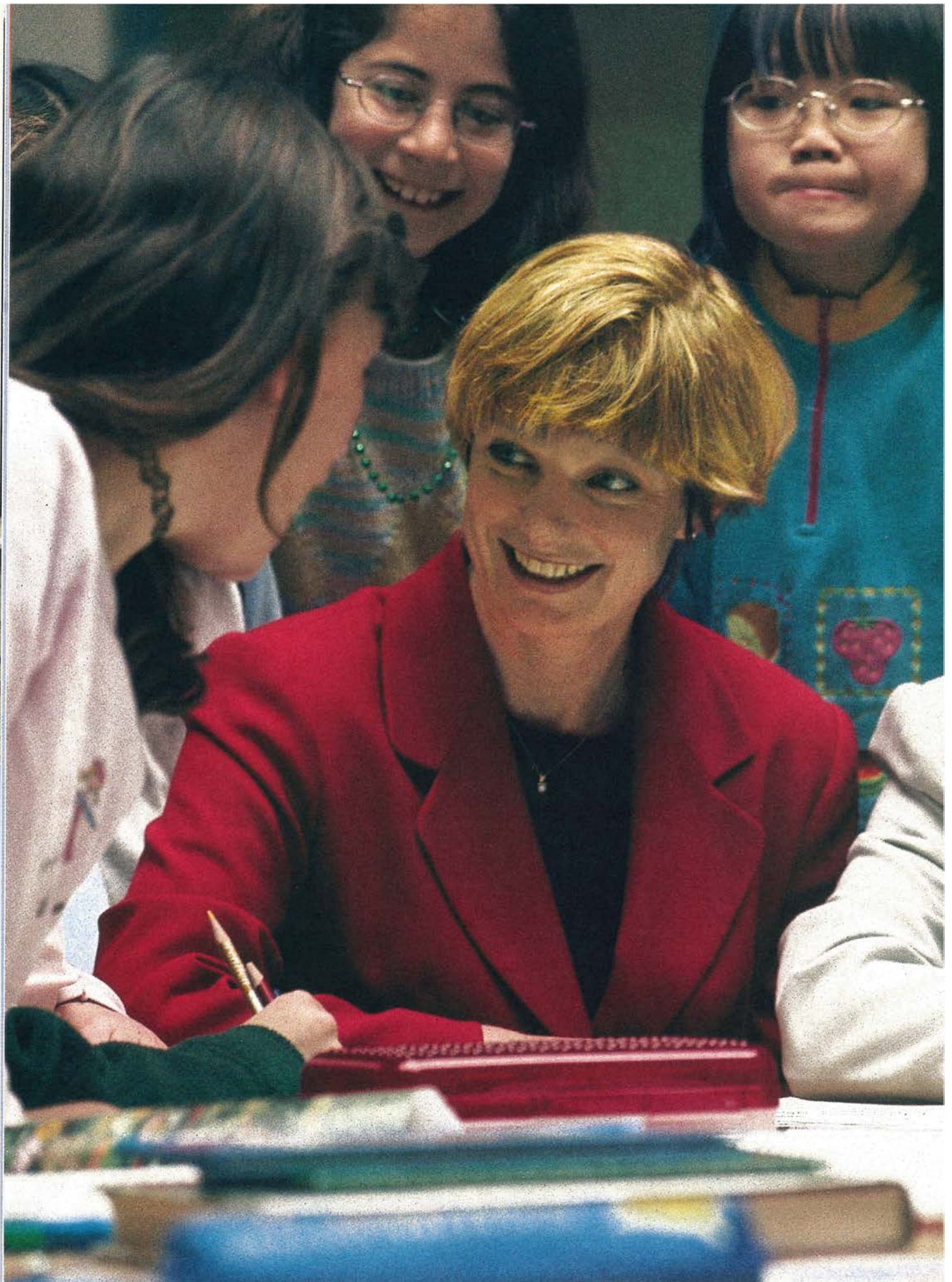




Double Vision II

Teaching Elementary Children about Gender and Violence in the Media

Second 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. and partially funded by a grant from the Ontario Women's Directorate.

