up the overhead definition of “Stereotypes” (4.1 OH). Have students copy the definition. Bring to their attention that some of their favourite cartoons or animated sitcoms use stereotypes. Tell students that each of the quotes they received for the Cartoon Quotes exercise was taken from these series: *Family Guy, The Simpsons, King of the Hill, American Dad, Drawn Together, South Park* and *Futurama*.
- *Identifying Stereotypes in Cartoons*

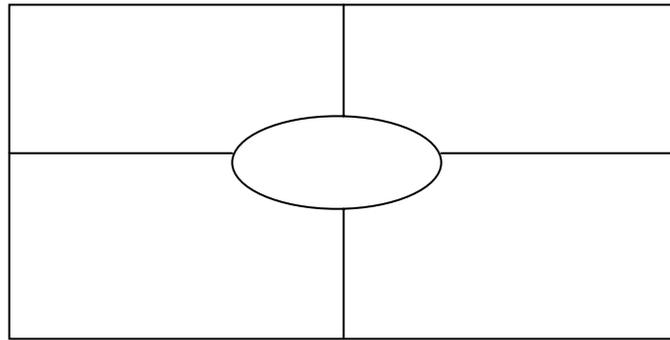
Put up the overhead with The Simpsons characters’ pictures (4.2 OH). Ask students to identify the stereotypes presented for each character. What generalization is being made about each person based on their gender, occupation, ancestry, etc?

- *Answers:* * Characters appear left to right *
- Lisa Simpson – brainiac, nerd, with no friends
- Homer Simpson – the fat, balding, and incompetent father
- Bart Simpson – a juvenile delinquent
- Clancy Wiggum – a donut eating, ineffective, stupid cop
- Groundskeeper Willie – a feisty and quick to anger Scotsman
- Charles Montgomery Burns – an old, greedy, ruthless, aristocratic, powerful white man
- Apu Nahasapeemapetilon – a convenience store clerk who has been shot numerous times
- Abraham (Grandpa) Simpson – a senile, grumpy, boring old man
- Mayor Quimby – a womanizing, immoral politician

- *Place Mat - Media Stereotypes*

Assign each group a category: Ethnic and Visible Minorities, Aboriginal People, Women, Youth (Teen Girls and Boys), Men, Gays and Lesbians, and Caucasians.

Keeping students in their group of four, distribute a piece of chart paper. Demonstrate on the chalkboard how to create a place mat. Students will divide the paper into four equal sections with a circle in the centre (See the example below).



In each assigned section on the place mat, students individually will record the stereotypical characteristics or generalizations that are made about that collection of people i.e. Women: the sex kitten, dumb blonde, cut-throat corporate climber, the super-mom. They will have one minute to write five characteristics or stereotypes. Once the time is up, ask students to share their answers in round robin format (one at a time). All similar answers/characteristics should then be listed in the centre circle. Take up student answers to see what stereotypes are common today. Are there examples of these stereotypes in the media? Are there portrayals of these groups and individuals in the media that are not stereotypical? What makes these portrayals different? Consider the kinds of stories the groups or individuals are involved in, what we learn about them, the kinds of roles they assume, etc.

- **OPTION B:** Put up the overhead definition of “Stereotypes” (4.1 OH).
Reference for teacher: Stereotypes are oversimplified images or representations of people or groups of people. They might be based on race, gender, occupation or age, and they can be used to justify popular attitudes and beliefs. There are positive and negative stereotypes, although differentiating between the two may be difficult – a stereotype called positive by one group may be found limiting and demeaning by another. (P.34, Mass Media and Popular Culture, version 2)

Have students copy the definition. Bring to their attention that some of their favourite cartoons or sitcoms use stereotypes. Because familiar stereotypes convey a lot of information quickly, they are frequently used by the media. For example, half hour sitcoms often use characters like the unconventional artist, the rebellious teenager, or the irritable parent to build easy recognition. (p. 34, Mass Media and Popular Culture, version 2)

1. Create a list of stereotypes that you have noticed on prime time television programs. Why do you think these stereotypes are included in these shows? What impact might these stereotypes have on the viewer?
2. How are young people portrayed by the media today? Are there stereotypes of teens on television or in other media? Are these positive or negative? Do these stereotypes have any effect on how young people are perceived or treated by adults? Have you ever been stereotyped unfairly because of your age? Explain.

- *Portraits of the Other*

The way we perceive and treat those who are different--“the other”—can be very revealing for students examining media representations. Many researchers have suggested that how we treat others is based on how we “see” them, and that this “seeing” can be influenced by how these groups are represented in the media. Here are four common categories for media representations of the “other”.

The exotic

The exotic suggests romantic, glamorous settings; it can also relate to presentations by native or Ukrainian dancers performing in their traditional costumes. There is also the image of the wise elder, typically, a native chief who serves as the repository of tribal wisdom.

The Dangerous

Fears and uncertainties are conveyed about some groups in our society that are perceived to be dangerous. Our fears become inflated when we know very little about these individuals or groups except for “bad news” stories in the media. This tendency can also be described as demonization.

The Pitied

Images of famine, such as emaciated mothers holding their starving babies, tug at our heartstrings. Typically emanating from Africa (e.g. Ethiopia and Rwanda) such images are basic to famine relief campaigns from organizations like World Vision.

The Humorous

Humour can be used to mask the oppression of subordinate groups and individuals. Some humorous portrayals in the media are based on gender and racial stereotypes.

- a) Think of examples from the media that illustrate these portraits or representations of the “other”. What effect might these representations have on:
- the people viewing the media text
 - the producers or creators of the media text
 - the individual or group being represented

(adapted from *Mass Media and Popular Culture, Version 2*)

- *Case Study: The Simpsons*

Explain to students that many media critics have recognized that one of the reasons the animated sitcom, *The Simpsons*, is successful is because the humour in the show is based on parody – parody that often results in political and social criticism. Part of the formula for this kind of parody can involve using stereotypes of individuals or groups in order to communicate certain messages to the viewer. Other critics have said that not all audiences will understand the use of parody or recognize these social and political messages. They express concern that the use of stereotypes may be misunderstood or misinterpreted by some audiences.

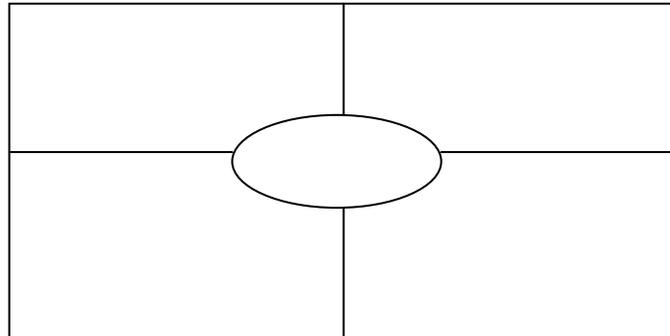
Put up the overhead with *The Simpsons* characters’ pictures (4.2 OH). Ask students to identify the stereotypes presented for each character. What generalization is being made about each person based on their gender, occupation, ancestry, etc?

- Why do you think these characters have been included?
- What is being communicated through these stereotypes?
- What impact do you think these stereotypes have on the viewer? On the groups or individuals being stereotyped?
- Are you aware of some of the social and political messages *The Simpson’s* conveys to audiences? If so, explain your response with examples.

- *Place Mat - Media Stereotypes*

Assign each group a category: Ethnic and Visible Minorities, Aboriginal People, Women, Youth (Teen Girls and Boys), Men, Gays and Lesbians, and Caucasians.

Keeping students in their group of four, distribute a piece of chart paper. Demonstrate on the chalkboard how to create a place mat. Students will divide the paper into four equal sections with a circle in the centre (See the example below).



In each assigned section on the place mat, students individually will record the stereotypical characteristics or generalizations that are made about that collection of people i.e. Women: the sex kitten, dumb blonde, cut-throat corporate climber, the super-mom. They will have one minute to write five characteristics or stereotypes. Once the time is up, ask students to share their answers in round robin format (one at a time). All similar answers/characteristics should then be listed in the centre circle. Take up student answers to see what stereotypes are common today. Are there examples of these stereotypes in the media? Are there portrayals of these groups and individuals in the media that are not stereotypical? What makes these portrayals different? Consider the kinds of stories the groups or individuals are involved in, what we learn about them, the kinds of roles they assume, etc.

Activism

Explain to the students that although the stereotypes presented in popular television shows may seem innocent, they help to reinforce assumptions about a segment of society. Stereotypes can work to legitimize prejudice and encourage discrimination.

Have students review the school's Code of Conduct or Policies regarding Discrimination (or ask students to read the definitions from their planner). See the example Harassment Policy from Medway High School in Arva, Ontario (4.3 OH).

On the chalkboard, brainstorm with students what they can do as a Student Leader and Peer Mentor to prevent and combat discrimination and hate in the school: e.g., have quotes promoting equality on the daily announcements, arrange for guest speakers, teach other teens not to laugh or stay silent as a bystander, post the Code of Conduct in the classroom, host a multicultural day,

develop a questionnaire for students about discrimination and hate in their school, join the Safe School's Committee.

Assessment Opportunities

Media Log (1.1 H)

Implications for Future Lessons/Homework

Have students read "The paradox of time..." speech (4.2 H). Tell students that as peer mentors, they should choose to "forward" the message and "make a difference" to combat discrimination and apathy in their school.

