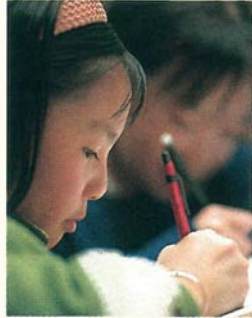


DoubleVision

Teaching Elementary Children about Gender and Violence in the Media

First of a two part curriculum insert





Introduction. The Elementary Teachers' Federation of Ontario has developed this teaching unit resource for public elementary teachers in Ontario through a partnership with the National Watch on Images of Women in the Media (MediaWatch) Inc., partially funded by a grant from the Ontario Women's Directorate.

Teachers and parents are aware of the adverse effects of televised violence on children's play and behaviour and have worked together to combat its negative effects. Very little attention, however, has focused on the extent to which media messages about gender contribute to a climate where violence against women and children is promoted through the media. Teachers have identified the need for more and better resources to deal with issues such as the lack of positive role models in the media for children, gender stereotypes, healthy body image and equity.

**"You don't have to look skinny, attractive, rich and young to be special. People in the media sometimes don't even look like that in real life."
Adrian, Grade Four**

Ontario Curriculum Expectations

CURRICULUM AREA	FOCUS	FA/SA	GRADE 4	GRADE 5	GRADE 6
Language Arts	Watch It!	FA1	O 4e56	O 5e49	O 6e51
			S 4e66	S 5e61	S 6e61
		FA2	O 4e58	O 5e51	O 6e53
			S 4e69	S 5e63	S 6e63
		SA1	O 4e59	O 5e52	O 6e54
			S 4e69	S 5e63	S 6e65
	Media Messages	FA1	O 4e52	O 5e50	O 6e52
			S 4e63	S 5e60	S 6e54
			S 4e65	S 5e51	S 6e58
		FA2	O 4e52	O 5e52	O 6e52
			S 4e65	S 5e60	S 6e58
		SA1	O 4e58	O 5e51	S 5e63
				O 6e53	S 6e54
		SA1	O 4e2	O 5e2	O 6e2
			SA2	O 4e1	O 5e1
		So What!	FA1	O 4e52	O 5e45
	S 4e65			S 5e60	S 6e57
	FA2		O 4e58	O 5e45	O 6e53
			S 4e66	S 5e63	S 6e63
	SA1 & 2		O 4e59	O 5e52	O 6e54
			S 4e69	S 5e63	S 6e65
	SA3		O 4e2	O 5e1	O 6e2
				O 4e10	O 5e10
Now What?	FA1		O 4e1	O 5e1	O 6e1
			O 4e58	O 5e51	O 6e53
	SA1		S 4e65	S 5e56	S 6e57
			O 4e2	O 5e2	O 6e2
	S 4e20	O 5e43	S 6e21		
		S 4e62			
Math	Media Messages	SA2	O 4m101	O 5m109	O 6m106
			O 4m103	S 5m113	O 6m109
			S 4m111	S 5m114	O 6m110
			S 6m114		
	Now What?	FA2	O 4m101	O 5m109	O 6m106
			S 4m108	S 5m113	O 6m110
S 4m109			S 5m120	S 6m114	
Art	Media Messages	SA2	O 4a31	O 5a26	O 6a25
			S 4a43	S 5a38	S 6a38
	So What!	FA1	O 4a33	O 5a28	O 6a27
			S 4a45	S 5a41	S 6a40
Health & Phys. Ed.	So What!	FA2	O 4p4	O 5p4	O 6p4
				S 5p7	S 6p5

O= Overall FA= Formative Assess S= Specific SA= Summative Assess

Sample Letter

An introductory letter should be sent home prior to the commencement of the unit. The following sample may be tailored to meet your community needs:

Date | Dear Parent/Guardian:

Media in its various forms (television, video games, the internet, magazines etc.) has become a powerful influence on children. Parents and teachers are concerned about the impact of the media on children throughout the impressionable stages of their development, particularly violence, gender inequities, stereotyping, racism and ageism. In response, the Elementary Teachers Federation of Ontario, in co-operation with MediaWatch and the Ontario Women's Directorate, has developed a unit to address these issues.