This resource is directed at boys and girls in the junior division; it 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 published in two parts. The first part, published in the Spring 2000 issue of *Voice*, contained material needed to begin the program and to prepare for the community information session. The second part, published here, contains the two final lesson plans as well as evaluation forms and resources.

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So What!



WHAT YOU NEED

- 1 Chart paper, markers
- 2 Drawing paper, markers, coloured pencils
- 3 Peer Group Student Evaluation Form for Formative Assessment 1
- 4 Teacher Checklist for evaluation of individual students for Formative Assessment 2
- 5 Criteria Cards of one-minute Body Beautiful presentations (use questions in the activity)
- 6 Teacher Checklist to assess small-group presentations for Summative Assessment 1
- 7 Copies of Teacher Checklist for Student Self Evaluations for Summative Assessment 3
- 8 Teacher Rubric to evaluate student newspaper articles for Summative Assessment 3
- 9 Print and television ads

FOCUS

To explore the impact of the media on students' lives and their communities.

TIME FRAME

At least four, 40-minute periods.

PRE-ACTIVITIES

- Teacher explains that the students have been selected to be on a hiring team for an advertising agency. They are to hire an individual who they feel will be able to sell a food product.
- Students are divided into groups and asked to sketch what they think the two successful candidates might look like. The criteria for their drawings should include the following: age, gender, weight, height, clothing, hairstyle, etc.
- After posting the drawings, students present the two individuals they have sketched to meet the needs of their food product sale.
- Record on chart paper the characteristics that were common in the sketches.

•Discussion might include:

What do you notice about the drawings? What was similar? Different?

Why do you think advertising agencies hire people like those you have identified?

Do you feel that these people really represent the “average” person? Explain your thoughts. Did you notice more males or females? Why do you think this is so?

ACTIVITY

- Body Beautiful** – Students work in pairs to prepare a one-minute presentation which reflects their views on one of the following topics:
 - Body Image.** Does the “body beautiful” that we see in most ads tell the “real” story? Explain.
 - Gender Bias.** What types of ads do you see women used in most often? What about men? Do you feel this represents the genders fairly? Explain.
 - Cultural Sensitivity.** Describe the race and culture used most often

to advertise in Canada. Do you feel that this represents all members of our society? Explain.

- **Socio-Economic Status.** Describe the typical person in most ads from the point of view of the amount of money they make, their clothing and hair styles and the jobs the advertisers want us to think that they have. Do you feel that this image represents the average Canadian? Discuss.
- **Ageism.** What would you say the average age range of most people in advertisements would be? Do you see elderly people very often on television or in the print media? When you do, what are they usually advertising? Do you feel this is fair? Discuss.

- The presentations could be in the form of a skit, role play, mime, song, rap, poster or any other form selected by the group to express their feelings about these topics.
- The students share their one-minute presentations with the rest of the group.

REFLECTION AND CLOSURE

- As individuals, using what they have learned from their peers in this lesson, students are asked to write an article for the school newspaper on any of the issues discussed. (It does not have to be the issue they worked on.) Consider the following:
Is the issue clearly identified?
Is the point of view clearly stated?
Does the author make any suggestions for positive change?
- Students share their completed articles, and the teacher collects them for publication in the school newsletter throughout the year.

THE NEXT STEP

Integrated activities to reinforce this learning focus throughout the year.

- **One Minute, Please! (Language, Drama)** The students review their one-minute presentations from the lesson and prepare to deliver them to the student body at an assembly.
- **Out of Order (Health)** Invite a health professional in to discuss eating disorders, such as bulimia and anorexia nervosa, as well as over-eating. Ask the students to explain the connection between these health problems and the images portrayed in the media.
- **Double Check (Media Literacy, Math)** Ask the students to look at several ads over the next few days. Remind them of the issues that they have discussed. Hold a feedback session and discuss results.

COMMUNITY CONNECTION

- Consider asking the students to present their one-minute reflections about the images portrayed in the media as part of the community information session.