Cross Curricular Connections

Grade 10, Open – Dramatic Arts

Grade 11 and 12 Workplace - Canadian History and Politics

Grade 9, Applied – English

Materials and Resources

- Student Handout 4.1 - Cartoon Quotes
- Overhead 4.1 - Stereotypes
- Overhead 4.2 - *The Simpsons* Characters
- Overhead 4.3 - Student Code of Conduct – from the Student Planner
- Student Handout 4.2 - "The Paradox of our time"

Important Terminology/Background for Teachers

Bias is a prejudice in a general or specific sense, usually in the sense for having a preference to one particular point of view or ideological perspective.

Discrimination is action based on prejudice, resulting in unfair treatment of other people. To discriminate socially is to make a distinction between people on the basis of class or category, without regard to individual merit. Examples of categories in which social discrimination is seen include race, religion, gender, weight, disability, ethnicity, height, employment circumstances, sexual orientation and age.

Prejudice generally refers to existing biases toward the members of groups, and often is based on social stereotypes.

Racism is a belief or doctrine that differences in physical appearance between people (such as those upon which the concept of race is based) determine

cultural or individual achievement, and usually involve the idea that one's own 'race' is superior.

Stereotypes are ideas held about members of particular groups, based primarily on membership in that group. They may be positive or negative, prejudicial, and may be used to justify certain discriminatory behaviors.

(www.wikipedia.com)

Links/Resources

Family Guy Quotes <http://www.familyguyquotes.com>

Internet Movie Database: <http://www.imdb.com>

The Paradox of our time: <http://www.motivateus.com/stories/paradox.htm>

The Simpsons: <http://www.thesimpsons.com>

Wikipedia Encyclopedia: http://en.wikipedia.org/wiki/Main_Page

Cartoon Quotes

Cut out the following quotes and distribute one quote to each student. Do not allow them to share their quote until you give instructions and the signal to begin.

Gun advocate: Guns don't kill people; dangerous minorities do.

Peter: Gays don't vomit. They're a very clean people. And they have been ever since they came to this country from France.

Peter: I'd like to propose a toast to our neighbours. Sure they might be black, handicapped, and a heartless sex hound, but hey, if they moved out, some smelly Hawaiians might move in.

Weinstein: What do you want?

Peter: Financial advice.

Weinstein: Financial advice? How the hell do you know I'm an accountant?

Peter: Hello! Max Weinstein?!

Lois: I guarantee you, a man made that commercial.

Peter: Of course a man made it. It's a commercial, Lois, not a delicious thanksgiving dinner.

Lois: Peter, tell Chris that women are not objects!

Peter: Your mother's right Chris; listen to what it says.

Principal Skinner: You Scots sure are a contentious people.

Groundskeeper Willie: You just made an enemy for life!

Homer: [playing basketball] You da man, Carl! I believe you can fly!

Carl: You know I'm so sick of people thinking I'm good at basketball just cause I'm African-American.

Carl: [Carl slam-dunks the ball; breaking the backboard] Go Carl! Go Carl! It's ma birthday! It's ma birthday! 3P you got mail baby!

Apu: Here at the Kwik-E-Mart, we believe in America. Please do not beat me up anymore.

Marge: [on radio] Husband on murderous rampage. Send help. Over.
Chief Wiggum: Whew, thank God that's over. I was worried for a little bit.

Jack: I shot a guy named Apu.
Marge: Hmmm... Well a lot of people shoot Apu.

Homer: I'm a bad father!
Patty: You're also fat.
Homer: [sobbing] I'm also fat!

Mayor Quimby: Just remember... you represent the office of the mayor. So always compose yourself in a manner befitting - quick. Honk at that broad.

Abe Simpson: [to Homer] You know, I have a son about your age.
Chief Wiggum: All right, Simpson, where's the fire?
[Homer points to the police station, which is on fire]
Chief Wiggum: All right, Simpson. You just bought yourself a 417, pointing out police stupidity. Or is that a 413? No, a 413 is a dog, and... um... you're in trouble, pal.

Nelson (teen): Shoplifting is a victimless crime. Like punching someone in the dark.

Bart: Depressing teenagers is like shooting fish in a barrel.

Cop: I'm never going to frame another innocent man again! Unless I know he's black.

Cartman: Hippies. They're everywhere. They wanna save the earth, but all they do is smoke pot and smell bad.

Teacher: Kyle (Jewish), concentrate!!!
Cartman: Maybe he should be sent to a concentration camp.

Stanley Smith: They're like vampires... or the gays!

Roger the Alien: Is that a Chinese baby?

Stanley Smith: Sure is! Japanese, to be specific.

Roger the Alien: [after knocking out two girls in their living room] Did you see where they went?

Stanley Smith: Who?

Roger the Alien: The black guys that did this.

Toot Braunstein: If I can't be the sex symbol, then I'll just be THE BITCH!

Princess Clara: [Spanky, Clara, and Foxy are waiting for a pizza in order to play a prank on the delivery man] I had never been more nervous. The pizza would be here in thirty minutes or less, and with Foxy's hands tied up in her hair, she was as useless as a Mexican!

Kahn: Minh! Minh! It's finally happening! Bobby Hillbilly is marrying hillbilly cousin! Ha ha! You owe me five dollars! Ha ha! In your face!

Kahn: [the Hills have lit a stack of toilet paper on fire] Hey, hillbillies, those not logs. They for wipie-wipie.

Bill Dauterive: [about female boxers] If they wear gloves, how do they scratch each other?

Pablo: Santa can't be Asian. He doesn't drive 20 miles an hour under the speed limit with his blinker on.

Cartman: Okay, Token, give me a sweet bass line.

Token: I don't know how to play the bass.

Cartman: Token, how many times do we have to go over this? You're black. You can play the bass.

Token: I'm really tired of your racist views on this.

Cartman: Well then, get tired of them after you give me a bass line!

Token: (Plays the bass expertly) Oh, Goddammit.

Cartman: Well, Kyle, appreciate you being so open with me about this, but as we know, you have a warped perception of reality because you're jewish.

Mayor: Officer Barbrady, pretend for just a minute that we had a competent law officer in our town. What would he do?

Officer Barbrady: That's a good question, ma'am. Let me get right on that ... with thinking.

Cartman: Poor people tend to live in clusters.

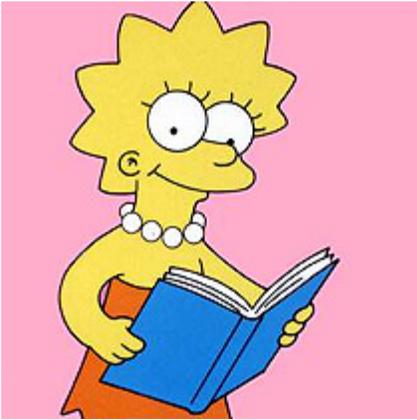
Stereotypes:

- A stereotype is a fixed, commonly held notion or image of a person or group, based on an oversimplification of some observed or imagined trait of behaviour or appearance.
- Common stereotypes include a variety of allegations about groups based on race, ethnicity, gender, nationality, religious belief, social class, profession, sexuality or other characteristics.
- Stereotypes can be both negative and positive but usually such generalizations are made by a group who wishes to feel superior. An example stereotype can be the “jock” or “nerd”.

Cartoons:

- Stereotypes in the media are prevalent in animated comedies such as *Family Guy*, *The Simpsons*, *Drawn Together*, *American Dad*, *King of the Hill*, *Futurama*, and *South Park*. Such “stock characters” include the incompetent fat father, the delinquent son, the nerdy professor, and the ditzy blonde.

Overhead 4.2



Harassment Policy

The working and learning environment will be free of discrimination or harassment on grounds which include...race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status, or handicap.

Harassment includes any behaviour that is unwelcome and/or one-sided, on a single or repeated basis which humiliates, threatens, insults or degrades.

Belief Statement

All individuals deserve to come to a school environment that is respectful and safe.

The **paradox** of our time in history is that we have **taller** buildings but **shorter** tempers, wider freeways, but narrower **viewpoints**. We spend more, but have less, we buy more, but **enjoy** less. We have **bigger** houses and smaller families, more conveniences, but less time. We have more degrees but less sense, more knowledge, but less judgment, more experts, yet more *problems*, more medicine, but less **wellness**. We drink too much, smoke too much, spend too recklessly, laugh too little, drive too fast, get too angry, stay up too late, get up too tired, read too little, watch TV too much, and pray too seldom. We have multiplied our **possessions**, but reduced our *values*. We talk too much, *love* too seldom, and **hate** too often. We've learned how to make a living, but not a life. We've added years to life not life to years. We've been all the way to the **moon** and back, but have trouble crossing the street to meet a new **neighbor**. We conquered outer space but not inner space. We've done larger things, but not better things. We've cleaned up the air, but polluted the **soul**. We've conquered the atom, but not our **prejudice**. We write more, but learn less. We plan more, but accomplish less. We've learned to rush, but not to wait. We build more computers to hold more information, to produce more copies than ever, but we communicate less and less. These are the times of *fast* foods and slow digestion, big men and small **character**, steep profits and shallow relationships. These are the days of two incomes but more divorce, fancier houses, but **broken** homes. These are days of quick trips, disposable diapers, throwaway morality, one night stands, overweight bodies, and pills that do everything from cheer, to quiet, to *kill*. It is a time when there is much in the showroom window and nothing in the stockroom. A time when technology can bring this letter to you, and a time when you can choose either to **forward** this message and make a difference, or to just hit **delete**.

