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# SECONDARY Safe Schools Unit Plans



A sample of comprehensive unit plans  
for selected Secondary subjects.

Ray Hughes, M.Ed., Peter Jaffe, Ph.D., C.Psych., and Erin Howarth, B.Ed  
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## About this Safe Schools Resource....

Educators, parents and students are committed to safe schools to enhance students' safety, well-being and learning. Safe schools don't just happen by accident. Usually there are multiple strategies that involve professional development, school policies, special programs, community partnerships and curriculum initiatives. This document is intended to promote the latter, curriculum initiatives. These initiatives are critical because they integrate the learning of skills and attitudes that promote healthy relationships into the curriculum. Rather than a special assembly or event, violence prevention is part of every day activities for students. Rather than adding a burden to busy teachers with a crowded curriculum, these lessons can be integrated into the provincial expectations for students at every grade level. Like other skills and attitudes, students have a chance to learn through repeated practice in different units of study.

The following is a compilation of violence-prevention lesson plans submitted by Faculty of Education students at the University of Western Ontario during the 2005-2006 school year. As part of course requirements for an elective course on safe schools, students were requested to submit comprehensive 5-lesson unit plans that addressed any issue related to violence prevention or safe schools.

These unit plans are intended to be used as a guide for ideas and strategies on how to integrate healthy-relationship and violence prevention teaching into the standard Ontario curriculum. In all cases, efforts were made to make the units comprehensive; however the units should be viewed as a framework or starting point from which to develop more detailed lessons that are adapted and suited to a particular class. There is a 'Safe-Schools' unit for every elementary grade (from Grade 1 to Grade 8), and units for selected high school subjects. All units integrate at least two different subjects (e.g. language and drama), and most units integrate at least three or four different subject areas.

The collection of workshops and units has been created as a collaborative effort of the Centre for Research and Education on Violence Against Women and Children and the CAMH Centre for Prevention Science. To receive more information about this project, as well as related projects, please visit the following websites: <http://www.crvawc.ca/> or [www.thefourthr.ca](http://www.thefourthr.ca).

This resource has been compiled by Ray Hughes, M.Ed., Peter Jaffe, Ph.D., C.Psych., and Erin Howarth, B.Ed.

The following students have submitted lesson plans as part of the Safe Schools course taught by Dr. Peter Jaffe and Ray Hughes, and their project in whole or in part has been incorporated into this resource:

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## An Introduction to Violence Prevention: Overcoming Barriers and Engaging Schools

**The following introduction is adapted from chapter 9 from the book *Adolescent Risk Behaviors* written by David Wolfe, Peter Jaffe & Claire Crooks and published by Yale University Press in 2006. It is reproduced with consent of the authors and the publisher. Please refer to the complete text for additional material and references. This section is offered to put the curriculum material produced in this resource document in a broader context. Promoting safe schools requires comprehensive and integrated efforts of educators, parents, students and community professionals. There is no quick fix, as there is no one program or initiative that provides an easy answer. It is a combination of many partners working together and ensuring that programs, policies, training and community partnerships are abreast of the latest challenges to safety. Whether it is media violence, cyber bullying or date rape, it is critical that initiatives evolve from the most recent information available and from students' feedback. This resource material promotes new curriculum ideas as a starting point for the development of many others. This introduction is a reminder of the context and complexity of this undertaking.**

Recent episodes of lethal violence in schools have made every parent, teacher, and student more aware of violence in schools and much more conscious of safety. The Columbine incident, in particular, led to a widespread feeling of "if it can happen there it can happen anywhere.". According to the Commission Report, the Columbine incident mirrored previous incidents of school shootings: the perpetrators were students who had been bullied at school and who were seeking to kill students and teachers they knew. This tragedy illustrates the importance of the day-to-day school climate and context in which the majority of violence is perpetrated. The reality is that youth are more likely to experience violence at the hands of somebody they know than from a stranger. This reality is at the heart of the "Fourth R" concept. The Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. The Fourth R develops and evaluates programs, resources and training materials for educators and other front-line professionals who work with youth. The "Fourth R" is intended to draw attention to the importance of "Relationships," (ie the "Fourth R" after Reading, Writing and 'Rithmetic) both in understanding violence and knowing how to prevent it. Switching to this focus on relationships and providing students and teachers with the skills to foster healthy relationships is the best way to shift towards prevention strategies and away from a crisis response to school violence.

The past decade saw numerous initiatives developed to reduce risk behaviors such as violence, binge drinking, and unsafe sex. Unfortunately, there is still much confusion about how to address this concern, and some efforts may miss the mark. Many of these programs have been short-lived, and their success has often depended on the enthusiasm and vision of a handful of dedicated staff. Although many motivated and committed teachers and administrators have worked to implement prevention programs, despite their best efforts these programs often do not live up to their potential.

Early efforts were critical forerunners in bringing social issues to the school setting, however the result was sometimes a series of disjointed, compartmentalized awareness-raising activities. It is not uncommon for schools to have separate anti-hate weeks, sexual harassment activities, bullying programs, and date-rape education, each totally disconnected from the others. The result both minimizes the impact of any one campaign and overwhelms teachers and students with the demands of each event.

Despite increased awareness around violence, we are currently facing a great divide in how to respond to the issue of violence: reactively or proactively. This same issue is the hot topic in the youth justice arena: do we go for rehabilitation and prevention or just “get tough” through the use of boot camps and stricter sanctions? Countless sources recognize the potential for schools to become a leading force in providing programs to reduce and prevent violence in adolescence. However, this potential has not been fulfilled despite new funding in the area of violence prevention.

There are several barriers that can and have limited the success and longevity of these programs:

### ***1) Seeking the Quick Fix***

For many years police departments and shelters for abused women have faced resistance to their involvement in schools. The good news is that now the role of schools is no longer debated; many educators want to be leaders in the effort against violence. The bad news is that people are still looking for quick solutions: find the “bad kids” and suspend or expel them, and increase physical security and monitoring. The emphasis continues to be on extreme and stranger-perpetrated violence, rather than the daily reality of bullying, harassment, and abuse in peer and romantic relationships. Far from being at the cutting edge of promoting healthy relationships proactively, many school boards are moving more towards reactive, security-driven approaches.

There is a need for an integrated, comprehensive approach that provides a background context for all of these other activities. The theme of healthy relationships as the “Fourth R” underscores all of these other domains, and can be used as the unifying ingredient. Community agencies that work with at-risk youth in the justice, mental health, social service, and health system recognize the value of prevention and early identification efforts. They also see that schools offer an ideal forum for these initiatives. Fueling this trend are parents who are increasingly anxious about the headlines they read about date-rape, drugs, bullying, and school shootings.

### ***2) Working towards an all-encompassing non-violent atmosphere***

Violence prevention and health promotion efforts need to focus on the day-to-day life and general climate of the school. A violence prevention program may be futile in a school that tolerates daily acts of racism, sexism, and homophobia. Violence prevention is more than an assembly where kids “just say no to violence;” programs have to operate at all levels in the life of a school. The importance of this is obvious when we think of how sensitive many teens are to perceived hypocrisy among teachers and parents. Adolescents often take new learning experiences and apply them to the adults in their lives. Presentations on violence against women,

for example, are quickly undermined by teachers' sexist jokes or comments. For far too many schools, the totality of their prevention efforts is receiving a binder of material, watching an entertaining video, or listening to an inspirational speaker. Any prevention program, even in its earliest stage, needs to target multiple levels to ensure long-term benefits will be realized.

### ***3) Over-reliance on the Charismatic Leader***

Although having a leader in violence prevention and healthy relationships is an excellent idea, reliance on one key person may undermine success. The burden on any one person trying to change a school climate and culture alone is overwhelming, and raises the likelihood of burn-out. Not only that, but the impact of one person, even if she or he is talented and committed to making changes, will be limited as long as there are other teachers or staff in the school who are sending out opposing messages. It is also unsustainable to depend on one person in case she or he leaves the school. These leaders are essential to get people excited about a new movement, but a critical mass of people who share the same ideas is what transforms an idea from a fad to a sustainable reality.

### ***4) Eliminating the myth of the “bad kids”***

The term "zero tolerance" evokes a get-tough sentiment. This concept has been widely applied in a number of campaigns, such as anti-drug campaigns and action against drinking and driving. The true concept of zero tolerance indicates a philosophy that no amount of violence is acceptable and is a commitment to dedicating resources towards ensuring that. Unfortunately, “zero tolerance” has often been misapplied. Front page stories of 8-year-old students being suspended from school for trying to kiss a girl, or for bringing a war relic to class for show and tell are examples of this misinterpretation. A better application of “zero tolerance” would be for adults to respond in an age-appropriate manner to any incident of abuse or violence, depending on the circumstances and the seriousness of the incident. The ideal application of “zero tolerance” to violence has to include all aspects of society, including schools, parenting, interpersonal conflict resolution, and the media and entertainment industries.

### ***5) The cost of insufficient follow-through***

Schools are asked to take on many social problems. The average high school in North America is bombarded with requests to address issues ranging from eating disorders to suicide. Often, this means that there is insufficient follow-through. Many people believe that one inspirational speaker or classroom presentation will go a long way to solving complex problems. Although well intentioned, most presentations fall short of their goals because there is no thoughtful plan on how this material will be integrated over the long haul. Repeated presentations, integration into curriculum, teacher preparation, administrative and school resource support, and school policies are all necessary aspects of any such program. Prevention efforts need to begin with the end goals in mind, which include sustained efforts by educators, parents, and students to carry the message into the future.