Double Vision is a unit that is consistent with policies established by the Ontario Ministry of Education and Training and supports the new Ontario Curriculum Grades 1-8. It is designed so that students may develop media literacy skills, a better understanding of different forms of media, and take positive action to implement critical viewing skills.

Students will:

- develop media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children;
- make educated decisions about media consumption;
- internalize positive role models as portrayed in the media.

The program consists of a series of lessons to be delivered over the next several weeks. There will be in-class activities, and a homework component in which students will use different forms of media as a vehicle for learning and discussion. The unit will culminate in a Community Session to take place on the afternoon/morning/evening of _____.

Parents/Guardians and other members of the community are invited to share students' insights and learning about the media, which plays such an important role in their lives. In preparation for this session we ask that you participate in the viewing of media with your children.

The goal of Double Vision is to encourage students to become discerning viewers and make thoughtful decisions about the media to which they are exposed. Should you have any questions regarding this unit, please contact your child's teacher.

We look forward to seeing you at the Community Information Session.

Sincerely, Name, Title

Overview of the Unit

This teaching unit resource, directed at boys and girls in the junior division, addresses the issue of gender, violence and the media. It is easily adaptable to the intermediate division as well. The resource is designed as an intensive unit for the classroom composed of a series of topics that include: a Focus, Pre-Activities, an Activity, Reflection and Closure, and Assessment and Evaluation. Each focused topic also provides for the integration of learning activities throughout the year through “The Next Step” as well as the “Community Connection” that culminates the work of the unit through a Community Information Session.

Through the overall unit objectives students will:

- develop media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children;
- make educated decisions about media consumption;
- learn to internalize positive role models as portrayed in the media.

This unit is being published in two parts. This first part includes material needed to

begin the program and to prepare for the community information session. The second part, which will be published in the next issue of *Voice*, will include the remaining lesson plans as well as evaluation forms and resources.

Integration within the Ontario Curriculum

The Ministry of Education and Training document, *Ontario Curriculum for Grades 1-8, Language*, specifically refers to the need for media literacy to be developed as early as grade one: “In particular, skills related to high-technology media (such as film, television, and the Internet) are important because of the pervasive influence of these media in our lives and society”. (p.39)

Elementary teachers are faced with a lack of resources to help them integrate units on gender and violence in the media into the Ontario Curriculum. This resource meets the Ontario Curriculum Overall and Specific Expectations. For Assessment and Evaluation of students for reporting purposes, teachers should refer to the Levels of Achievements

found in each subject area of the Ontario Curriculum.

By ensuring that this teaching unit resource meets the requirements of the Ontario Curriculum, this important issue can be addressed within the classroom as an intensive core unit, as well as throughout the school year as an integral part of the curriculum. In this way educators may begin to develop awareness of such issues within our schools and within our communities.

Evaluation

An important aspect of this unit is the evaluation component of the unit by educators upon its completion. Educators are requested to complete the unit evaluation postcard in the next issue of *Voice*, and return it to ETFO for future supplementary revisions or information for later projects on this important topic.

Consultation Team:

Margaret Archibald, Suzanne Charron, David DePoe, Susan Leppington, Darlene Taggart, Debbie Wells

Writing Team: Inta Aldridge,

Patricia Hektor, Linda Millar,

Project Leader: Colleen Lee,

ETFO Executive Assistant

Watch it!



WHAT YOU NEED

- 1 Chart paper, markers
- 2 Samples of a variety of media
- 3 Scavenger Hunt question worksheet
- 4 Survey worksheet
- 5 Chart graph paper
- 6 Peer Group Evaluation for Formative Assessment 1
- 7 Scavenger Hunt Checklist for Formative Assessment 2
- 8 Criteria Checklist for Summative Assessment 1
- 9 Bulletin board for "Media Watch!" activity
- 10 Various art materials and samples of media for "Media Snapshots!" activity

FOCUS

To find out what students know about media and how it influences people.