ASSESSMENT AND EVALUATION

Formative Assessment 1

Create a **Peer Group Student Evaluation** form which students complete after the advertising agency activity. The process, where students decide upon the requirements for choosing (drawing) two individuals to sell a food product and the presentation of the students' two sketches should be included. Following teacher's instructions, the message communicated through group sketches and group explanation of their individuals' age, gender, weight, height, clothing, hairstyle, etc., should be evaluated by peers.

Formative Assessment 2

Create a **Checklist** for the class discussion about posted student drawings of individuals they have created to sell a food product. The checklist should include the questions used in the discussion outline to assess individual students' learning and explorations of the impact of the media on their lives and their communities.

Summative Assessment 1

Create a **Checklist** to assess small-group presentations of the following topics: Body Image, Gender Bias, Cultural Sensitivity, Socio-Economic Status, Ageism. The checklist should reflect student understanding of the impact the media may have on their own lives and the message it may give about specific community groups.

Summative Assessment 2

Presentation / Follow-up class discussion indicates an understanding of the media's message about body image, power and gender, power and culture, power and socio-economic status, power and age.

Use Checklist from Summative Assessment 1 for both teacher evaluation of individual students and student self-evaluation. Conference with individuals and compare teacher evaluations and student self-evaluations.

Summative Assessment 3

Teacher evaluates individual students' newspaper articles using a rubric. The following criteria should be included:

- Was the issue clearly identified?
- Is the point of view clearly stated?
- Are suggestions made for positive change?

Now What?



WHAT YOU NEED

- 1 Leisure Time Survey completed during "Watch It!"
- 2 Chart paper for "Data Management" activity
- 3 Criteria for letter writing in "Dear Sibling" activity
- 4 Criteria for "Responsibility Award" activity
- 5 Samples of want ads from print media for "Wanted – Positive Role Model!" activity
- 6 Criteria viewing sheet
Evaluation Form for Formative Assessment 1
- 7 Checklist for Formative Assessment 2
- 8 Previewing Anecdotal Student Reflection Sheet for Formative Assessment 3 and Summative Assessment 1

FOCUS

To encourage students to take personal responsibility, to develop and use critical viewing skills and to promote positive change in the media.

TIME FRAME

At least two, 40-minute periods.

PRE-ACTIVITIES

- The students refer back to their survey completed during "Watch It!"
- Review the data and explain that today students are going to focus just on their television viewing

habits. Ask the following additional questions (recording the data as they respond):

- What kinds (genres) of television do you watch? (Cartoons, drama, sports, game shows, talk shows, newscasts, documentaries, etc.)
- As you are exposed to the media, what are some of the things you should be thinking about? Guide the discussion to include: What is real? What is fantasy? What is the purpose of the program? Does it have a message? Is it a positive message? What is appropriate viewing material for your age group? What techniques do the producers use to heighten your interest (music, lighting, sound effects, etc.). What is inappropriate? What is the difference between "adult" cartoons and "children's" cartoons? What do I do if I am not comfortable with what I am watching? Copy on the board critical viewing skills: (Turn it off. Change the channel. Ask questions. Watch with someone else. Do something else. Don't buy the products being advertised. Tell others how you feel.)
- Summarize by stating that everyone is responsible for their own viewing habits. The television can't think or make choices. It does what you want it to do! The important thing

is to understand what the media is telling you, and what is real vs. what is not!

ACTIVITY

- Critical Viewing Sheet.** The students are asked to prepare a critical viewing reminder sheet for family viewing. The criteria for the activity are as follows:
 - The sheet is to be a reminder for all ages of viewers of the options they have when they are watching television. It should be easy to read, clear, informative and eye-catching. Encourage point-form format, illustrations or symbols, colour, etc. Students may list the choices discussed in the pre-activity, as well as any that they want to add. Ask students to include a "return" portion, which will offer opportunities for family responses.
- Complete the task and share the final results with the class.