### ***6) Teacher morale, community support, and parental and student involvement***

There has never been greater pressure on teachers and school systems to maximize success of all students in academic areas, while at the same time being faced with less funding.

As a result, the morale in many staff rooms has suffered, and the threat of strikes, work-to-rule, and conflicts among education partners has become the norm. Within this climate it is not surprising that teachers are resistant to take on new challenges, such as prevention programs, and that they may feel overwhelmed with their existing mandate.

There is often a limited understanding of the education system and the struggles within individual schools. Without such an understanding programs cannot take root. We need to listen to teachers and the reality of their jobs, find ways to implement programs within existing initiatives and curricula, produce teacher-friendly material, and promote the benefits of such materials in creating safe, effective learning environments. Teachers are also more likely to be supportive when they feel prevention programs are part of an overall community plan. A program that represents a community interest and is supported by committed parents, enthusiastic students, and community organizations is most likely to succeed.

### **The Solutions**

There are clearly many challenges to implementing meaningful and sustainable programs. We think there are six main ingredients to achieving this long-term success despite and in consideration of these obstacles: understanding how systems change, matching strategies to the stage of change, differentiated programming, teacher training, mobilizing the community, and engaging and empowering students.

#### **Solution #1: Understanding how systems change and matching interventions to the stage of change**

##### **Inertia Phase**

Understanding the change process involves recognizing that any school will go through several phases when it comes to violence prevention. It is important to match strategies to the particular stage, since schools at different phases of the change process require different types of interventions. In the case of violence, schools are largely past the stage where they do not recognize the problem exists, but may be overwhelmed by feelings of helplessness or hopelessness. In what some coin the “inertia phase” violence is often seen as random, discrete acts on the part of individuals who are either mentally ill or inherently bad. Such schools might react swiftly and severely to violent incidents, but minimize their own role in promoting healthy relationships and preventing violence.

There are several processes required to bring a school out of the “inertia phase”. Essential to this is the process of helping a school see that it cannot afford *not* to change. A variety of performing arts-based activities have been used to evoke the emotions that many see as a way to provoke this change. Students perform plays written by students and teachers to challenge people to think about violence, followed by discussion groups led by trained university student facilitators. Another activity is to have students view a film, such as [A Love That Kills](#) (National Film Board of Canada, 1999), accompanied by facilitated discussion. [A Love That Kills](#) is based on the true story of a young woman who was in an abusive relationship and was eventually murdered by her boyfriend. The young woman’s mother, Dawna Speers, has developed six lesson plans to complement the video and help youth identify warning signs of abusive



relationships and make responsible choices ([www.speerssociety.org](http://www.speerssociety.org)). Both the drama presentations and the video tend to stimulate emotional reactions in students and staff, and in this capacity help to generate momentum regarding the need to change. Critical to both of these initiatives is the follow-up activities and lessons, which help students carry the information into the future.

### **Naming the Problem**

Other schools may be in a phase where the concept of violence is seen as a widespread community problem rather than the acts of a few disturbed individuals. This indicates that the school is becoming aware that remedies exist and change is possible, and the staff is making a commitment to address violence in the school community. It also involves recognizing that schools play an integral role in perpetuating or addressing violence in the larger community.

### **Understanding the Problem**

Yet another phase in this transition process involves the school staff and administration coming to understand the role of behavioral expectations and sanctions in preventing violence. An integral part of this stage is the recognition that most violence occurs in relationships. A school must conceptualize violence as a complex, multiply-determined social issue, with an appreciation of the roles played by family, media, and peers. There also needs to be an awareness of the overlap of the links between violence and other risk behaviors. Schools can also form committees, focus groups, and teams with members of the different systems such as students, teachers, administrators, and parents. The multiple components of understanding serve as the foundation for this preparatory work.

### **Program and Policy Development**

During this phase where the school is beginning to understand the problem the core need is to shift the emphasis away from violent individuals who must be punished, and more towards an understanding of the numerous factors involved. One way to approach this phase is to present those people who are ready to act with opportunities to brainstorm about policy planning and to share ideas with others. For example, conferences can be organized to allow students to meet and discuss domestic and dating violence, as well as to develop a plan for violence prevention.

A school even further along the transition will be developing a program and policies. This phase generally involves activity, including policy review, poster competitions, displays, newsletters, and a high degree of teacher, administrator, parent, and student involvement. The type of actions that a school chooses to engage in during the program and policy development phase reflect the complexity of understanding achieved previously. For example, a school that understands violence simply as an act of aggression that should be punished will focus on punishment, but perhaps miss the opportunity for skill development and the promotion of healthy, positive relationships. This is why all phases are important.

Most schools have a safe schools policy document that outlines pertinent policies and procedures to ensure student safety. However, schools in a latter phase attempting to create a program and design policy often require additional resources and strategies. One of the hallmarks of this transition is developing programs of sufficient dosage and duration—these activities need to be more than one-time events. At the same time there has to be an alignment of school policies with the new learning material being developed. For example, violence occurring off school property or after school hours should remain a concern of educators.

## **Integration and Accountability**

Once schools are at the stage where most of the activities are self-sustaining, they are said to be in the “Integration and Accountability” phase. Skill-building activities integrated into a curriculum or regular meetings of a social action club are examples of activities in this category. In comparison with schools in the previous phases, these schools might not appear as outwardly busy in their pursuit of violence prevention primarily because many of the activities are seamlessly integrated into the everyday routine of the school. This type of integration means shifting away from addressing various issues as separate policies or one-day events, and moving toward a comprehensive program to build a school climate of respect and positive relationships. In addition to program integration, there is integration between parties such as parents, teachers, and the school board, and among policies for related issues such as sexual harassment and bullying. Integration also includes networking between schools and community agencies, and between schools that are at different points along the change continuum. In terms of the accountability part of this phase, schools must have a strong commitment to ongoing surveillance and re-assessment of their status with respect to violence prevention. One idea is to have a full-time violence prevention coordinator for the school board. These schools provide a supportive and motivational role for schools that are earlier in the change process.

### **Solution #2: Differentiated Programs and Youth Empowerment Strategies**

Schools are not homogeneous, and the variety of audiences within a school community requires differentiated strategies. For example, there are pervasive differences in the ways boys and girls are socialized, which become more exaggerated during adolescence when youth adhere to rigid gender roles. Boys are socialized to be more accepting of abusive and violent behavior and to remain silent about victimization, while girls are socialized to value relationships and provide supportive networks. Programs must not ignore these critical differences in basic socialization.

While adolescent girls are generally more open to exploring and discussing relationships, extra effort is often required to engage boys. One important way to engage boys is to structure activities in such a way that they are encouraged to engage in roles that do not follow the rigid gender code (for example, social action committees and awards events). While we hope that adolescents will develop an understanding of gender inequalities, we also recognize the need to engage students by making the material relevant to their current level of understanding. It is important to create an environment where issues of gender and violence can be openly discussed and explored as opposed to a punitive environment.

Any successful prevention program directed toward adolescents needs to look to them for leadership. Adolescents turn to their peers first for most problems, and if they get the impression that programs are lectures from adults about how to live their lives, the message is likely lost. Accordingly, prevention is not something that is done *to* adolescents. Rather, we need to find meaningful ways to engage adolescents, help them develop leadership skills, and use these skills to promote health and safety among their peers. One way to engage students in the area of violence prevention is having older students write plays and perform them for grade 7 and 8 students who visit the high school. The older students are trained to facilitate discussions with the younger ones on the topics raised by the performance following these presentations, such as bullying, sexual harassment, and dating violence. The grade 7 and 8 students pay attention to the

words of wisdom from their older peers. In writing and performing the play the mentors learn more about the issues and become part of the solution as agents of social change.

A youth empowerment approach should provide opportunities to develop in ways consistent with individual values and cultures. For example, in schools with a significant number of First Nations students, prevention and promotion strategies should be holistic in their approach and engage the larger community, including elders. For example, while role plays are an integral part of the “Fourth R” approach, the *content* of the role plays can be adapted to be more relevant to different cultural and geographically-defined groups of students.

In addition to the cultural make-up of a school and the importance of gender-specific programming, there is also a diversity of needs with respect to the level of problems individual students are already experiencing. Universal prevention efforts alone could fail to meet the needs of everyone. Schools need to have a strong universal prevention program as a foundation, coupled with additional services for those at various levels of risk. It is important to look at individual students’ complex needs while at the same time recognizing more universal trends in adolescent behavior.

### **Solution #3: Teacher Preparation and Training**

Many program developers naively assume that a new initiative will be met with enthusiasm as it is parachuted into the school. In reality, educators need a strong foundation of understanding and collaboration to support the success of any new program. They need orientation (to raise awareness about the role and relevance of prevention in the school setting), training (to enhance skills and comfort level, developing champions within the school to deal with the critics), and opportunity to build partnerships with community agencies and researchers to share the burden.