(<http://www.motivateus.com/stories/paradox.htm>)

Lesson Five

Self Esteem:

Advertising Strategies, Standards, and Influence

Curriculum Expectations

PERSONAL KNOWLEDGE and MANAGEMENT SKILLS

Strategies and Resources

Identify and describe challenges (e.g., emotional, motivational, learning, socio-economic, family-related) to effective learning and goal achievement.

INTERPERSONAL KNOWLEDGE and SKILLS

Interpersonal Relations

Describe the elements that contribute to building positive self-esteem (e.g., maintaining optimism, recovering from mistakes, overcoming fears, achieving goals, accepting positive reinforcement from others).

Interpersonal Relations

Identify the types and sources of pressure on adolescents, describe the behaviours that may result, and identify appropriate strategies to deal with pressure.

Group Dynamics

Demonstrate a variety of team-building strategies (e.g., listening, task sharing, providing positive feedback and constructive criticism, building consensus, identifying and using strengths of group members) and explain how they facilitate positive interaction and improve group and individual results.

Peer Support Specific Expectations

“For me, it’s not about looking like a supermodel – it’s about feeling good about who I am naturally.”

- America Ferrera

Introduction/Overview

Advertising comes in a variety of forms: television commercials, pop-ups, flyers, magazine advertisements, radio jingles, billboards. We are bombarded with words and images that attempt to sell us a product but more often it seems as though advertisers are selling us a belief or lifestyle. Consumers can, literally, buy into the constructed reality and compare themselves to the images and lifestyles they see. Unfortunately, what is presented in ads is carefully crafted to create a need, want or desire in the audience. In this lesson, students will examine the persuasive nature and the potentially negative effects of advertising on its viewers and consumers. Students will identify their own insecurities and,

alternatively, their positive attributes. As leaders, students will then learn how to develop their own and their peers' self-esteem to help combat these feelings of inadequacy.

Teaching/Learning Strategies

- *Media Moment*

See pp 6 & 8 for details.

- *Snowball*

Give students a blank piece of paper. Have students write down one characteristic that they dislike about themselves. Tell students not to share this perceived negative attribute. Instead, have students crumple up the paper into a ball or snowball. Have a garbage pail at the front of the class. Have students think to themselves a characteristic they do like about themselves. One at a time, ask students to come up to the front of the class and, as they throw out their snowball, they will tell the class one thing they like about themselves. Tell students that this is where their negative perceptions should stay – in the garbage -- and that they should hold onto their positive perceptions of themselves.

- *I Read, I Think, Therefore*

Put up on the overhead the quote “Keeping up with the Joneses”. Explain to students that the goal of advertising is to sell something. In order to sell you something, advertisers must make you feel as if you need the product that they are selling. Advertisers will make you feel as though you *need* this product by using words and images that can make you seem insufficient or imperfect. The quote “Keeping up with the Joneses” refers to the perfect, unrealistic couple/family (The Joneses), created by advertisers who seem to have everything and seems to be superbly happy because of the products they buy. Of course, advertisers to try to convince us that we are the consumers who want that same perfection and happiness and are struggling to keep up with their quality of living. To keep up, consumers must buy what advertisers are selling.

Explain to students that they will analyse ads to determine what the advertisers are trying to sell (a product and an image). Students will each receive a copy of the I Read, I Think, Therefore Organizer (5.1 H). Put up the Milk ad on the overhead (5.1 OH). Give students time to view the ad. Show students the example I Read, I Think, Therefore (5.2 OH). Have students complete the organizer, using an ad of their choice from the magazine they have brought to class.

Once they have completed the organizer, place students into groups of four. In round robin format (one at a time), have students show their chosen ad. Students will create a list of characteristics, derived from their ads, which are portrayed as being necessary for us (the consumers) to have: e.g., white teeth, muscles, clear skin. Have each group share these characteristics. Record these on the chalkboard or overhead. Tell students that no one is perfect and they need to realize that these advertisements exist to sell products and this idea of perfection.

Have students find alternative media texts that convey positive messages for young women and men today. Consider examining student produced or published 'zines, or the websites for an organization such as adbusters (www.adbusters.org), or the Girls, Women and Media Project (www.mediaandwomen.org). What makes these media texts different? What messages and values are conveyed through these texts?

- *Statistics on Self Esteem*

Have students view the definitions of self-esteem and self-image (5.3 OH).

- *The Effects*

Ask students to brainstorm the possible effects of having poor self-esteem and a negative vision of oneself, i.e., depression, anorexia, anxiety, body dysmorphia. In a later unit, students will be researching support agencies that help teens cope with these issues.

The Dove Self-Esteem Fund is a great source for statistics and information based on advertising and its influence on body image and self-esteem. Encourage students to check out the website:
www.campaignforrealbeauty.com

Activism

Dove commercial –*True Colours*

Have students watch the 'True Colours' Commercial:

www.campaignforrealbeauty.com/commercial.asp?src=InsideCampaign_commercial

Have students imagine that the girls from the commercial are their grade nine peers/students. Choose one of the phrases used from the commercial: e.g., hates her freckles, thinks she may be fat, wishes she were blonde. Next, think of what you would say to this student to dissuade this type of negative talk and self-image. Ask students to pair up and to share their chosen phrase and response. They should be prepared to share with the rest of the class.

While the Dove campaign has been praised for its positive messages, we do need to remember, as one Toronto ad executive put it, “they’re still selling soap”. Respond to the following questions:

- What elements in the Dove ads and in the campaign have made it so popular? Compare the ads with those for other personal care product lines.
- What messages are being conveyed through the Dove campaign? What is Dove “selling” besides soap?
- What message is being created about the Dove brand, and the Proctor and Gamble company, through this campaign? What does the ad “say” about them? How does this campaign benefit their corporate image?

Students will visit the school’s web site leader and attach the Campaign for Real Beauty as a link on the school’s web site during Nutrition Month in March. This also could coincide with Health Canada’s VITALITY program, which incorporates three key components to healthy living: healthy eating, enjoyable physical activity/active living, a positive self and body image.

Assessment Opportunities

Media Log (1.1 H)

Implications for Future Lessons/Homework

Cut out the names of all your students, using three class lists, and place in a bowl, hat or bucket. There should be three copies of each student's name. Each student will need three cue cards for the following activity. Each student then will draw from the hat three (different) names. Students cannot have their own name. For each drawn name, the student will write a positive statement (it must include the both the receiver and sender's name and the phrase: ...is special because...). Next day, students will deliver the compliment; therefore, each student will receive three cue cards on which there are positive statements about him- or herself.

Example:

Jenny Hart is special because she always smiles and sees the positive in every situation.

☺ From John Smith

Cross Curricular Connections

Grade 11, Open - Health and Physical Education

Grade 9 or 10, Open – Food and Nutrition

Grade 12, University – Challenge and Change in Society

Materials and Resources

- Garbage pail
- Blank paper
- Students will bring in (appropriate) magazines i.e. *In Style*, *Sports Illustrated*
- Student Handout 5.1 - I Read, I Think, Therefore
- Overhead 5.1 - Got Milk Ad
- Overhead 5.2 - I Read, I Think, Therefore
- Overhead 5.3 - Self-Esteem and Self-Image
- Internet Connection and Data Projector – *True Colours Dove Commercial*
- Three class lists
- Cue Cards

Important Terminology

Self Esteem: how an individual feels about his or her self worth or value and how much or little a person values or approves of him- or herself.

Self Image: the idea, picture, perception, or mental image one has of oneself, whether realistic or distorted.

Body image: a person's perception of his or her own physical appearance. A person with a poor body image will perceive his or her own body as being unattractive or even repulsive to others, while a person with a good body image will see him- or herself as attractive to others, or will at least accept his or her body in its current form.

(www.wikipedia.com)

ADVERTISING STRATEGIES

Are You Cool Enough? – Advertisers try to convince you that if you don't use their products, you are a nerd. Usually advertisers do this by showing people who look uncool trying a product, and then suddenly becoming hip looking and doing cool things.

Bandwagon – Join the crowd! Don't be left out! Everyone is buying the latest snack food: aren't you?

Cartoon Characters - Tony the Tiger sells cereal and the Nestlé's Quick Bunny sells chocolate milk. Cartoons like these make kids identify with products.

Excitement – Who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in California, or soaring on your skateboard!

Facts and Figures – Facts and statistics are used to enhance the product's credibility.

Family Fun - A product is shown as something that brings families together, or helps them have fun together. All it takes is for Mum or Dad to bring home the "right" food, and a ho-hum dinner turns into a family party.

Heart Strings – You are drawn into a story and made to feel good, like the McDonalds commercial where the dad and his son are shovelling their driveway, and the son treats his poor old dad to lunch at McDonalds when they are done.

Ideal Kids (or families) – These always seem perfect. The kids are really hip looking, with the hottest fashions, haircuts and toys. Ideal families are all

attractive and pleasant looking -- and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.

Omission – Advertisers don't give you the full story about their product. For example, when a Pop Tart claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this product is there or not.

Put Downs – You put down your competition's product to make your own product seem better.

Repetition – Advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.

Scale – Advertisers make a product look bigger or smaller than it actually is.

Sounds Good – Music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles that you just can't get out of your head are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?

Star Power – Your favourite sports star or celebrity is telling you that their product is the best! Kids listen, not realizing that the star is being paid to promote the product.

Weasel Words – By law, advertisers have to tell the truth, but sometimes they use words that can mislead viewers. Look for words in commercials like: "Part of..." "The taste of real....." "Natural...." "New, better tasting....." "Because we care..." There are hundreds of these deceptive phrases -- how many more can you think of?