REFLECTION AND CLOSURE

- Discussion:** After sharing the Critical Viewing Reminders, ask the students to think about the following:
 - Where would you post this sheet in your home?
 - How will you introduce it to your families?
 - How will you ensure that it is something that is looked at often, instead of just the first time you introduce it?

- Share your responses with a neighbour. Put your hand up if you would like to share your thoughts with the group.
- Take your critical viewing reminder sheet home and share it with your families (students need to return these sheets for the follow-up activities).

THE NEXT STEP

Integrated activities to reinforce this learning focus throughout the year.

- **Data Management (Math)** Using the data collected in the pre-activity, work as a class to prepare a chart that will show your class viewing habits. Make predictions about the following:
 - Do you think data will vary according to age, grade and gender? Do you think more boys than girls watch a particular kind of show?
 Put together a class survey and have students visit other classes to see how results may differ.
 - How do these compare with your predictions?
 - What does this information tell you about the importance of learning critical viewing skills?
- **Dear Sibling (Language)** Write a letter to a younger brother, sister or friend, explaining why you think it is important for them to develop critical viewing skills. Be sure to explain what the term means and refer to the examples that you have discussed in class. What role do you think you can play in helping a younger viewer to make good choices about their viewing habits?
- **Responsibility Award (Language, Technology, Art)** Design an award (using the computer if possible) to present to a company that you feel has shown responsible reporting or advertising. Discuss the program,

ad, article, etc., with a friend to make sure that it meets the criteria which you have learned in this unit. Prepare the certificate congratulating them for being responsible to their viewing population.

Obtain the address of the television station or company involved and mail it to them! Be sure to sign the certificate. After completing the exercise, share them with the class, explaining why you have selected a particular company, show, article or ad.

- **Wanted – Positive Role Model! (Language)** Examine several want ads in the newspaper. Identify the main criteria for an ad. Be sure to point out the criteria that it must contain: WHAT (the message), WHO (for whom is it designed), WHY (what is the purpose of the ad), WHERE (where can they contact you), WHEN (when would be the best time to contact you). Design an ad which is put together to find a positive role model for your age group. With your group, discuss what you would be looking for: what characteristics, personality traits, gender, age, accomplishments, etc. Explain in brief terms why you might want a positive role model in your life. Prepare the ads, share them with other groups. Consider placing them in the school newsletter.

COMMUNITY CONNECTION

- Send your data to a local television station or newspaper. Get on-line and compare your results with other communities in different parts of the province. Share your data with your classmates!

ASSESSMENT AND EVALUATION

Formative Assessment 1

Create an Evaluation Form for the

critical viewing sheet, including a checklist and teacher comments that will determine if students have met the criteria required for the assigned task. Criteria could include the following:

- communicates information for a purpose
- organizes information
- follows the teacher's instructions.

Formative Assessment 2

Create a Checklist to evaluate the student's ability to:

- design surveys
- collect data
- record the results on a spreadsheet or tally chart
- interpret displays of data and present the information
- display the data
- analyze how data were collected
- discuss the results
- evaluate the data presented using the information as a part of a report.

Formative Assessment 3

Create a Previewing Anecdotal Student Reflection Sheet with the following questions before the activity takes place:

- I believe that the genre that my family views the most is _____.
- I believe that the programs I watch most often are appropriate/inappropriate (circle one) for my age.
- When I'm watching something on television that makes me feel uncomfortable, I _____.

Summative Assessment 1

Use the above Anecdotal Reflection Sheet after the activity has been completed and the data collected to assess individual students.