The success of any program requires leaders in the school to develop a sense of ownership and commitment. Schools that have a program leader tend to implement programs with more success. In our previous system-wide violence prevention efforts we identified two key staff in every school who received specialized training. This leadership role is validated when community partners arrive at the school to support new programs with funding, expertise, and high levels of enthusiasm.

### **Solution #4: Mobilizing the Community**

Another important step in a successful program is mobilizing the community around the issues of violence and other risk behaviors. To successfully mobilize communities we need to align the interests of parents, students, and community service providers with those of forward thinking educators. The enthusiasm for this involvement by community agencies can be overwhelmingly positive. It is not the enthusiasm or even mandate that is lacking; rather, specific activities and opportunities are needed to provide a focus and a structure for these fledgling cooperative events.

## **Conclusions**

As the missing piece in current educational approach, relationships (the "Fourth R") are crucial both to understanding violence and to countering violence in our schools. Implementing comprehensive prevention programs in schools and communities is very new and many important barriers need to be recognized and addressed. Many schools and educators do not have enough funding or have competing priorities. Too many school districts define violence prevention as simply providing cameras and security guards and ignore a proactive approach. Many individuals seek a quick fix or ride the tail of an enthusiastic leader for a short period of time. These are not programs built for success.

Change on social issues is a process with various stages and players. Research studies recognize that preventing violence must be an intensive, ongoing process that involves all players. There is a need to encourage students to break the code of silence. Alongside these students, teachers and members of the community need to ensure the implementation of violence prevention programs in all schools.

(Excerpt from Chapter 9: Wolfe, Jaffe & Crooks (2006). Adolescent Risk Behaviors. New Haven: CT , Yale University Press. Reproduced with permission)

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## **The Fourth R**

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### Grade 9 Health Education

The following are three lessons taken from *The Fourth R Grade Nine Physical Health and Education Program*. *The Fourth R* is a comprehensive program that encourages a whole-school approach to preventing violence/bullying, and promoting healthy relationships. *The Fourth R* consists of 21 skill-based lessons that meet Grade Nine Health Education expectations. *The Fourth R* takes a harm reduction/ health promotion approach to teaching about health-risk behaviours. There are three units/areas of focus: bullying/violence, substance use and sexual behaviour.

To learn more about The Fourth R, or to order curriculum materials, please feel free to visit our website [www.thefourthr.ca](http://www.thefourthr.ca), email us at [thefourthr@uwo.ca](mailto:thefourthr@uwo.ca), or call us at 519-858-5154.





# Selected Lesson: Conflict and Conflict Resolution

## Specific Expectations:

By the end of the course, students will:

- demonstrate understanding of personal values that can lead to conflict
- demonstrate understanding of triggers of conflict
- describe solutions and strategies to address violence in the lives of young people

## Materials:

- Overhead Projector and Overhead Markers
- What is Conflict? (4.1 OH/H)
- What is Conflict? - answers (4.1 REF)
- Communication Styles (4.2 OH/H)
- Poster – Role Play Guidelines for Respondent
- Model Role Play Script (4.3 REF)
- Role Play Checklist Part I (4.4 H)
- Role Play Scenarios (4.5 H)
- Video “The Fourth R”
- Model Role Play Script Part II (4.6 REF)
- Role Play Checklist Part II (4.7 H)

## Teaching/Learning Strategies:

- Introduce today’s class by putting up the overhead, “What is Conflict?” and by distributing the same handout to each student (4.1 OH/H) Work through the overhead while leading a large group discussion, by using the teacher resource sheet (4.1 REF). (15-20 min)
- Ask students how conflicts can be resolved. Lead a discussion pointing out that one of the most effective ways to resolve conflict is to talk things

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out with the other person. Explain that communication is an important factor in resolving conflict and that sometimes conflicts are a result of misunderstandings that occur because people aren't clear about what they actually want. Hand out, "Communication Styles" (4.2 OH/H) and display a copy on the overhead. Discuss the different styles of communication and ask students which style would be best and why? (5 min)

- Display the poster, "Role Play Guidelines for Respondent" and explain that these are some suggestions for ways in which a person could communicate assertively in a conflict situation in order to resolve the conflict in an appropriate, non-violent manner. Read through and discuss the guidelines so that students know what they should keep in mind as they are responding to situations in this activity. (2 min)
- Tell students you want them to think about how they would respond to the following situation by considering the "Guidelines for a Respondent." Then, ask students to take out a piece of paper and develop a response to the situation you are about to read. They should keep these guidelines in mind as they write their response. Read a scenario. (i.e. "You believe I started a rumour about you"). Students should respond just like they are talking to a person who said this to them.
- Tell students to write a response. After about 30 seconds, ask a few volunteers to share responses. Depending on the responses made by the students, you may want to try several examples and have them write a response for each! After each response, make sure you ask questions such as, "Why was this a good response? Would this resolve the conflict in this situation? Was the response realistic? Which guidelines were followed (from the poster)?" etc. (5 min)

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- Explain that you are now going to take the activity a step further, and that students will now have an opportunity to respond verbally to the situation, but that you will first demonstrate the activity.
- Demonstrate a model role play. You may want to use a peer helper that is in the class or a student. (You will need 3 people in total for the model role play.) Provide a script using the reference, “Model Role Play Script- Part I”, (4.3 REF) as this **IS** supposed to be a model! Explain that there are 3 people in your group....one is the “reader”, one is the “respondent” and the other is the “recorder” who will use the “Role Play Checklist Part I” (4.4 H) in order to observe the respondent. The respondent should resolve the conflict in a realistic and appropriate manner, keeping in mind the “Guidelines for Role Play.” Demonstrate the role play and then ask the recorder to provide immediate feedback...then explain that roles in the group would be switched. (5 min)
- Divide class into groups of 3. One person is the “reader”, one is the “respondent” and the third is the “recorder.” The recorder will use “Role Play Checklist - Part I” (4.4 H). Hand out a copy of the **scenario (4.5 H) to each person in each group**. Allow the group about one minute to think about what they will say using the guidelines. Instruct reader to read the statement, and respondent to reply, keeping in mind the guidelines you have discussed on previous sheet. You will want to make sure these guidelines are posted in the room. After the response, the recorder provides immediate feedback without discussion. Students switch roles two more times and repeat. After each person has had an opportunity in each role, ask students to have a discussion within their groups and to come up with the best response to the scenario. Have students write the “best” response on a piece of paper. Ask each group for the best response. Explain that there are many different ways to solve issues, and that this activity demonstrates this point. (10 min)

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### Grade 9 Health Education

- **Part II- One response from victim followed by a response from perpetrator and a final response from the victim.**
- Demonstrate model role play once again, using the “Model Role Play Script Part II” (4.6 REF) and the “Role Play Checklist- Part II” (4.7 H).
- Have students remain in same groups of 3 as above. Explain to students that they are now looking at the “Role Play Checklist Part II (4.7H)” as an observer/recorder. Read this over with the class before beginning. You may want to give half the class one role play scenario (4.5 H), and a different one to the other half of the class. The only difference in this activity is that during or after the respondent (victim) provides a response, the reader (perpetrator) may make one statement to which the victim must respond once again. The recorder will use “Role Play Checklist- Part II” (4.7H). **After the perpetrator makes a statement, he/she should record what he/she said on the back of his/her scenario paper.** Recorder will provide immediate feedback to the respondent. After each person in the group has had an opportunity to try each role, have the group choose one of the responses by the perpetrator, and come up with the best response to the perpetrator’s statement. Have a few groups come up to the front to present their role play. As you facilitate this, make sure you use the guidelines presented on the poster to focus student’s attention on what they are trying to accomplish. (15-20 min)
- Choose a scenario from the video, “The Fourth R” to show the class. Only show the scenario up to the point where the conflict has developed. Then, ask students how they might respond in an assertive manner to resolve the conflict if they were in that particular situation. Show a few different scenarios in the same manner if there is time remaining in the period. (10 –15 min)
- **At the end of class, remind students that their Media Violence Presentations will take place in tomorrow’s class.**

# What is Conflict?

1. What is the difference between conflict and violence?
  
2. Identify situations that trigger conflicts between a teenager and their parents.
  
3. a) Identify situations that trigger conflicts between friends.  
  
b) Do males and females handle conflicts differently? If so, how? Why do they handle conflicts differently?  
  
c) What are the effects of handling conflicts in these ways?
  
4. Identify situations that trigger conflicts between dating partners.
  
5. What causes conflicts to occur?

## The Fourth R

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### Grade 9 Health Education

# What is Conflict?

## 1. What is the difference between conflict and violence?

- Conflict is a struggle or disagreement about ideas, facts, values, opinions, etc. Conflict occurs when individuals or groups are unable to resolve disagreement or internal struggle. Conflict is expressed through behaviour ranging from mental anguish to physical violence.
- Violence is any mean word, look, sign or act that hurts a person's body, feelings or things.