(www.media-awareness.ca, www.medialit.org)

Links/Resources

Dove: <http://www.campaignforrealbeauty.com/>

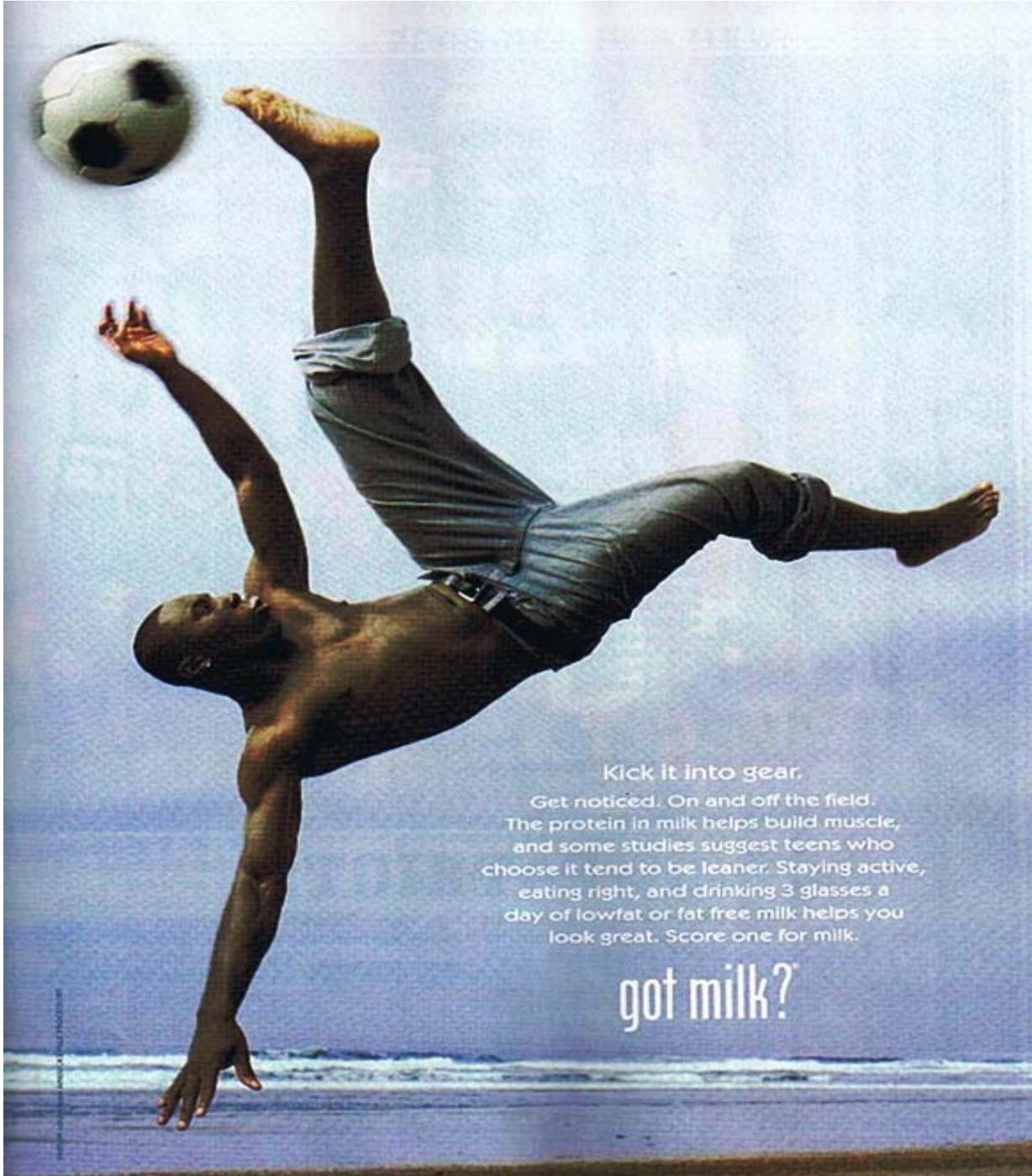
Media Awareness Network – <http://www.media-awareness.com>

The Centre for Media Literacy – <http://www.medialit.org>

Think Literacy 2003

I Read, I Think, Therefore Organizer: Drawing Conclusions

I Read	I Think
<p><i>What words are used in the advertisement? or</i> <i>Describe the visual picture (consider the model, setting, colour, camera angles, and types of shot)</i></p> <p><i>The ad reads...</i></p>	<p><i>What product is the ad selling?</i> <i>What ideal, image, characteristic, feature, look, type of appearance are they selling?</i></p> <p><i>The ad is selling...I know this because (describe something in the ad that proves this)....</i></p>
Therefore	
<p><i>If you buy this product, what need does the advertiser say it will fulfill?</i></p>	



Kick It Into gear.
Get noticed. On and off the field.
The protein in milk helps build muscle,
and some studies suggest teens who
choose it tend to be leaner. Staying active,
eating right, and drinking 3 glasses a
day of lowfat or fat free milk helps you
look great. Score one for milk.

got milk?

© 2004 National Milk Processor Promotional Board

(<http://www.gotmilk.com/fun/ads.html>)

Example: I Read, I Think, Therefore – Drawing Conclusions

I Read	I Think
<p><i>What words are used in the advertisement? or Describe the visual picture (consider the model, setting, colour, camera angles, and types of shot)</i></p> <p><i>The wording says... "Get Noticed"</i></p>	<p><i>What product is the ad selling? What ideal, image, characteristic, feature, look, type of appearance are they selling?</i></p> <p><i>The ad is selling Milk. I know this because it says 'Got Milk' and the model has a milk moustache. The ad is also selling and encouraging viewers to get the muscular, athletic and strong physique.</i></p>
Therefore	
<p><i>If I drink Milk I will be 'noticed' by girls because it builds muscle and being muscular is attractive. I need to be attractive, therefore I must drink milk.</i></p>	

Self Esteem: is how an individual feels about his or her self-worth or value, and how much or little a person values or approves of him or herself.

Self Image: the idea, picture, perception, or mental image one has of oneself, whether realistic or distorted.

From The Dove Self Esteem Fund:

Stereotypically "perfect" beauty imagery affects some girl's (and some women's) perceptions of themselves.

Dr. Susie Orbach (psychotherapist, London School of Economics) has discovered that spending just three minutes looking at fashion magazines lowers the self-esteem of 80% of women.

Beware:

We need to be aware that these "perfect" images of beauty are unrealistic and uncommon. We need to consider how an ad is created (e.g., retouching, use of lighting technicians) and its unnatural idea of perfection. When reading a magazine and its ads, the audience must not buy into the artificial needs it promotes.

Note: These are not Kate Winslet's legs.



Lesson Six

Sex, Substance Use and Abuse: Examining the Images and Lyrics of Rap and Hip Hop Music

Curriculum Expectations

PERSONAL KNOWLEDGE and MANAGEMENT SKILLS

Strategies and Resources

- *Explain how to recognize challenges to learning in others and how to determine their own role in helping others address these challenges.*

INTERPERSONAL KNOWLEDGE and SKILLS

Interpersonal Relations

- *Identify sources of pressure on adolescents (e.g., peer pressure, family tensions, media influence), and appropriate strategies to deal with these pressures.*

Communication skills

- *Describe the elements of effective communication (e.g., active listening, non judgemental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in school or in the community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects).*

Introduction/Overview

“According to some research even modest viewing of MTV and other music videos results in significant exposure to glamorized depictions of alcohol and tobacco use, alcohol use linked with sexuality, and violence and weapons.”

(www.mediafamily.org)

Hip Hop and Rap music has dominated the music scene for the last decade. Although the lyrics of these songs can be lost under a beat, scratching and a hook, the visual images that represent the messages of many songs cannot be ignored. Based on conventions that have come to define many videos of this music genre, students will predict the content of hip hop videos and compare their predictions with an analysis based on critical viewing. Students will come to understand that this style of music is more than just music; it has become an entire culture, a hip-hop culture where, for some individuals, inappropriate behaviours have become acceptable. When viewing the videos, students will be examining the hip-hop image that endorses violence, sex, drug use, objectification, and smoking. Students will reflect on their own views of this genre and the influences it may have on viewers. They will examine the messages conveyed through music videos, i.e., the glorified life of the pimp, the gangsta, and wealthy drug dealer. Students will also discuss the problems associated with many hip hop videos - when audiences ‘play back’ the images, behaviours, and

lifestyles they have learned. Students will become active in developing a positive, slur-free, school/class environment, where appropriate behaviours and attitudes are the norm.

Teaching/Learning Strategies

- *Media Moment*

See pp 6 & 8 for details.

- *Make a Prediction*

Inform students that they are about to see a popular hip-hop music video. Using their prior knowledge of hip-hop/rap videos, the image of the artist, and the message of the song, have students will make a prediction about the content of the video. They should make a prediction about what they think they will see. Ask students to get out a piece of paper and to complete the following phrase: "I predict that..."

Place students into groups of four and have students share their predictions. Ask each group to share four predictions. Some predictions may include: a dance sequence, bling, jerseys, girls in skimpy clothing, drinking, guns, expensive cars, pimpin', the artist rapping to the camera, a featured (or guest) artist etc.

Play the video and ask students to check their predictions with the actual content of the video. Suggested videos (clean versions only): Drop it Like it's Hot by Snoop Dog (clean version), Touch it or Pass the Courvoisier by Busta Rhymes, 99 Problems by Jay Z, or Candy Shop by 50 Cent – *Please preview all videos.*

Explain to students that many music videos have a formula and/or conventions. This is evidenced in their own predictions. They were able to identify the conventions of a hip-hop video and are therefore aware of the content. But are they aware of the messages and values these videos are reinforcing?