TIME FRAME

At least two, 40 minute periods.

PRE-ACTIVITIES

- Students brainstorm a class web on "What is Media?" (e.g. television, radio, movies, music, video games, print, art, photography).
- Web is posted in the classroom.
- Students work in groups to complete a scavenger hunt (questions may include): What type of media are you using? Look for evidence of bullying and fairness; healthy and unhealthy activities; fear, sadness, loneliness, respect, happiness. Who has the power or control and who does not? Choose an example of your media sample, e.g. advertisement, cartoon, article, and describe its purpose.
- Each group uses their scavenger hunt worksheets and samples of the media to report to the whole class.

- Discussion with the class might include: What are the types of media? What did you see and how do you know? How does this influence our behaviour (e.g. do we dress, communicate, eat a certain way)?

Make sure to include in the latter question a discussion which points out that traditionally, girls and women are frequently portrayed in the media as weak, victims, non-aggressive, compliant, needy, polite, pretty, thin, helpful, good, nurturing, less competitive, not in leadership and decision making roles, someone else's wife/girlfriend.

Boys and men are often portrayed as strong, violent, aggressive, intelligent, heroic, athletic, confident, successful, assertive, competitive, risk-takers, questioning, proud of their accomplishments, in leadership and decision-making roles. The elderly, the disabled, and racial and cultural groups are sometimes portrayed as not powerful, influential or wealthy.

ACTIVITY

- Survey Says! Students respond to a survey about their leisure time activities in this data management activity. Use computers if possible.

The following is a sample survey:

1) Check how much time you spend on the following every day:

Media Genre	None	> than 1 hour	2 hours	> 2 hours
TV				
Internet				
Games				
Music				
Other				

2) When watching television do you:

- | | Yes | No |
|------------------|--------------------------|--------------------------|
| • Watch alone? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ask Questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ever feel: | | |
| Uncomfortable? | <input type="checkbox"/> | <input type="checkbox"/> |
| Sad? | <input type="checkbox"/> | <input type="checkbox"/> |
| Happy? | <input type="checkbox"/> | <input type="checkbox"/> |
| Frightened? | <input type="checkbox"/> | <input type="checkbox"/> |

Using the data, students transfer the information to a “class chart” and graph the results. Discuss the results with the students.

REFLECTION AND CLOSURE

- Students complete open-ended statements on a worksheet by using the Think, Pair, Share activity. Students think of each statement individually, brainstorm further with a partner and share with the whole group. Statements may include:
 - One thing I learned about the media is _____.
 - One thing about the media that I would like to know about is _____.
 - As a result of what we learned today, one thing I intend to do is _____.

THE NEXT STEP

- Integrated activities to reinforce this learning focus throughout the year.
- Media Watch! (Language) – Set up a “Media Watch” bulletin board with samples of a variety of media. Encourage students to take responsibility to bring in and share additional materials that reflect their learning throughout this unit and throughout the year.
 - Media Snapshots! (Art) – Students create collages (group or individual) to demonstrate examples of what they see in the media.
 - Media Rap (Music, Language) – Students work in groups to create a “rap” or “song” which demonstrates their understanding of the term “media”.

COMMUNITY CONNECTION

- Students present their data survey results from the Activity to an audience (other classes, the school or at the Community Information Session).

ASSESSMENT AND EVALUATION

Formative Assessment 1

Create a Peer Group Student Evaluation form which students complete after the scavenger hunt group activity to determine if students have: invited other group members to contribute to group discussion and work; asked questions to clarify points; negotiated successfully to find a basis for agreement; selected a recorder; time-keeper, encourager, clarifier, etc.