## 2. Identify situations that trigger conflicts between a teenager and their parents.

- curfews, trust issues, not being able to do what you want

## 3. a. Identify situations that trigger conflicts between friends.

- not feeling accepted
- where to go/what to do for social activities

## b. Do males and females handle conflicts differently? If so, how? Why do they handle conflicts differently?

- yes they do
- females tend to use exclusion/rumour spreading
- males may get into physical fights more frequently than females
- males and females are socialized differently so it is not surprising that they handle conflicts differently (females are socialized to use words/communication more, so they also use these skills to hurt others). Males are socialized to use physical power to gain status, so they are more likely to use their physical abilities to hurt others (i.e., fighting)

## c). What are the effects of handling conflicts in these ways?

- people often report that being excluded or having rumours spread about them is

## **The Fourth R**

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### Grade 9 Health Education

- more painful than being physically hurt
- the pain felt from emotional abuse is long lasting
- adults will often remember feelings of being excluded as a teenager, and how painful it was

#### **4. Identify situations that trigger conflicts between dating partners.**

- time together
- spending time with other friends
- social activities
- jealousy

#### **5. What causes conflicts to occur?**

- personal values (internal pressures)- example: knowing your own boundaries but being faced with situations that challenge them (you are confused about whether you should skip practice or not because you know you have made a commitment to the team but you just don't feel like going)
- pressure from others (external pressures) - example: a friend putting pressure on you to start smoking

[Adapted with permission from "Ontario Health & Physical Education Curriculum Support: Grades K-10," OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 4, pp. 27].

# Communication Styles

## 1. Passive

- lose-win situation
- soft, uncertain voice
- "I guess, maybe"
- nervous, uncertain
- doesn't feel comfortable talking about how s/he feels
- does not stand up for what he/she believes in

## 2. Assertive

- win-win outcomes
- calm voice
- "I" statements
- confident
- respects other person's rights
- stands up for what s/he believes in, clearly states what they want and why
- uses eye contact

## 3. Aggressive

- win-lose outcomes
- loud and explosive voice
- "You better..." "If you don't, then look out"
- demanding
- insensitive (doesn't care about other's feelings)
- stands up for what s/he believes in, but does it in a threatening way

[Adapted with permission from "Ontario Health & Physical Education Curriculum Support: Grades K-10," OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 4, pp. 28].



# Model Role Play Script

## Part I

### **One response from victim**

**(3 people required: reader, respondent, recorder)**

**Reader reads** - "You just got a job at a restaurant near the school. You often work right after school. I often stop by on the way home and expect free food. You are uncomfortable with this."

**Respondent reads**- "It is really making me feel uncomfortable when you are coming in for free food all the time. I really need this job, and it is putting a lot of pressure on me to give you free food. If my boss finds out, I will probably get fired, which is a problem because I really need the money. I don't mind if you visit, but I really can't give you free food any more."

**Observer**- gives immediate feedback from checklist (ie. the respondent used a calm voice, looked at the reader while speaking, stated why it was a problem and how to solve it)

## The Fourth R

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Grade 9 Health Education

# Role Play Checklist

## Part I (One response from respondent)

Please check the following boxes after listening to the response:

Criteria	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Uses a calm voice				
2. Uses eye-contact				
3. Explains what they want				
4. Explains why it is a problem				
5. Explains what needs to happen to resolve the problem				
6. Respects rights of the other person				
7. Response is realistic				
8. Overall, the response was good				

## Role Play Scenarios

**Choose one scenario to give to everyone in the class for Part I. For Part II, give half the class one role play and the other half a different one.**

I borrowed your favourite shirt but haven't returned it.

I bought concert tickets for everyone in our group of friends, except you.

You overhear two friends spreading a rumour about another student you respect. This makes you feel very uncomfortable.

You go into the change room and your clothes are nowhere in sight. The person changing across from you is laughing and looks pretty guilty.

# Model Role Play Script

## Part II

**Response from victim/perpetrator makes one statement and records it/victim responds to perpetrator's statement (3 volunteers required: reader, respondent, recorder)**

**Reader (perpetrator)** - "We are out at a party together and I am drunk and acting rude to you in front of your friends."

**Respondent (victim)** - "I feel really upset that you are acting this way. I am embarrassed because you are putting me down in front of my friends. If you don't stop, I think I am going to have to leave."

**Reader (perpetrator)** – (interrupts and says) "Oh give me a break, you know I'm only joking around." (record what you say on the back of your script)

**Respondent (victim)** - (pauses and thinks...responds in a calm voice) "I'm sure you might think you are only joking but it is really starting to get to me. You've gone beyond joking and it has to stop now."

**Recorder** - provides positive feedback to respondent after looking at checklist

## The Fourth R

---

Grade 9 Health Education

# Role Play Checklist

## Part II (Victim and perpetrator)

Check the following boxes based on the victim's response to the scenario:

Criteria	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Uses a calm voice				
2. Uses eye-contact				
3. Explains what they want				
4. Explains why it is a problem				
5. Explains what needs to happen to resolve the problem				
6. Respects rights of the other person				
7. Response is realistic				
8. Overall, the response was good				

Check the following boxes based on the victim's response to the perpetrator's comment.

1. Victim paused and thought before responding to perpetrator's comment				
2. Maintained a calm voice				
3. If perpetrator was unreasonable, victim suggested speaking at another time				



# Select Lesson:

## Sexuality in the Media

### Specific Expectations:

By the end of the course, students will:

- demonstrate understanding of the pressures on teens to be sexually active
- demonstrate understanding of the impact of parents, the media and culture on values and goals related to healthy active living

### Materials:

- Overhead Projector and Markers
- Question Box and Sheets for Question Box
- Advertisements or Video Clips that demonstrate examples of sexuality in the media
- Sexuality in the Media (2.1 OH/H)
- Sexuality in the Media (2.1 REF)

### Teaching/Learning Strategies:

- Answer students' questions that were put in the question box the previous day. Hand out blank pieces of paper for today's questions. These will be collected at the end of class. (10-20 min)
  - Explain that in today's class, you will be discussing media pressure and its effects on teens.

## The Fourth R

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### Grade 9 Health Education

- Hand out a copy of “Sexuality in the Media” (2.1 H) to each student. Display the overhead, “Sexuality in the Media” (2.1 OH/H). Have students complete the first question and discuss. After having students answer question #1 from the overhead, show students several examples of sexuality in the media. This may be in the form of magazine ads, music videos, cd’s, etc. Then, have students work in groups to complete the chart in their notebooks. (20-25 min).
- Use the reference sheet as a guideline for discussion while taking up student responses (2.1 REF). (20-25 min)
- After completing the overhead, ask the class the following questions based on their findings of the portrayal of sexuality in the media. (10 - 15 min)

\* How realistic are these characteristics?

\* How do these characteristics relate to gender stereotypes? (You may need to provide students with a definition of a stereotype, or ask the class to define it so that all students understand the question.)

**Stereotype - an oversimplified, distorted view of another group/person that often leads to unfair treatment of that group/person.**

\* What is the danger of believing that these characteristics are normal or the ideal?

\* How is the pressure to conform to these characteristics harmful to men and women?

- Collect students’ questions for the question box.



# Sexuality in the Media

1. Identify different types of media that display sexual images.
  
2. Think about specific examples of images of sexuality or sexual behaviour from the media. Identify what we learn from the media about sexuality by completing the following chart:

<b>What does the media teach us about women's sexuality?</b>	<b>What does the media teach us about men's sexuality?</b>	<b>What does the media teach us about sexual relationships?</b>

## The Fourth R

---

Grade 9 Health Education

# Sexuality in the Media

1. Identify different types of media that display sexual images.
  - television
  - movies
  - magazines
  - video/computer games
  - radio
  - books
  - internet
2. Think about specific examples of images of sexuality or sexual behaviour from the media. Identify what we learn from the media about sexuality by completing the following chart:

What does the media teach us about women's sexuality?	What does the media teach us about men's sexuality?	What does the media teach us about sexual relationships?
<ul style="list-style-type: none"><li>• young</li><li>• beautiful</li><li>• large breasts</li><li>• women either love sex aggressively or hate it</li><li>• girls/women have to have a boyfriend to be valued</li></ul>	<ul style="list-style-type: none"><li>• young</li><li>• good looking</li><li>• athletic body</li><li>• men initiate sex</li><li>• men always want sex and never say "no"</li><li>• boys/men should have lots of sexual partners</li></ul>	<ul style="list-style-type: none"><li>• sex is spontaneous</li><li>• there is little discussion of birth control or safer sex practices</li><li>• sex is always passionate</li><li>• couples spend a lot of their time in a relationship having sex</li><li>• people have sex soon after meeting</li><li>• sex often leads to love</li><li>• sex resolves disagreements/differences in values</li></ul>

## Select Lesson:

# Making Informed Choices About Smoking

## Specific Expectations:

By the end of the course, students will:

- explain the effects of the use and abuse of alcohol, tobacco, and other drugs
- identify the school and community resources involved in education, prevention and treatment with respect to alcohol, tobacco and other drugs

## Materials:

- Overhead Projector and Markers
- Calculators (for students to use)
- Video - “Smoking: Truth or Dare”
- TV/VCR
- Smoking: Truth or Dare (3.1 H)
- Smoking: Truth or Dare -answers (3.1 REF)
- What Could I Buy? (3.2 H)
- Making Informed Choices About Smoking (3.3 OH/H)

## Teaching/Learning Strategies:

- Explain to students that the focus of today’s class will be smoking.