Community Session Evaluation and Reflection

1. I found this information to be 1 2 3 4 5
1= Not Helpful 5= Most Helpful

2. My role in my community (e.g. parent, student, law enforcer, trustee, etc.) is:

3. One useful fact I learned at this session was:

4. One thing I plan to do as a result of this session is:

5. Additional comments:

Signature (optional)

Student Evaluation of Unit

Please circle one in each line:

	Strongly Disagree				Strongly Agree
A. As a result of studying the unit Double Vision					
• I know that shows on TV do not always show real life.	1	2	3	4	5
• I know that TV heroes & characters are often negative role models.	1	2	3	4	5
• I am more aware of the fact that women and children are not treated equitably and fairly in the media.	1	2	3	4	5
• I use the critical viewing skills that we learned when I'm dealing with the media.	1	2	3	4	5

B. I have changed my mind about my favourite TV shows _____ Yes _____ No
because: _____

C. I can control the effects of the media on my life by: _____

D. As a result of my learning from this unit, I intend to do the following things:

Parent Evaluation of Unit

A. As a result of participating in the **Double Vision** media awareness unit on violence and gender in the media, my child:

	Strongly Disagree		Strongly Agree		
•Seems to be more aware of the effects of violence	1	2	3	4	5
•Seems to be more aware of the fact that the media often depict negative role models	1	2	3	4	5
•Seems to be aware that males and females are depicted differently	1	2	3	4	5
•Seems to make more informed choices when using the media	1	2	3	4	5
•Seems to be communicating more often about the content of the show she or he is viewing	1	2	3	4	5

B. Please describe any changes in your child's viewing habits that you feel have occurred as a result of participating in this unit:

Signature (optional)

Thank you for your commitment towards helping your child become a critical user of the media.

Teacher Evaluation of Unit

Please indicate the value of this unit in reference to the following:

	Strongly Disagree		Strongly Agree		
A. As a result of this unit students have met the following objectives:					
•developed media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children	1	2	3	4	5
•made educated decisions about media consumption	1	2	3	4	5
•learned to internalize positive role models as portrayed in the media	1	2	3	4	5
B. The community information session was successful	1	2	3	4	5

Further comments:

C. Indicate any suggestions or revisions you would make to the unit:

Signature (optional)

Please copy and fax to:

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Toronto, Ontario M5G 1V2

Fax: (416) 642-2424

Resources

Publications

- Basic English: Video Production / Work Experience.* All Grades Curriculum Resource Unit. Ministry of Education, Ontario, 1990.
- Bianculli, David. *Teletiteracy: Taking Television Seriously.* Simon & Schuster, Toronto, 1992.
- Carpenter, Donna. *Media Images and Issues.* Addison-Wesley Publishers Limited, Don Mills, Ontario, 1989.
- Evans, Kathy. *The Issues Collection: Music.* Gillda Leitenberg, collection editor. McGraw Hill Ryerson Limited, Toronto, 1993.
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- Healthy Relationships: A Violence-Prevention Curriculum* by Men For Change in Co-operation with the Halifax County-Bedford District School Board. Nova Scotia, 1994.
- In Our Own Words: A Workshop for Teachers on Gender Equity.* Ontario Women's Directorate, Ontario, 1996.
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- Iveson, Margaret, and Samuel Robinson, series editors. *Multi Source – Media and Communication Magazine.* Prentice Hall Canada Inc., Scarborough, 1993.
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- Millar, Linda. *TV and Me.* Concerned Children's Advertisers, Toronto, 1998.
- Nayler, Jennifer, ed. *Gender Up Front: Strategies for a Gender Focus across the Key Learning Areas.* Association of Women Educators, Australia, 1997.

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Pungentes, John J. (S.J.) and Martin O'Malley. *More Than Meets the Eye: Watching Television Watching Us.* McClelland & Stewart Inc., Toronto, 1999.

Silver, Rosalind, ed. "Children and Television: Growing Up in a Media World." *Media and Values*, Number 52-53 (Fall 1990 / Winter 1991). Centre For Media and Values, Toronto, 1990/1991.

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"Toxic TV." *Macleans Magazine*, Vol. 109, no. 25 (June 17, 1996).

Worsnop, Chris. *The Issues Collection: Popular Culture.* Gillda Leitenberg, collection editor. McGraw Hill Ryerson, Toronto, 1994.

Websites

Cable in the Classroom

www.cableeducation.ca

Health and Welfare Canada

www.hc-sc.gc.ca

Media Awareness Network

www.media-awareness.ca

MediaWatch

www.mediawatch.ca