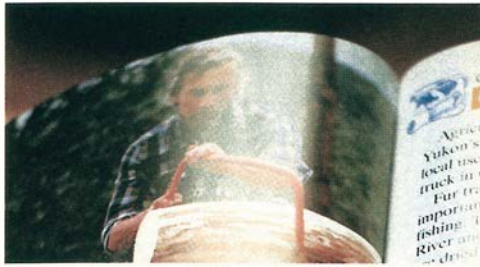
Formative Assessment 2

Create a Scavenger Hunt Checklist using the questions outlined in the pre-activity discussion for individual student assessment.

Summative Assessment 1

Create a Criteria Checklist to assess the students’ whole group discussion of the survey results. Check if the students have: determined the amount of time spent watching the television, analyzed, expressed a viewpoint, as to whether or not the amount of time was appropriate, identified questions they ask themselves about the media, analyzed the media content for identification of ways in which the media made them feel.

Media Messages



WHAT YOU NEED

- 1 Criteria for commercial presentations (use discussion questions in Pre-Activity)
- 2 Instructions chart for jigsaw activity and dictionaries
- 3 Criteria Cards for Group Work (Use questions in Activity)
- 4 Samples of art for "Picture Perfect" activity
- 5 Various art materials for "Moving Message" activity
- 6 Chart paper and samples of print ads and television commercials for "What's Happening?" activity
- 7 Peer group Checklist – for Formative Assessment 1
- 8 Anecdotal Self Reflection Sheet for Formative Assessment 2
- 9 "Fill in the Blank Quiz" for Summative Assessment 1
- 10 Rubric to assess thank you letter for Summative Assessment 2(a)
- 11 Peer Assessment Rating Scale for Summative Assessment 2(b)
- 12 Anecdotal Audience Assessment Form – Summative Assessment 2(c)
- 13 Class designed rubric for Summative Assessment 2(d)

FOCUS

To help students understand messages in the media, and to encourage them to become "critical viewers".

TIME FRAME

Due to the comprehensive nature of this topic, several periods may be required to complete the activities.

PRE-ACTIVITIES

In groups, students select, prepare and present their favourite commercials.

The class discusses the following after each presentation:

- What is the product?
- What do you think the message is? (to sell, to inform)
- Who are the main characters? (gender, age, race, economic status, etc.)
- Who is the target group? (the group the commercial is aimed at)
- What is the approach? (humour, drama, role reversal, music, etc.)
- What do you like about it?
- What do you dislike about it?
- Did it "work" for you? Explain.

ACTIVITY

Note: Due to the abstract nature of the "jigsaw" activity, you may wish to present the concepts in an alternative format, for example, teacher-directed activities.

- Students participate in a co-operative learning "jigsaw" to explore issues in the media. Steps are as follows:
 - 1) Students form a "home group" (preferably 5 per group) and number themselves 1-5.
 - 2) All "like" numbers regroup to form "expert" groups where they explore and discuss one of the following issues.
 - 3) After each "expert" group has completed their assigned work, students take their reports back to their "home" group to report and share (2 minutes per person).

Group 1 - Stereotyping

- a) What is it? Why is it used? (students use several resources to determine definition)
- b) What kinds of stereotyping are there? (gender, age, racial, cultural, socio-economic, disability)
- c) How does the media use it to convey a message? (It teaches us to identify with certain characters and ideas, i.e. villains wear black, are male; princesses wear dresses and carry wands; teenagers hang out at malls in groups and can't be trusted)
- d) What are some examples your group suggested?

Group 2 - Media Intentions

- a) What does “intention” mean?
(Look up in dictionary and copy in your own words.)
- b) What are the motives for media?
(to inform through newscasts, documentaries, magazine articles, etc., to sell a product through advertisements, print billboards, etc., to sell an idea through political broadcast, charity telethons, etc., to entertain through sitcoms, soaps, comic books, video games, etc.)
- c) Who pays for the media?
(companies who promote products, taxpayers through public television (TV), everybody does every time we buy something advertised in the media. We are paying for the production costs, music, videos, actors, sets, costumes, etc.)