## The Fourth R

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### Grade 9 Health Education

- Hand out a copy of the question sheet for the video, “Smoking: Truth or Dare,” (3.1 H) and have students complete. **There is a section in the video (12 min after the start), that is related to chewing tobacco, and the effects. If this section does not relate to your students, you may want to fast forward the tape. It is only a five minute section.** (30 min)
- Discuss the answers from the question sheet (3.1 REF). (10-15 min)
- Point out that the video often mentioned the financial consequences of smoking. Write the cost of a pack of cigarettes on the board. Hand out, “What Could I Buy?”(3.2 H). Students will complete the sheet individually. Students should be as realistic as possible about what they would buy with each amount of money. (10 min)
- Discuss the responses. (5 min)
- Explain that in the video, some of the teens said they weren’t worried about the effects of smoking. Hand out a copy of, “Making Informed Choices About Smoking” (3.3 H) to each student. Lead a large group discussion, while recording responses on the overhead sheet, “Making Informed Choices About Smoking” (3.3 OH). (15 min)

## **The Fourth R**

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Grade 9 Health Education

# **"Smoking: Truth or Dare"**

1. Identify reasons why people smoke.
2. Identify the effects of smoking. Include physical, social, emotional, etc.
3. What are the effects of using chewing tobacco?
4. Identify some of the people in the video, and what they had to give up because of their addiction to nicotine.
5. How do you feel after hearing the opposing views about smoking at the end of the video?
6. Why is it so difficult for teens and adults to make lifestyle choices that protect their health?

# “Smoking: Truth or Dare”

## 1. Identify reasons why people smoke.

- feel mature
- feel sexy
- cool
- glamorous
- addicted
- relieves stress
- control weight
- glamorous
- think everyone else is doing it

## 2. Identify the effects of smoking. Include physical, social, emotional, etc.

- throat cancer, lung cancer
- premature aging
- lose sense of smell
- lose taste
- heart- twice as large, blocked arteries
- emphysema
- lower lung capacity
- costs money
- effect on children if a parent dies from smoking related disease (e.g., Pam)
- change in lifestyle (activity level)
- can't achieve goals
- kill family members with second-hand smoke exposure

## **The Fourth R**

---

### Grade 9 Health Education

**3. What are the effects of using chewing tobacco?**

- leukoplakia
- gum disease
- mouth cancer
- hairy tongue
- death

**4. Identify some of the people in the video, and what they had to give up because of their addiction to nicotine.**

- Janet- shortened her career in modelling
- Rick - forced to give up his baseball career at age 20
- Pam- lost friends, and self-esteem, can't play with her children, and faces death

**5. How do you feel after hearing the opposing views about smoking at the end of the video?**

- answers will vary; students may discuss the idea that when you are young, you just don't realize the effects that your behaviours will have later in your life

**6. Why is it so difficult for teens and adults to make lifestyle choices that protect their health?**

- answers will vary; point out the idea that people like instant gratification, and also believe that "it will never happen to them" referring to lung cancer/heart disease, etc. They get some type of enjoyment from what they are doing at the moment and don't consider the consequences for the future.

# What Could I Buy?

1. What is the cost of 1 pack of cigarettes? \_\_\_\_\_
2. Identify an item you could buy with this money, instead.  
\_\_\_\_\_
3. What is the cost for 1 pack a day for 1 week? \_\_\_\_\_
4. Identify what you could buy, instead. \_\_\_\_\_
5. What is the cost for 1 pack a day for 1 month? \_\_\_\_\_
6. What could you buy, instead? \_\_\_\_\_
7. What is the cost for 1 pack a day for 1 year? \_\_\_\_\_
8. What could you buy, instead? \_\_\_\_\_
9. What is the cost for 1 pack a day for 5 years? \_\_\_\_\_
10. What could you buy, instead? \_\_\_\_\_

[P.R., Toner, (1993). Substance abuse prevention activities, Just for the health of it, Unit 6. The Centre for Applied Research in Education].



# Making Informed Choices About Smoking

	<b>Education/Prevention</b>	<b>Treatment</b>
What is currently being done in your school with respect to smoking?		
What should be done in the future in your school with respect to smoking?		



**Lesson 1**  
**Introduction to Advertising:**  
**How to Identify Stereotypes in Advertising**

**(A) Specific Expectations:**

*Functions of a Business*

- Explain the role and the impact of marketing (e.g., for businesses, non-profit organizations, events).
- 

**(B) Materials and Resources**

- PowerPoint Presentation (see Appendix A)
  - Advertising Handout (see Appendix B)
  - Equipment for playing and viewing PowerPoint presentation
  - Magazine Advertisements
    - Collect some magazines advertisements, or have students bring in some magazine advertisements
    - See Appendix C for sample advertisements
- 

**(C) Important Terminology**

- Marketing
  - Gender roles
  - Stereotypes
  - Generalizations
  - Target market
  - Product life cycle
  - Cash cows
  - Niche
  - Push strategy
  - Shelf allowance
  - Pull strategy
- 

**(D) Motivator**

- Poll the class: How much does advertising influence what you buy?
    - Record the results, and tell students that when they leave the class they should ask themselves if they still feel the same way.
-

## **(F) Lesson Overview**

- Complete the Motivator: Poll the class
- Discuss what students know about Marketing:
  - How much do you think commercials and other advertisements effect what you think you need or want?
  - How do you think they influence you on what you consider to be a cool product or what you need to have to be considered cool?
  - Do you think you would spend \$100.00 on a pair of jeans if they weren't name brand but they fit you perfectly?
  - Does it matter to older people (35-60) as much as it matters to you?
  - Are younger children are more influenced than you are?
- Present the Introduction to Advertising and Promotion PowerPoint presentation (see Appendix A)
- Lead a guided discussion on Gender Roles in Advertising:
  - Ask students for a definition of “stereotypes.”
    - Assumptions we make about people based on generalizations about groups of people.
  - What are some common gender stereotypes associated with boys and girls?
    - GUYS: tough and aggressive
    - GIRLS: sweet and passive; blondes are dumb
  - Are these gender roles are accurate?
  - Where do you think these gender roles come from?
- Organize a group activity:
  - Divide class into 6 groups of 4, according to their birth month (ex. Jan-March, April-June).
  - Distribute three magazine advertisements per group (see Appendix C for sample advertisements) and have the group work together to complete the “Advertising Handout” (Appendix B).
- Ask one student from each group to present their answers to the class.
- Lead a class discussion about the effect these ads have on men and women who read them. Possible issues include the following points:
  - They feel like they need to look or act a certain way.
  - They believe that what they see in the magazine is normal appearance or behaviour.
  - They feel that if they don't look like that or wear those clothes, they won't fit in.

---

## **(G) Assessment**

- Collect and evaluate the written responses in the advertising assignments in terms of knowledge of advertising terminology and ability to identify stereotypes in advertising.
-

**(H) Implications for Future Lessons**

- Students will have an awareness of gender stereotypes that are used by advertisers to sell products or services.
-



## Lesson 2 Understanding Gender Specific Stereotypes

### (A) Specific Expectations:

- Describe the role of and effectiveness of advertising, display, distribution, research, packaging and selling methods in marketing a product.
- 

### (B) Materials and Resources

- Overhead projector
  - Overhead Transparency: Bell Work (see Appendix D)
  - Product Slips (see Appendix E)
  - Handout: Television Commercial (see Appendix F)
  - Handout: Commercial Critique Form (see Appendix G)
  - Overhead Transparency: Nautica Advertisement (see Appendix H)
- 

### (C) Important Terminology

- Gender stereotypes
- 

### (D) Motivator

- Bell work: “Geared Up” overhead transparency (Appendix D)
    - Have students answer the questions silently in their notes.
    - Elicit answers to bell work.
      - Answer: You have to look like everyone else in the jersey or you’re not going to get to play.
- 

### (F) Lesson Overview

- Instruct students to complete the Bell work, and take it up.
- Divide students into groups of 4 people.
- Complete this Brainstorming Activity:
  - Have one person from each group pick a piece of paper with a product name on it. (Product Slips – Appendix E)
    - Cover Girl
    - Barbie
    - Old Navy Jeans
    - Dodge Ram truck
    - A Video Game
    - Glow in the Dark Football
  - Hand out one Television Commercial worksheet per group (Appendix F)
  - Instruct students to pick one person from the group to be the recorder.