- *Finding the Message*

Put up the definition of the term "Message" and hand out a copy of the definition (6.1 H/OH). Discuss with students that the messages music videos put out can influence the audience's attitudes, behaviours, and values.

Play a second music video and pause the video intermittently. With the frame paused, ask students to identify the message (value or belief) thus far. Pose

the question: What is the message this portion of the video is conveying to viewers? How is this message created in the video?

Consider:

- The visual images (Who is in a position of power? Who is not? Are there stereotypes being used here? To what effect?)
- Content of the lyrics
- Technical components of the video (editing; camera shots and angles; lighting; etc.)

▪ *Examine Both Sides*

Provide students with a copy of the article *The Worse It Gets, the Better it Sells* (6.2 H). Also, hand out a copy of *Examining Both Sides – Template for Making Judgments* (6.3 H). Students will read the article and find examples from the article to support the statement that Hip Hop messages do influence viewers' and also will find examples to negate the claim. Students then will make a decision based on the evidence and will explain their reasons for their decision. Take up as a class.

▪ *Reflection Questions - Rap and Hip Hop Reactions:*

Hand out *Reflection Questions – Rap and Hip Hop Reactions* (6.4 H). Discuss the answers as a class.

1. Are you a fan of hip-hop, someone who dislikes the music, or are you somewhere in the middle? Explain why.
2. What would you do if someone called you a derogatory term – one sometimes heard in hip hop / rap lyrics (e.g., ho, nigga, or wigger)? What would be an appropriate response? Does the fact that the terms are heard in music videos make them any more or less acceptable? Explain.
3. What would you do if your friend said he/she aspires to live the gangsta, pimp, or prostitute lifestyle?
4. Can you identify any music video(s) that portray misogynistic attitudes, violent behaviour, and/or drug use? Describe video. Are there videos that, in your opinion, convey positive messages for the young people today? What makes these videos different? Consider the song lyrics, the representations of men and women, and the production techniques used.
5. Musicians K-OS and Little X have said that hip hop is considered to be “street music” but that there are voices from the street that have been filtered off. As a result, they believe hip-hop has become formulaic, and it has been difficult in the industry to create videos that are “different” from what we typically see. Using relevant websites and videos, investigate the world of hip-hop music and respond to the questions below.

- a. Where did hip hop music originate?
 - b. How would you describe the current formula in hip-hop videos? How faithful have the current examples hip hop remained to their origins?
 - c. What voices from the world of hip hop are missing from the current video material that is available on music video stations? What effect does the “filtering off” of voices have on the industry and on audiences?
6. Do the lifestyles and behaviours in music videos represent reality? To what extent are teens copying these behaviours? Explain.
 7. In your opinion, what is “Cool”, “Hip” or “Hot” (e.g., clothing, hair style, behaviour)? To what extent is your idea of “cool” your own and to what extent does the media influence your perception of “cool?”
 8. Thoughtfully consider your own appearance, behaviours or language habits, and attitudes (in class and outside school). How would you define the “key messages” that you communicate through these cultural habits? As a senior student and peer mentor, to what extent do you think younger peers are influenced by older students?

Activism

Students each will bring in a song that has a positive message, to be played on the morning public address system/announcements that prompt students to report to class. These songs and their videos can also be examined in class. See Implications for Future Lessons/Homework.

Assessment Opportunities

Media Log (1.1 H)

Implications for Future Lessons/Homework

Students will read the article: Russell Simmons: Get Rid of B**ch, H*, Ni**er in Rap Music (6.5 H).

Community standards and social responsibility: students can be given the opportunity to identify and discuss their responses to the recommendations made by Dr. Ben Chavis and Russell Simmons. Students can also talk about the potential impact of these recommendations on artists, their music and their audience.

Students can become active in monitoring offensive language in the classroom and model positive, respectful communication with students.

Cross Curricular Connections

Grade 11, Open – Dance

Grade 11, Open – Music

Grade 9 and 10, Open – Health and Physical Education

Grade 11, Open – Media Arts

Materials and Resources

- 2 Rap or Hip Hop Music videos (ask students to bring these in)
- Student Handout / Overhead 6.1 – Message Handout
- Student Handout 6.2 – *The Worse It Gets, the Better it Sells*
- Student Handout 6.3 - Examine Both Sides – Template for Making Judgements
- Student Handout 6.4 - Reflection Questions – Rap and Hip Hop Reactions
- Student Handout 6.5 - Article: Russell Simmons: Get Rid of B**ch, H*, Ni**er in Rap Music

Important Terminology/Background for Teachers

Censorship is defined as the removal and withholding of information from the public by a controlling group or body.

Bling-bling (usually shortened simply to "bling") is a hip hop slang term which refers to elaborate jewelry and other accoutrements, and also to a lifestyle built around excess spending and ostentation.

Gangsta – slang for a member of a gang, a gangster.

Homophobia is the irrational fear of, aversion to, or discrimination against homosexuality or homosexuals. It can also mean hatred, hostility, disapproval of, or prejudice towards homosexual people, sexual behavior, or cultures, and is generally used to insinuate bigotry.

Misogyny - hatred or strong prejudice against women.

Pimp - can be used as a verb such as "You're pimped up!" or "Pimp my ride." The latter example refers to customizing an automobile, made popular by the show *Pimp My Ride* on MTV. It can also be used as an adjective connoting the same, i.e. "Man, that car's pimp!" Either use was originally a derogatory term, implying that the subject was overly decorated and tacky (referring to the stereotype of pimps with excessive jewelry, flashy clothes, or brightly colored cars with animal-print upholstery and crystal chandeliers). It eventually was reclaimed as an American slang term for being unique, "cool" or socially

desirable, in much the same way as the term "ghetto fabulous". It's even used to describe a young teenage male as "cool" or who is very popular with teenage girls, and can meet and talk to them with ease.

Slur – is a term of disparagement or pejorative words and phrases which are either intended to be, or are often regarded as, insulting, impolite or unkind.

Links/Resources

Blastro for free Hip-Hop Music Videos <http://www.blastro.com>

iTunes Music Store

Rap Translations - <http://www.raptranslations.com/>

The Free Radical - <http://www.fradical.com/>

Think Literacy: Cross-Curricular Approaches, Grades 7-12 2003

M e s s a g e

The *message* is the main point, moral, value, or meaning to be taken from some form of information for example through a song, television show, advertisement, movie, or music video.

“Media contain ideological and value messages.”

All media products are advertising, in some sense, in that they proclaim values and ways of life. Explicitly (clearly) or implicitly (subtly), the mainstream media convey ideological messages about such issues as the nature of the good life, the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism. Therefore, media messages can influence people’s attitudes, behaviours and values.

From the *Eight Key Concepts of Media Literacy* Barry Duncan et al. *Media Literacy Resource Guide*, Ontario Ministry of Education, Toronto, ON. Canada, 1989.

The worse it gets, the better it sells

Makes a killing by belittling women
Dominates pop culture worldwide

October 26, 2003

Toronto Star

By Lisa Wright

Stand Up, Get Low and Shake Ya Tail Feather, Baby Boy.

Thanks to the wild success of artists like Ludacris, Nelly, Chingy and Beyoncé, for the first time in the 50-year history of the Billboard charts, black artists dominated the top 10 earlier this month, signalling hip-hop's ascent as the driving force in pop music and culture.

The multi-billion dollar hip-hop industry, whose effects are felt across the board from fashion to advertising to slang, is under a lot more scrutiny lately because of its monstrous commercial appeal. It's everywhere. Ludacris, Eminem, Jay-Z and Beyoncé are in movies and plug their own clothing lines while Justin Timberlake and Christina Aguilera have revamped their pop profiles with the help of hip-hop staples the Neptunes and Redman, and get downright "Dirrty" in videos.

So it's not what's on Billboard's top 10 charts that's amazing these days, but what's actually still in it.

Benign country superstars like the Dixie Chicks were banned from some country music radio stations this year for daring to dis' their president, but, yo, have you heard what's on further down the dial and In Da Club?

It's pretty much open season on every other chick on the planet.

A decade ago, Mariah Carey, Meat Loaf and Toni Braxton topped the charts with tunes about true love and heartache. Flashback just five years and eight of the top 10 hits were still full-on love songs, from Aerosmith's "I Don't Want to Miss a Thing" to a remake of the Bee Gees' "How Deep is Your Love."

These days, you wish you had a dime — make that 50 Cent(s) — for every time you heard a raunchy rhyme calling the fairer sex slime. Or just telling girls to shut up and shake their assets.

And your mama is not the main target anymore. (Ah, remember those halcyon days?) The top hits feature a pimpin' parade of "bitches" and "ho's" who are depicted as nothing more than sex toys for boys.

But hey, it's got a good beat and you can dance to it.

Student Handout 6.2

Today's hit formula boils down to bottle feeding the babes with booze while chillin' in clubs. Like the huge club banger "Shake Ya Tail Feather," in which Nelly, P. Diddy and Murphy Lee advise girls to "Take it off, we can even do it slow ... Just take that ass to the floor."

Ludacris wants to romance you by putting "hickeys all over your chest ... C'mon, we gonna party tonite, the more drinks in your system the harder to fight." In "Get Low," Lil Jon and the Eastside Boyz get low brow: "This bitch is fine ... now can I play with yo' pantyline?"