Group 3 - Violence in the Media

- a) There are certain messages that the media teaches us. (good wins over evil, men are strong, intelligent and usually heroes, violence is “OK” in sports, violence is an option for solving problems)
- b) What types of violence do we see in the media? (yelling, put-downs, name-calling, dumping, fighting, pushing, shoving, intimidation, blood, gore, explosions, crashes, etc., video games – killing to get to the next step, music – words are offensive, women are portrayed as “victims”)

Group 4 - Characters in the Media

- a) What do they look like? (thin, attractive, successful, healthy, white, youthful, older men are seen as “distinguished”, older women are often replaceable)
- b) What does that tell you about how the media thinks we “should” look? (thin is best, trendy clothes, make-up and hairstyle “make” the person, people look successful and wealthy, people should be physically active, young people have flawless skin, perfect hair)
- c) As a result of this, what do media personalities do to their bodies to “fit” this role? (plastic surgery, such as, facelifts, liposuction, etc., eating disorders such as anorexia and bulimia.)

Group 5 - Content in the Media

- a) What are we watching between 4 and 10 p.m.? (soap operas, cartoons, news, documentaries, sitcoms, talk shows, sports)
- b) Give an example of each type of program (genre) you watch.
- c) Discuss whether you think these programs are appropriate for your age level. Why or why not? Does the program contain: violence, “real life” situations, offensive language or behaviour, “romantic” relationships?
- d) Think about other forms of media (magazines, music videos, radio programs, billboards, video games, etc.) Ask yourself the same questions as in (b).

REFLECTION AND CLOSURE

- Debrief as a large group by asking: Which of the topics do you think was the most important one for children your age to discuss? What role do you think your parents could play in helping you to understand the media and its messages?

THE NEXT STEP

Integrated activities to reinforce this learning focus throughout the year.

- Picture Perfect (Art). Visit an art museum/gallery or bring in samples of art and apply principles of critical viewing.
- A Moving Message (Language/Art) Create a bumper sticker that encourages responsible viewing habits (e.g. “Do You Know What Your Kids are Viewing?”, “It’s 9 o’clock – Do You Know What Your Kids are Listening To?”)
- The “Real Thing” (Drama). Present the commercial prepared in the lesson at the Community Information Session.
- What’s Happening? (Math). View several ads (print and television). Make a chart to tally the following:
 - target audiences
 - number of violent acts
 - forms of biasShare and discuss what they learned from the experience. Present at the Community Information Session.

COMMUNITY CONNECTION

Contact the local police department to find out statistics on community violence, violence by gender, etc.

ASSESSMENT AND EVALUATION

As these combined lessons address many expectations, assessments and evaluations for the Follow-up Activities have also been included.

Formative Assessment 1

Prepare a Peer Group Checklist, to assess the following criteria:

Did the presenter:

- Use effective openings and closings by asking questions and summarizing key points?
- Present the information in a focused and organized manner?
- Follow the directions as explained by the teacher?
- Speak clearly when making presentations?
- Provide opportunities to discuss questionable strategies?

Formative Assessment 2

Create an Anecdotal Self Reflection Sheet for individuals to complete at the end of the jigsaw portion of the lesson. Open ended questions may include:

- One thing I learned about presenting information to a group is _____.
- One thing I need to improve on when I present to others is _____.
- One thing that I liked about this activity was _____.

Summative Assessment 1

Design a "Fill in the Blank Quiz", for students to complete at the end of the lessons, to test their knowledge of the content.

Questions may include:

- Two kinds of stereotyping used by the media are:_____.
- Two purposes for media advertising are:_____.
- Two examples of media violence we see are:_____.
- Two words to describe the appearance of the characters in most media productions are:_____.
- Two genres (types of programs) we watch are:_____.