- *Describe the Assignment:* Create an outline for a 30-60 second television commercial for your product.
  - Have students complete the handout as a group.
  - Tell students they have 15 minutes to complete the handout and then one representative from each group will “pitch the concept” of their advertisement to the rest of the class.
  - Before students present their pitch to the class, point out the significance of the activity.
    - Look to see if when making the outline for the commercial, they used gender stereotypes to sell their product.
  - Tell students that while one group is presenting, the class needs to look for gender stereotypes in their concepts.
    - Give the class one minute between each pitch for students to write down any stereotypes they noticed.
  - Once everyone has presented the marketing pitch, discuss as a class the various methods used to sell the products.
  - Hand out “Commercial Critique Form” (Appendix G) to each student.
  - Have students complete the form individually and hand it in at the beginning of the next class for evaluation.
  - Place the Nautica magazine advertisement (Appendix H) on the overhead to show an example to help students understand question #2 on the Commercial Critique Form.
  - Elicit a response from the class as to why this is an example of a power imbalance.
    - He is staring into the camera.
    - He is standing up and holding his arms around her in a protective way.
    - She’s wearing his coat.
- 

### **(G) Assessment**

- Through observation, assess if each student is participating in the group activity.
  - Collect the Commercial Critique Form to assess for completion.
- 

### **(H) Implications for Future Lessons**

- Students will have an understanding of the effects of living up to stereotypes.
  - This material provides a lead-in to the incidents of bullying.
-



### Lesson 3

#### (A) Specific Expectations:

- Describe the effectiveness of advertising, display, distribution, research, packaging and selling methods in marketing a product.
- 

#### (B) Materials and Resources

- Magazines from students
- Large papers
- Markers
- Handout: Masculinity and Violence in Advertising (see Appendix I)
- Overhead: Masculinity and Violence Advertisement Examples (see Appendix J)
- Handout: Mind Map Rubric (see Appendix K)

#### (C) Important Terminology

- Attitude is Everything
  - The Cave Man
  - New Warriors
  - Muscles and the “Ideal” man
  - Heroic Mentality
- 

#### (D) Motivator

- “Boys will be Boys”
    - With the person beside them, have students discuss what this saying means. Their discussions should include these ideas:
      - Society has encouraged boys to be aggressive, strong, and powerful.
      - When faced with aggression or violent acts, attitudes such as “Boys will be boys” are one way that male violence is condoned and encouraged by society.
- 

#### (F) Lesson Overview

- Complete the Motivator: “Boys will be Boys” discussion.
- Organize students to use the Think, Pair, Share method: Have students write down where they believe attitudes/opinions like “boys will be boys” are reinforced.
  - Ask groups to share their answers with the class. Answers should include the following sources:
    - Television shows
    - Magazines

- Video games
  - Parenting
  - Society in general
  - Point out that constant exposure to violent acts committed by males in the media normalizes male violence, making it appear to be a part of our real-life culture.
  - In pairs, have students list on paper ways that advertisers use violence to sell products to men.
  - Then instruct students to list the effects that these advertisements could have on young men.
    - Provide an example: Huge muscular athletes in a threatening pose, selling protein bars.
    - Have each group share one of their advertising methods and one effect with the class.
  - Place students into groups of three
    - On the board write out the five advertising themes that encourage male violence (for descriptions see Masculinity and Violence in Advertising - Appendix I)
      1. Attitude is Everything
      2. The Cave Man Mentality
      3. The New Warriors
      4. Muscles and the “Ideal Man”
      5. Heroic Masculinity
  - Give each group copies of the Masculinity and Violence in Advertising handout.
    - Have 5 volunteers read one of the descriptions to the class.
  - Using the overhead projector, place advertisements on the overhead and have students in their groups discuss and identify which theme these ads represent and what messages they send to consumers (see Appendix J)
    - Tell the class they have one minute per advertisement to discuss, and then they will give a response to the class.
  - Using magazines they have brought to class, have students find examples of at least two of these themes. Tell them to prepare to present the ads with a full explanation of why each ad falls under the theme, and what effects it could have on consumers.
  - Have one representative from each group present their advertisements and findings to the class.
  - Organize the following activity: In groups of three, create a mind map of the effects on consumers that stereotypes in advertising have, and then ways that society can promote positive images of masculine and feminine traits.
  - Have one person from each group move around the room to explain their web diagram to the other two members of the groups.
-

**(G) Assessment**

- Through observation, assess if each student is participating in the group activity.
  - Collect and evaluate the mind map (see Mind Map Rubric - Appendix K)
- 

**(H) Implications for Future Lessons**

- Students will gain an understanding of the effects of male stereotypes on young men.
-



## Lesson 4

This lesson will take 2 periods

### (A) Specific Expectations:

- Describe the role and effectiveness of advertising, display, distribution, research, packaging and selling methods in marketing a product.
- 

### (B) Materials and Resources

- Overhead transparency: Bell Work: Multiple Choice Quiz (see Appendix L)
  - Overhead projector
  - PowerPoint Presentation (see Appendix M)
  - LCD projector
  - Handout: Anti-Bullying Campaign Assignment (see Appendix N)
  - Handout: Advertisement Campaign Rubric (see Appendix O)
  - Topic Slips (see Appendix P)
  - Plastic bag
- 

### (C) Important Terminology

- Display
  - Distribution
  - Research
  - Power imbalance
  - Bullying cycle
- 

### (D) Motivator

- Bell Work
    - Display the bell work on the overhead for students as they enter the class.
    - Tell students to complete as much as possible.
    - Display the answers to the bell work, and discuss the significance.
      - Did students guess low on the amount of bullying incidents?
      - Why did they choose the form of bullying they did?
      - Establish that bullying is a serious problem.
- 

### (F) Lesson Overview

- Complete the Motivator: Bell work.
- Hand out the Anti-Bullying Campaign Assignment (Appendix N), and read it through with the class.
- Present the Bullying Workshop PowerPoint presentation (see Appendix M)
  - Activity during the presentation:
    - Pair up students with the person beside them to do the activities.
    - Have students write their answers on the board.

- Compare the results and discuss the students' choices.
  - Hand out a copy of the Ad Campaign Rubric (Appendix O), and discuss expectations with students.
  - Place the topic slips in a bag (see Appendix P). With students remaining in their seats, walk around and let each student pick one topic out of a bag.
  - Inform the students that the remainder of the class and all of the next day will be allocated time to ask questions, research and work on the bullying assignment.
- 

### **(G) Assessment**

- Posters will be evaluated on their due date, using the Advertising Campaign Rubric. (Appendix O)
- 

### **(H) Implications for Future Lessons**

- Students will use this knowledge to identify bullying behaviours and self-reflect on the topic of bullying.
  - Students will be able to share their knowledge about bullying with the entire school.
-

# Appendices





## Appendix A: Lesson 1 PowerPoint

**Marketing**

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Media Advertisements

**Marketing**

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- Definition:
  - All the activities involved in getting goods and services from the businesses that produce them to the consumers who wish to purchase them.

**Marketing**

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Meaning

- How to get people to buy your product.

**Marketing**

---

- The primary function of a marketing department is to manage a business's brand or brands.
- To effectively market a brand, marketers must know where the brand is in terms of the product life cycle.

**Product Life Cycle**

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- The changes in the popularity of a product over time.
- 5 parts:
  1. Product Introduction
  2. Growth
  3. Maturity
  4. Decline
  5. Decision Point.

**Product Life Cycle**

---

- First Step:
  - PRODUCT LAUNCH
    - Introduction of the product.
    - Consumers do not know the product exists

### EARLY ADOPTERS

- Early Adopters are the first to buy the product
- Marketers focus on selling to early adopters during the intro stage

WHY????

THEY ARE  
TRENDSETTERS!

### Growth

- Product popularity increases
- Competitors enter the market, modifying their product slightly.
  - Add features, improve quality or offer a cheaper product at a lower price.

### Maturity

- Growth is flat.
- Companies continue to advertise.
- Products (usually called Cash Cows) usually make large profits.

### Maturity

- Cash Cows
  - A mature product that generates high profits for a business.
  - Examples:
    - Coca-cola; Kellogg's Corn Flakes

### Decline

- Sales of a product are decreasing

### Decline

- Is it a Temporary Decline?
  - Seasonal change
  - New competition
- OR...
- Are customers rejecting the brand?

### The Decision Point

- Businesses:
  - Repackage
  - Reintroduce as a "new and improved" product
  - New promotion and re-pricing

### Non-Product Life Cycles

- Knockoffs
  - A cheaper version of a product that is experiencing a fad.
- Fads
  - A product that is extremely popular for a short period of time

### Niche

- A section of the market in which they dominate and into which few competitors enter.

### Seasonal

- Some products are only popular during a specific season.
- Manufacturers must monitor their inventory levels.
- Styles change every year.

### Seasonals

- Very important for seasonal products:
  - Inventory Management
    - The balancing of product quantity with sales.

### Brand Management Strategies

- Strategies
  - Is a plan for achieving goals
- Marketing Strategies
  - Try to increase brand awareness
  - Try to increase sales
  - Try to increase market share

### Push Strategy

- A marketing strategy whose objective is to sell products to the retailer.
- Marketers want their products to have good retail floor or shelf-space.

### How do they get the good spots?

- Sell at a lower price.
- Offer special display cases.
- Trips or prizes.
- Pay special fees called the shelf allowance.

### Pull Strategy

- A marketing strategy whose main objective is to increase consumer demand.
- Retailers see the demand and puts the product in their stores.

### Push, Pull, or Both??

- Manufacturers spend a lot of money on:
  - Pull Strategy: advertising and promotion.
  - Push Strategy: consumer demand and awareness.

**Appendix B:**  
**Advertising Handout**

1) As a group, analyze each of the advertisements and answer the following questions: State what the advertisement is trying to sell.

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2) State what stage of the traditional product life cycle each product is in. Explain your reasoning.

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3) Which magazine do you think the advertisement came from? Circle your answer.

Men's Health

Maxim Magazine

Canadian Business

House and Home

Cosmo Girl

Shape (Women's fitness)

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4) To whom is the advertisement trying to sell their product/service (*target market*)?

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5) Explain why the advertisement would appeal to the target market.

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6) State whether there are any stereotypes in the advertisement. If so, what are they?