Chingy has two top-10 charmers. "Right Thurr" entices girls to jiggle in a way that shows him more of what their thongs are hiding, and in *Holidae In*, he gets some help from fellow rapper Snoop Dogg, who reminds us: "You can't outrun the pimpin' bitch."

CRTC restrictions ensure the worst parts are bleeped out on the airwaves. Eminem's hit "Superman" had so many references to "ho's" and "sluts" cut out of the radio version that it barely made sense. But the uncut or "dirty" (meaning popular with fans) version of the tracks — the one with the parental advisory sticker — is what gets people dancing in all the clubs and humming along with their headphones and car stereos.

"No one is trying to hide things in metaphors anymore. They're just saying it," says underground Toronto rapper Chuggo, 22.

"Sex sells. It's what the kids really want to hear," says the local MC, whose latest record *No Gentleman* unapologetically embraces chauvinistic subject matter, with a close-up picture of a woman's behind on the cover for added emphasis.

Don't just blame the bad boys for the sexual stereotypes. The number one song for the past two weeks has been "Baby Boy" by Beyoncé, featuring Sean Paul, in which she can't stop fantasizing about a guy, and just so you get the picture, she's writhing around on a bed simulating an orgasm in her music video while he raps about how he's worthy. And let's not even go there with Christina and Lil' Kim, lately.

"Hip hop is a space where multiple meanings exist, and the absurd sometimes works," says Marcyliena Morgan, associate professor of African and African American studies, and director of the Hip Hop Archive at Harvard University. "This particular content is overwhelming on one hand, but a lot of people aren't taking it literally. They see it as performance," she said.

Sexist lyrics have been around for decades and in other musical genres like rock and punk, she said, but they're even more visible in rap now because of its current mainstream popularity. She said criticism should be aimed at the record

Student Handout 6.2

industry, which is bankrolling and promoting material for the masses laced with sex and all things bling bling.

"People above the age of 25 or 30 may find it offensive because we may think people aren't processing it in any particular way. My parents were outraged when I danced to 'Let's Get it On,' by Marvin Gaye, but I didn't expect that to actually happen," Morgan adds.

A lot of the over-the-top lyrical content is for shock value so performers are constantly trying to push the envelope by saying the most offensive things, explains James Bernard, co-founder of The Source and XXL, considered the bibles of hip hop in the U.S. magazine industry.

"Hip hop is bigger than I ever tried to convince people it would be back in the late '80s, and I was really talking it up then," he recalls.

While it's entertaining to a large audience, the danger is that people are so bombarded by negative gender perceptions lately that they're becoming immune to its effects, he notes.

"They (the newer artists) might not understand the significance of what they're saying, and what's scary is when you've got 12-year-old kids repeating these things," says Bernard, who is now executive co-ordinator of the Project Forum on Race and Democracy, a Rockefeller Foundation program based in New York.

A magazine called Hip Hop 4 Parents attempts to explain the music and the slang to lost parents with articles such as "Should My 12-year-old Really Be Listening to Eminem," and "What's the Obsession with (Nike) Air Force Ones," the shoes Nelly raps about.

But teens and 20-somethings aren't the only rap fans out there.

"A friend of my family who has been a rocker all his life is driving around in his convertible, bumpin' to 50 (Cent). It's unreal," says Toronto rapper Samantha Crane, who is thrilled her track "Shoulda X'ed You" (or dumped you) is getting airtime on Toronto's urban station Flow 93.5 FM.

The 28-year-old Internet consultant for TD-Canada Trust finds herself in the odd position of defending the music she loves yet shielding her 7-year-old son, Skyler, from its negative side. Even worse, she said, is that teenage girls are dressing like the scantily clad women in videos.

"There's nothing wrong with being sexy," says Crane, whose MC name is Silent Sam. "I like to be sexy, too, but these girls are wearing club clothes to school. It's stunning."

Student Handout 6.2

She added that the origins of hip hop were in the story-telling and the streets, but now "they just say what's going to get played. It's about the flash and the cash." Feminists have been fuming for years about misogynistic lyrics, but there's a growing chorus within hip hop that is fed up with the sexually-charged, gangsta-style imagery that is ubiquitous in music video land.

Artists say there's a lot of pressure to play up a potent mixture of sex, alcohol, drugs and violence in their lyrics because record companies are convinced that's the only thing that sells. Toronto rapper Maestro (formerly Maestro Fresh Wes of "Let Your Backbone Slide" fame in 1989) said you don't have to go down that road to make good music.

His last big track "Stick To Your Vision," sampling The Guess Who's "These Eyes," is all about taking the high road, and so is his latest single which is about to be released, "God Bless the Child."

"Hip hop made me want to become a better person, but hip-hop artists are lost right now," he said.

"I can hardly listen to it now on the radio and I don't watch TV. I back my culture, and I know cats have got to eat, but I've got other words to describe things (besides sexist slurs), you know what I'm saying," he says.

Maestro doesn't blame rappers, though, but the entire entertainment industry, for the disturbing sexism in music today. He said it goes way back, pointing to the days when Frank Sinatra called women "broad," along with some of Mick Jagger's exploits in the '70s.

Toronto rapper Chuggo says there's a lot of positive, socially conscious rap being made "but there's a bigger ignorant market. When someone listens to a song about pimpin' and they like it, it's because they're not doing it and they want to hear it. A lot of people want to laugh, too."

He predicted things will only get worse since people thought in the early 90s that nothing could get more offensive than Ice T's famous track "Cop Killer," but then Eminem rose to fame in the late '90s talking about wanting to kill his ex-wife and mother.

Academics, activists and artists grappled with the troublesome state of the industry at a hip-hop conference held in Chicago earlier this month.

"Hip hop is in total disarray and it needs to take a long hard look at itself," said one of the panellists, Chicago rapper Angela Zone.

"Right now it's raising a generation of pimps and ho's and we've got to stop that. It's something that started out positively so how can we allow it to continue on like this."

Examining Both Sides – Template for Making Judgments

Both Sides Now		
Evidence that Supports		Evidence that Opposes
	Question: <i>Are Hip-Hop messages influencing listeners/viewers?</i>	
Decision		
Reasons		

Reflection Questions – Rap and Hip Hop Reactions

1. Are you a fan of hip-hop, someone who dislikes the music, or are you somewhere in the middle? Explain why.

2. What would you do if someone called you a derogatory term – one sometimes heard in hip hop / rap lyrics (e.g., ho, nigga, or wigga)? What would be an appropriate response? Does the fact that the terms are heard in music videos make them any more or less acceptable? Explain.

3. What would you do if your friend said he/she aspires to live the gangsta, pimp, or prostitute lifestyle?

4. Can you identify any music video(s) that portray misogynistic attitudes, violent behaviour, and/or drug use? Describe video. Are there videos that, in your opinion, convey positive messages for the young people today? What makes these videos different? Consider the song lyrics, the representations of men and women, and the production techniques used.

5. Musicians K-OS and Little X have said that hip hop is considered to be “street music” but that there are voices from the street that have been filtered off. As a result, they believe hip-hop has become formulaic, and it has been difficult in the industry to create videos that are “different” from what we typically see. Using relevant websites and videos, investigate the world of hip- hop music and respond to the questions below.
 - a. Where did hip hop music originate?

Student Handout 6.4

- b. How would you describe the current formula in hip-hop videos? How faithful have the current examples hip hop remained to their origins?

 - c. What voices from the world of hip hop are missing from the current video material that is available on music video stations? What effect does the “filtering off” of voices have on the industry and on audiences?
6. Do the lifestyles and behaviours in music videos represent reality? To what extent are teens copying these behaviours? Explain.
7. In your opinion, what is “Cool”, “Hip” or “Hot” (e.g., clothing, hair style, behaviour)? To what extent is your idea of “cool” your own and to what extent does the media influence your perception of “cool?”
8. Thoughtfully consider your own appearance, behaviours or language habits, and attitudes (in class and outside school). How would you define the “key messages” that you communicate through these cultural habits? As a senior student and peer mentor, to what extent do you think younger peers are influenced by older students?

***The greatest influences in the lives of teens are their peers, the media and their parents.
Be responsible!***

Russell Simmons: Get Rid of Bch, H*, Ni**er in Rap Music**

April 24, 2007

Here is the statement from **Dr. Ben Chavis** and **Russell Simmons** about their recommendations for the music industry:

The theme of the Hip-Hop Summit Action Network (HSAN) is "Taking Back Responsibility." We are consistent in our strong affirmation, defense, and protection of the First Amendment right of free speech and artistic expression. We have recently been involved in a process of dialogue with recording and broadcast industry executives about issues concerning corporate social responsibility.

It is important to re-emphasize that our internal discussions with industry leaders are not about censorship. Our discussions are about the corporate social responsibility of the industry to voluntarily show respect to African Americans and other people of color, African American women and to all women in lyrics and images.

HSAN reaffirms, therefore, that there should not be any government regulation or public policy that should ever violate the First Amendment. With freedom of expression, however, comes responsibility. With that said, HSAN is concerned about the growing public outrage concerning the use of the words "b**ch," "h*," and "ni**er." We recommend that the recording and broadcast industries voluntarily remove/bleep/delete the misogynistic words "b**ch," "h*," and the racially offensive word "ni**er."

Going forward, these three words should be considered with the same objections to obscenity as "extreme curse words." The words "b**ch" and "h*," are utterly derogatory and disrespectful of the painful, hurtful, misogyny that, in particular, African American women have experienced in the United States as part of the history of oppression, inequality, and suffering of women. The word "ni**er" is a racially derogatory term that disrespects the pain, suffering, history of racial oppression, and multiple forms of racism against African Americans and other people of color.