Summative Assessment 2

(The Next Step)

- a) Picture Perfect (Art) – After visiting the art museum, prepare a thank you letter to your guide, including the following information:
 - What was the purpose of the trip?
 - What did you learn about various forms of art?
 - What critical viewing tips for art appreciation have you learned?
 - Create a rubric to assess the Levels of achievement for the above.
- b) A Moving Message (Language/ Art). Create a Peer Assessment Rating Scale to assess the bumper stickers according to the following criteria:

On a scale of 1-4 (using Ministry of Education Levels of Achievement), rate the following:

- Clarity of the message
 - Visual Appeal
 - Impact on the audience
- c) The Real Thing (Drama). Invite the audience from the Community Information Session to comment on the effectiveness of the presentations, in anecdotal form.
 - d) What's Happening? (Math). Develop a Class Rubric for a Teacher, Peer and Self Assessment to identify the Levels of Achievement and performance indicators to assess the graphs according to the following:
 - organization
 - clarity
 - interpretations

Note: the remaining lesson plans, evaluation forms and resources will be published in the next edition of the ETFO Voice. What follows is the Community Session outlined for future planning.



Preparing for the Community Session

TEACHER'S ROLE

- Inform School Council of the session and request their support for and role in the session.
- Organize speakers for panel discussion (community services officers, local media personality, social services, trustees, MPs, MPPs, prevention specialists). Be sure to provide in advance an overview of the unit and the expectations for their participation in the panel discussion.
- Verify date, location.
- Organize student presentations.
- Prepare agenda.
- Order refreshments.

STUDENTS' ROLE

- Create invitations for parents, guests.
- Prepare and present information.
- Decorate the facility.
- Prepare thank-you notes.

SCHOOL COUNCIL ROLE

- Promote community session.
- Supply refreshments.
- Take an active role in the presentation.

TIPS FOR SUCCESS

- Inform administration to get support.
- Send the unit notification letter home prior to the commencement of the unit and encourage on-going family participation.
- Consider asking community service groups, organizations, etc. to provide a meeting

place other than the school (e.g. Lion's Clubs, Optimists, Community Centre Co-ordinators, Community Library).

- Advertise the event in the local paper, radio, stores, community centre, etc.
- Encourage the design and use of overheads by all presenters (including students).
- Use of student presenters as facilitators, panel moderator, introductions, thank yous.
- Include the School Council from the beginning.
- Decorate the facility with students' work from the unit.
- Invite local media for coverage of the event.
- Suggestion: Teachers may want to review the evaluation comments prior to sharing them with the students.

Community Information Session

DRAFT AGENDA

- (approximately 1 hour)
- | | Timeline |
|---|----------|
| 1) Welcome (student, parent council representative or school administration) | 5 min. |
| 2) Overview of the Unit and Community Session | 2 min. |
| (i) Introduction: We have been studying the impact of media on viewers. Students have prepared presentations which reflect their learning. As a result of this, we have created an "Action Plan" to share with you tonight. | |
| (ii) Outline the objectives on an overhead:
Through the overall unit objectives students have:
• developed media literacy skills which have enabled them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children;
• learned how to make educated decisions about media consumption;
• learned to internalize positive role models as portrayed in the media. | 3 min. |
| 3) Student Presentations: | 20 min. |
| (i) Results of data survey from "Watch It!" and "Media Messages" | |
| (ii) Media messages and commercials from "Media Messages" | |
| (iii) "One minute reflections" from "So What!" | |
| (iv) "Dear Sibling" letters or "Positive Role Model" ads from "Now What?" | |
| 4) Panel Discussion (Invited Guests):
Five minute presentations on suggested topics: | 20 min. |
| (i) Impact of violence in the media | |
| (ii) A parent's point of view | |
| (iii) A student's point of view | |
| (iv) Positive community action that addresses "What can we do?" | |
| (v) Responsible advertising | |
| (vi) Responsible entertainment | |
| 5) Closure: | 10 min. |
| (i) Questions for the panel | |
| (ii) Student presentation of Action Plan which includes critical viewing skills and presentation of Responsibility Award from "Now What?" | |
| (iii) Reflection and Evaluation Sheet (to be completed by all) | |
| (iv) Thank You | |
| 6) Refreshments | |