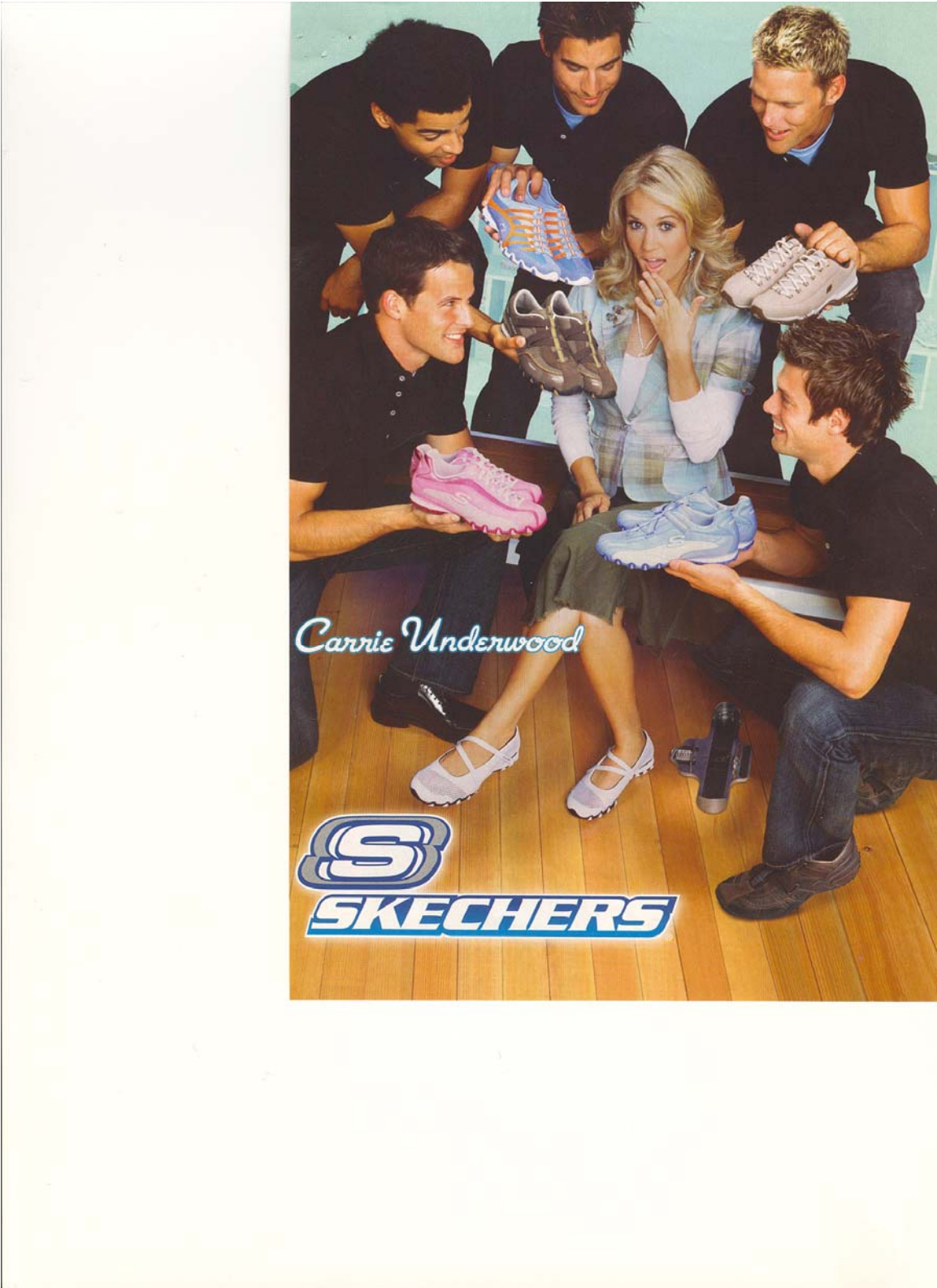
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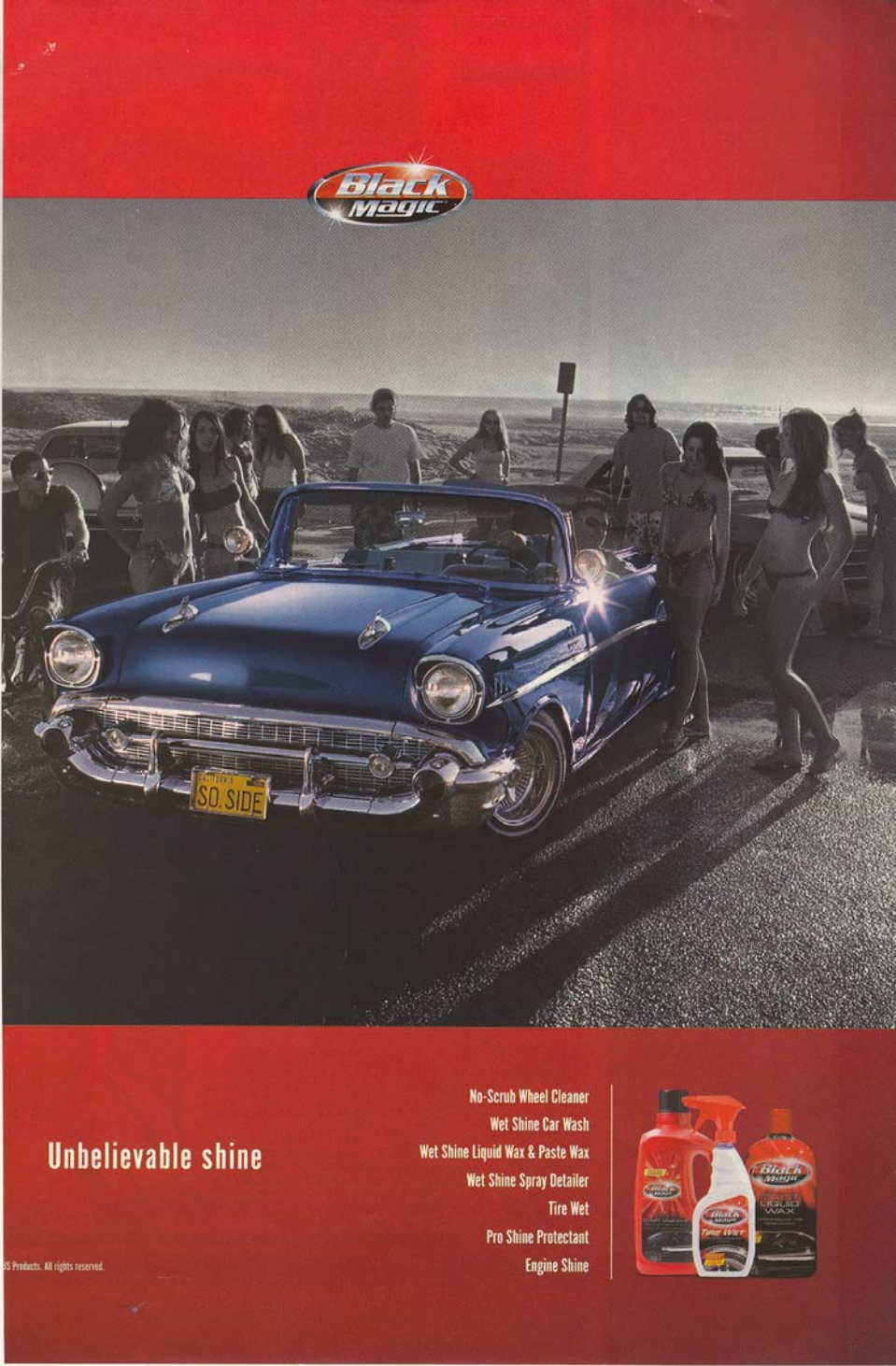
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**Appendix C:  
Magazine  
Advertisements**






**Black Magic**

**Unbelievable shine**

- No-Scrub Wheel Cleaner
- Wet Shine Car Wash
- Wet Shine Liquid Wax & Paste Wax
- Wet Shine Spray Detailer
- Tire Wet
- Pro Shine Protectant
- Engine Shine



© 2005 Black Magic Products. All rights reserved.



**CIRCUS MAXIMUS**

**> MAXIM WORLDWIDE**

**JENNIFER ELLISON**

This English bird is even more fit than Queen Elizabeth! Blimey!

**As seen in:** *British Maxim*, April 2004

**Her story:** At age nine, this Liverpoolian lovely asked producers of the British soap *Brookside* for a part, but was denied. Seems all Jennifer needed was time to, um, develop, because by age 14 she scored a role. Now she's 21, with an album in the works and a part in the upcoming film *Phantom of the Opera*. Jen has it all—fame, fortune, fanatics.

"I've gotten pervy letters asking for my knickers," she admits. "Like, 'OK, get me an envelope and I'll whip 'em off.'" There goes our plan. Anything else a man should avoid when wooing her?

"Anyone who smells of tequila is done for," she says. "I start gagging if I get a whiff." Duh—everyone knows British girls dig blokes soaked in gin. Right?