HSAN reaffirms, therefore, that there should not be any government regulation or public policy that should ever violate the First Amendment. With freedom of expression, however, comes responsibility. With that said, HSAN is concerned about the growing public outrage concerning the use of the words "b**ch," "h*," and "ni**er." We recommend that the recording and broadcast industries voluntarily remove/bleep/delete the misogynistic words "b**ch" and "h*" and the racially offensive word "ni**er."

Student Handout 6.5

In addition, we recommend the formation of a music industry Coalition on Broadcast Standards, consisting of leading executives from music, radio and television industries. The Coalition would recommend guidelines for lyrical and visual standards within the industries.

We also recommend that the recording industry establish artist mentoring programs and forums to stimulate effective dialogue between artists, hip-hop fans, industry leaders and others to promote better understanding and positive change. HSAN will help to coordinate these forums.

These issues are complex, but require creative voluntary actions exemplifying good corporate social responsibility.

(<http://hsan.org/Content/Main.aspx?PageId=246>)

Lesson Seven

Teaching a Lesson:

Teaching Peers About Media Violence With a Critical Literacy Perspective

Curriculum Expectations

PERSONAL KNOWLEDGE and MANAGEMENT SKILLS

Personal Knowledge

- *Describe a set of criteria (e.g., personal management skills, personal characteristics) to assess the effectiveness of individuals in leadership and peer support roles, and use these criteria to assess their own strengths and needs for further development.*

INTERPERSONAL KNOWLEDGE and SKILLS

Group Dynamics

- *Demonstrate effective use of leadership skills in classroom groups and in planning school or community events.*

EXPLORATION of OPPORTUNITIES

Developing a Plan

- *Identify an opportunity within the school or community (e.g., orientation for new students to the school, career fair, school art showcase, community agency fair, social justice event, fund-raising events) where they can take a leadership and/or support role.*

Developing a Plan

- *Design and present a plan to address a need identified within the school or community where they can make a positive contribution.*

Introduction/Overview

LESSON SEVEN (75 minutes): This lesson guides students in the preparation and delivery of a lesson. Peer leaders will be presenting a lesson based on a media violence issue to their grade nine class. Students will be team-teaching with their peer mentor partner and using a critical literacy approach to help their peers/students understand media violence. Students will determine what makes a teacher and lesson effective. They will learn how to structure a lesson. Students will identify the positive attributes of a leader/teacher. Students will apply their knowledge of violence prevention, media influence, and teaching strategies when they design and teach a lesson to their grade nines.

LESSON EIGHT (75 minutes): For lesson eight, students will be in the computer lab designing their lesson (using the Lesson Basics as a guide). The list of links provided below should be made available for students as a resource. Students will book a date to deliver the lesson with their homeroom teacher/supervisor, and with you on this day. Use the template Calendar to help organize these times (7.1 REF).

LESSON NINE (75 minutes): You will be watching and evaluating their lessons.

Teaching/Learning Strategies

- Students will submit their Media Logs today.
- Explain to students that the objective of today's class is to learn how to plan the perfect lesson. Tell students that they will be applying what they have learned about teaching and delivering a lesson in their own grade nine homerooms.
- Have the students watch two movie clips which serve as examples of ineffective teaching practices:

Cue up the movie *Ferris Bueller's Day Off* to the scene where the Economics Teacher is delivering a lesson. It begins, "In 1930, the Republican-controlled House of Representative, in an effort to alleviate the effects of the ...Anyone? Anyone?...the Great Depression, passed the...Anyone? Anyone?" – the clip will end with the teacher saying, "Something-d-o-o economics. Voodoo economics."

Cue up the movie *School of Rock* to Dewey Finn's (substitute teacher's) first day teaching.

- Ask students to identify, in their opinion, what makes these teachers ineffective or poor leaders. Answers may include...the Economics teacher dictates without allowing for interaction; he asks questions and doesn't allow time for students to think and answer; he speaks with a monotone; he stays at the front of the room. Dewey Finn is lazy; he insults the kids; he comes to school with a hangover; he is unenthusiastic; he has poor body language; etc.
- After students have identified the negative in these teaching styles, have students brainstorm what makes a good teacher. List these attributes on the overhead or chalkboard. Answers may include...communicates effectively, understands the feelings of students, listens to other people's opinions, dresses neatly, is fair when disciplining, is organized, expects high levels of achievement, is informed on the latest information.

Tell students that when they deliver a lesson in their grade nine homerooms, they should keep in mind these attributes.

- Place students into a group of four. Give each group a piece of chart paper.
- Have students create a place mat on the chart paper. In each student's section of the place mat, s/he will create a T-chart. On the left side of the T-chart, students will write 5 characteristics of a great lesson and on the right side of the T-chart the students will write 5 characteristics of a poor lesson. Allow students 1 minute to list the characteristics of a great lesson and then have students share in round-robin format. Now, allow students 1 minute to list the characteristics of a poor lesson. Have students share their list in round-robin format again. In the centre of the place mat, have each group list the qualities of the perfect lesson.
- Give students the handout Lesson Basics (7.1 H). Have the groups compare their list, the qualities of the perfect lesson, to the handout. Ask students to share their comparisons as a class.
- Explain to students that they will be preparing the perfect lesson to deliver to their grade nines. This lesson will deal with preventing violence in the lives of teens by being aware of media messages that influence their behaviour. Have students get together with their peer mentor partner. Explain that they will be team-teaching (sharing the duties of a teacher and assisted/monitored by their grade nine homeroom teacher) for one lesson. Hand out Assignment Instructions (7.2 H/OH). Allow students 15-20 minutes to complete the following tasks: a) pick a topic/concept; b) choose a teaching strategy; c) choose a media moment to help teach and support this topic/concept.
- Prompt the partners to take out their Media Logs to help in choosing a media moment or media material. Once they have chosen their media moment they can submit their media logs to be marked using the Media Log Rubric (1.1 H). Have the pairs get your approval for this lesson outline, to make sure material is appropriate and relevant.
- Hand out the Lesson Design template (7.3 H).
- Hand out the Lesson Rubric (7.5 H).
- Hand out the P.M.I. Lesson Reflection (7.4 H).
- Read through these handouts to make sure the students understand the expectations.
- Inform students that next day they will be in the computer lab to design their lesson (using the Lesson Basics as a guide). They are responsible for booking a time to deliver the lesson with their homeroom teacher/supervisor

and with you. You will be watching and evaluating their lessons. Use the template Calendar (7.1 REF) to help organize these times.

- Hand out the passage by Dr. Haim Ginott (7.5 H), and tell students to read it. Prompt students to think about their future role as ‘teacher’. Give each student a post-it note. On this post-it note, the student will write down his/her biggest fear when it comes to teaching. Have each student read aloud his/her fear and post the post-it on the blackboard. You, the teacher, should also participate. Once all the fears are out in the open and posted, let students know that all educators and leaders will have fears and doubts at times and assure them that with practice they will become more comfortable in teaching/leadership roles.
- Students will view one last movie example. Tell students to have fun with teaching and maintain a sense of humour. Show the theatrical trailer for Kindergarten Cop (or the cue the scene when Arnold Schwarzenegger, as John Kimble an undercover detective in the role of substitute teacher, can no longer cope with the chaos of Kindergarten children and yells at them to ...“Shuuuuuuuuuuut uuup!”)
- Have students consider the structure of the lesson you have just delivered.
 - Did it have an Introduction or Hook?
 - Did it teach a lesson/concept?
 - Did you apply your knowledge?
 - Did it have a conclusion?

Assessment Opportunities

7.4 H P.M.I. Lesson Reflection

7.5 H Lesson Rubric

Cross Curricular Connection

Grade 9, Academic – English

Grade 11, Open – Media Studies

Materials and Resources

- Television & DVD/VCR
- Videos: *Ferris Bueller’s Day Off*, *School of Rock*, *Kindergarten Cop*
- Student Handout 7.1 - Lesson Basics
- Student Handout / Overhead 7.2 - Assignment Instructions
- Student Handout 7.3 - Lesson Design template
- Student Handout 7.4 – P.M.I. Lesson Reflection

- Student Handout 7.5 – Lesson Rubric
- Reference 7.1 - Calendar
- Overhead 7.3 - Passage
- Post-it notes

Links/Resources

Adbusters – <http://www.adbusters.org/home>

Centre for Media Literacy - <http://www.medialit.org>

Media Awareness network - <http://www.media-awareness.ca>

Media channel - <http://www.mediachannel.org/classroom>

Media Education Foundation - <http://www.mediaed.org>

SchoolNet News Network - <http://www.snn-rdr.ca/snn/mediaEd.html>

The Association for Media Literacy - <http://www.aml.ca/home>

Lesson Basics

Preparation:

Determine the topic, decide what the objective of the lesson will be and research the topic. Create a detailed lesson plan. Rehearse to check for the length of the lesson. Check out the space and classroom set-up, including seating arrangement. Try practising aloud to see how your voice projects. Have notes that are easy to refer to, but memorize the material so you can maintain eye contact with your audience. When using visual aids, make sure the equipment is working properly and you know how to manage the equipment (i.e. knowing where to stand, knowing the software, position so all students can see and hear the video). Prepare your photocopies, overheads, slides etc., well ahead of time. Edit all material.

Presenting:

Voice – Keep your pace fairly slow. Be clear. Project your voice to the back of the class.

Body Language – Try to be natural. Try not to fidget. Wear something comfortable but appropriate. Be enthusiastic. Be a leader.

Handling Questions – When someone asks a question, repeat or rephrase it so that everyone hears the question. Take time to consider the best answer. If you don't know the answer, don't try to answer. Instead, say "I'm not sure I know the answer to that, but I will get back to you next day with an answer." Ask your audience questions. Anticipate some of the questions the audience may ask, and have some responses ready.

1. *Introduction:* (Warm-up, outline of the lesson, reason for the lesson, overall topic to be discussed...). It is important to plan for a clear, interesting and dynamic introduction for your lesson. You must "pull the students in" by giving them something to consider and an explanation for what is to come. You might want to take this time to make a connection to something they have already learned in class. Do something to "WOW" – make them want to learn.
2. *Lesson:* Here is your chance to teach them all you know! Be sure to be sensitive to all three learning styles (Visual, Kinesthetic & Tactile, Auditory) and include activities and handouts that they will understand and learn from. Be creative by using fun and challenging instructional strategies (i.e. place mat, graffiti, word sorts). When creating visual aids such as a transparency, make sure the size of the text is readable and place only a few key ideas on each transparency. When using a slide show (i.e. power point), make sure the equipment is working properly.
3. *Application:* It is important to students to then have the opportunity to apply their knowledge or new skills. Explain why the information you have given them is important and relevant.
4. *Conclusion:* Don't forget to conclude your lesson. Wrap everything up by recapping the lesson and taking questions from them. Check to make sure they have understood everything and are ready to move on. Have students assess their own learning, participation, or reflect on what they have learned. (You should also reflect on your own teaching).

Assignment Instructions: Preventing Violence in the Lives of Teens

Assignment: You and your partner will develop a lesson to deliver in your grade nine homeroom. When creating your lesson, you must base it on one of the topics we have covered this unit (see the unit topics below). You will...

- a) create a comprehensive written lesson plan using the example template
- b) deliver the lesson by team-teaching with your peer mentor partner
- c) reflect on your teaching experience and complete a self-assessment.

You must choose a topic, a teaching strategy and a media moment (use your media log to find interesting, relevant and supporting media materials) to help teach the topic/concept. This lesson will deal with preventing violence in the lives of teens by being aware of media messages that influence their behaviour.

Lesson	Topics	Strategies	Media
1	Healthy Relationships and Communication	Three Step Interview Most Important Word	Television– <i>One Tree Hill</i>
2	Contributors of Violence/Abuse	Word Scroll Think Pair Share Retell, Relate, Reflect	Sports in the Media– Sports Heroes
3	Bullying and Harassment	Concept Attainment Double-Entry Diary Community Circle	Internet– Cyber bullying
4	Dealing with Diversity	Tea Party Place Mat	Stereotypes- Animated Sitcoms
5	Self-Esteem	I Read, I Think, Therefore	Advertisements- Dove
6	Society and its Pressures	Making Predictions Examine Both Sides	Music Videos– Hip Hop
7	Teaching a Lesson	The Four Basics of all Lessons The Lesson Plan Template *Consider which topic/issue to address, a strategy to use, and a media moment. *Students will hand in their Media Logs	Movie- <i>School of Rock</i> * Book a date for you to deliver your lesson. Confirm the time with your homeroom teacher.
8	Preparing a Lesson	*Lesson Plan to be completed	*Create and prepare handouts, visual aids etc.
9	Teach the Lesson	*Lesson Plans need to be submitted two days before delivering.	*You will be evaluated using the Leaders in Violence Prevention and Media Awareness Lesson Rubric *Complete the P.M.I Lesson Reflection

Lesson Design: Peer Support

Unit - Leaders in Violence Prevention and Media Awareness

Names: _____

Topic: _____

Date Submitted: _____

Presentation Date: _____

Date:

Grade:

Course:

Number of Students:

Lesson Objective:

(What do you hope students will learn by the end of your lesson?)

Lesson Outline:

(Briefly describe each stage and activity, and the approximate time frame for each. Four subtitles are needed – remember the four basics for all lessons)

List the Teaching and Literacy Strategies:

(i.e. Tea Party, Place Mat, Word Sort)

Student Handout 7.3

Materials and Organization: (handouts # of copies, overheads, AV equipment, paper etc.) Remember to edit all materials!

Tips for Lesson Plan:

- Use a 'Hook' or Warm-up – to help students focus on the topic and to link the topic or concept to past experiences.
 - Share the objective and purpose of the lesson
 - Use a variety of instructional strategies to meet the needs of all learners
 - Model or demonstrate a learning activity
 - Check for understanding
 - Participation and Practise – where students apply their understanding
- Closure – summarize the key concepts

Resources: (Where you got your information e.g., websites, books, articles)

Modifications: (Are there any alterations you need to make to the lesson to accommodate a student or students with exceptionalities?)

1. INTRODUCTION (*Hook or Warm-up*)

Time needed:

Indicate who will facilitate each activity.

2. LESSON

Teaching the Concept/Topic:

Time needed:

Indicate who will facilitate each activity.

3. APPLICATION

How can the concept be applied to their life?

Time needed:

Who will facilitate each activity?

4. CONCLUSION

(Wrap it up, recap, and check for understanding. Then have students evaluate themselves, their group, a peer etc., to get some feedback on how they enjoyed the lesson, if they understood the concept, if they participated...)

Assessment and Evaluation: (Did students meet the expectations?
Attach the necessary forms to have students reflect on their learning: i.e., rubric, checklist, self evaluation, peer evaluation)

Other: (e.g., Concerns or Questions)

P.M.I. Lesson Reflection

Name: _____

Grade: _____

Partner: _____

Class: _____

Date: _____

Topic: _____

Plus

i.e. What worked well? What did the students like? Did students meet the expectations?

Minus

i.e. What did not work? What was disappointing?

Interesting

i.e. What was unexpected? What questions do you have? What revisions would you make if you were to teach the lesson again? In retrospect, how should you have deal with the problems you encountered?

Leaders in Violence Prevention and Media Awareness

Lesson Rubric

Criteria	Level 1 (50-59%) <i>Limited</i>	Level 2 (60-69%) <i>Satisfactory</i>	Level 3 (70-79%) <i>Good</i>	Level 4 (80-89%) <i>Excellent</i>	Level 4+ (90-100%) <i>Outstanding</i>
<p>Knowledge -addresses violence prevention strategies, pressures teens face, and media influences -all steps of lesson planning included (warm-up, delivery, application, closure) -depth/degree to which concepts and skills are explained</p>	<p>Demonstrates limited knowledge of lesson content/concepts, lesson structure, and instructional strategies.</p>	<p>Demonstrates a satisfactory knowledge and understanding of lesson content/concepts, lesson structure, and instructional strategies.</p>	<p>Demonstrates good knowledge and understanding of lesson content/concepts, lesson structure, and instructional strategies.</p>	<p>Demonstrates a thorough knowledge and understanding of lesson content/concepts, lesson structure, and instructional strategies.</p>	<p>Demonstrates a sophisticated knowledge and understanding of lesson content/concepts, lesson structure, and instructional strategies.</p>
<p>Thinking/Inquiry -logical pacing and ordering of events/instructions -organization with lesson plan, materials, and media (AV) -creation use and of materials/handouts</p>	<p>Demonstrates limited organization, few lesson materials, and lack of planning. Materials selected and used with limited effectiveness.</p>	<p>Demonstrates some organization, lesson materials, and planning. Materials selected and used with some effectiveness.</p>	<p>Demonstrates good organization, supplementary material and planning. Materials selected and used with considerable effectiveness.</p>	<p>Demonstrates excellent organization, effective supplementary material, and thorough planning. Materials selected and used with consistent, effectiveness.</p>	<p>Demonstrates outstanding organization, original supplementary material, and sophisticated planning. Materials selected and used with a very high degree of effectiveness.</p>

Student Handout 7.5

Criteria	Level 1 (50-59%) <i>Limited</i>	Level 2 (60-69%) <i>Satisfactory</i>	Level 3 (70-79%) <i>Good</i>	Level 4 (80-89%) <i>Excellent</i>	Level 4+ (90-100%) <i>Outstanding</i>
Communication -level of comfort with material you are presenting -volume and clarity of voice -eye contact/awareness of all students in all areas of the room - physical positioning/movement -enthusiasm/variety in tone of voice	Lesson is delivered with limited comfort, control, clarity, and positive interpersonal interaction with the audience.	Lesson is delivered with some comfort, control, clarity, and positive interpersonal interaction with the audience.	Lesson is competently delivered with comfort, control, clarity, and classroom positive interpersonal interaction with the audience.	Lesson is delivered with considerable confidence, control, clarity, and positive interpersonal interaction with the audience.	Lesson is delivered with outstanding confidence, control, clarity, and positive interpersonal interaction with the audience.
Application -creativity of lesson ideas and application of literacy strategies - meaningful application and connection of concepts to media and popular culture	Incorporates leadership/teaching strategies, media & popular culture, and literacy strategies with limited effectiveness.	Incorporates leadership/teaching strategies, media & popular culture, and literacy strategies with some effectiveness.	Incorporates leadership/teaching strategies, media & popular culture, and literacy strategies effectively.	Incorporates leadership/teaching strategies, media & popular culture, and literacy strategies with a high degree of effectiveness.	Incorporates leadership/teaching strategies, media & popular culture, and literacy strategies with insight and a very high degree of effectiveness.

Comments: _____

Calendar

Month:

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>

Year:

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a Teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Dr. Haim Ginott