**MAXIM ONLINE**  
Steal a computer, then see more photos at [maximonline.com](http://maximonline.com).

**70** September 2004 [MAXIMONLINE.COM](http://MAXIMONLINE.COM)

PHOTOGRAPH BY A





**GET A BETTER  
LOOKING MAN  
IN 3 SIMPLE STEPS**

**Gillette**  
COMPLETE  
SKINCARE  
WASH  
FACE CLEANSING GEL

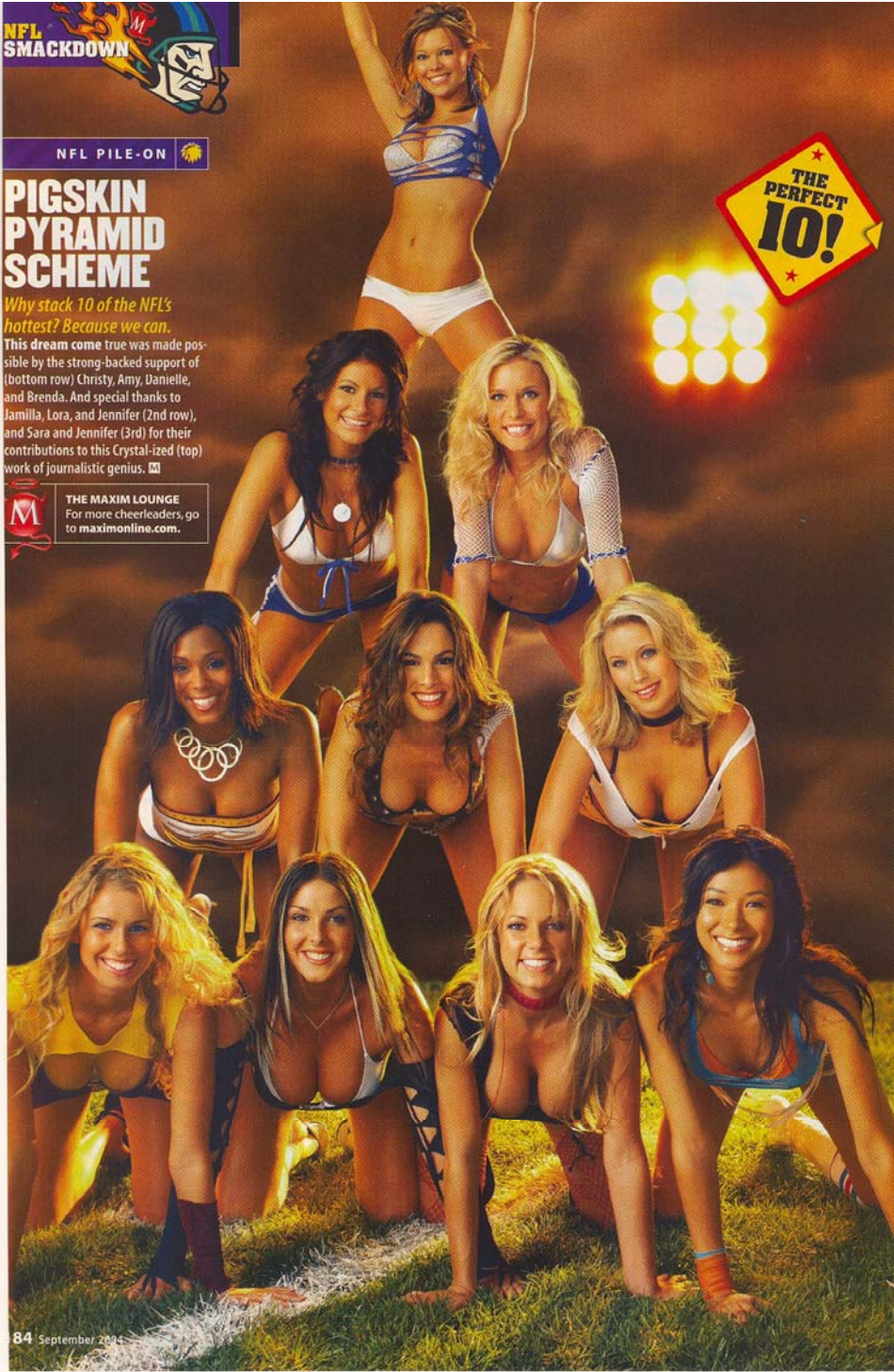
**Gillette**  
COMPLETE  
SKINCARE  
SHAVE  
MULTI GEL

**Gillette**  
COMPLETE  
SKINCARE  
PROTECT  
FACIAL MOISTURIZER  
with SPF 15

Presenting Gillette Skincare for Men. It only takes three easy steps for strong, healthy looking skin with Gillette Skincare, from the people who know a man's face best. Just Wash, Shave, Protect. Now that you've got his face covered, you can start working on his clothes, his hair, his friends...

**Gillette**  
The Best a Man Can Get™

Available in the shaving aisle.



**NFL SMACKDOWN**

**NFL PILE-ON**

### PIGSKIN PYRAMID SCHEME

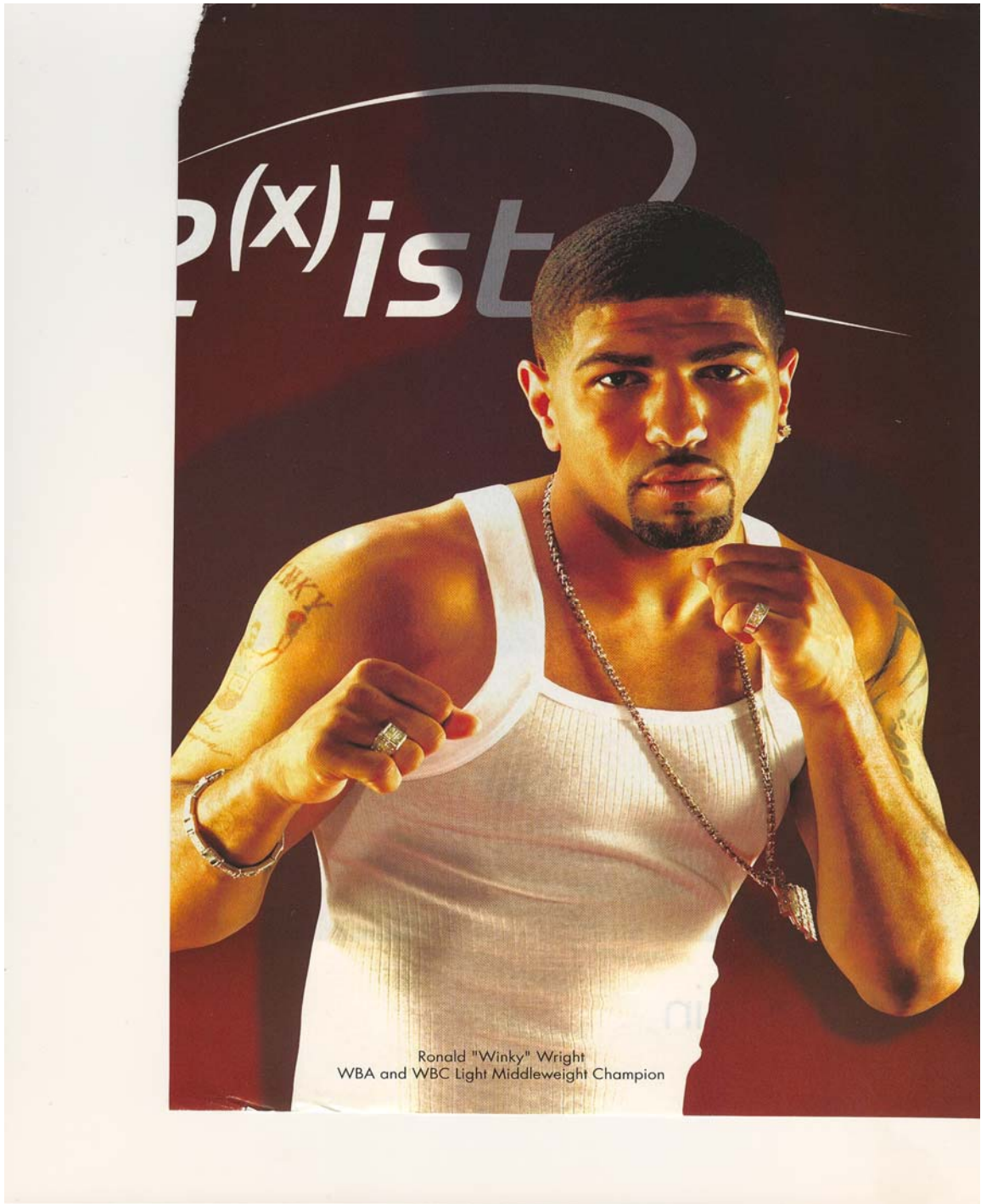
*Why stack 10 of the NFL's hottest? Because we can.*

This dream come true was made possible by the strong-backed support of (bottom row) Christy, Amy, Danielle, and Brenda. And special thanks to Jamilla, Lora, and Jennifer (2nd row), and Sara and Jennifer (3rd) for their contributions to this Crystal-ized (top) work of journalistic genius.

**THE MAXIM LOUNGE**  
For more cheerleaders, go to [maximonline.com](http://maximonline.com).

**THE PERFECT 10!**

84 September 2004



Ronald "Winky" Wright  
WBA and WBC Light Middleweight Champion



**WE CAN**  
[No, We Will!]  
**REBUILD**  
**YOU.**

Log On  
Sign Up  
for the  
Men's Health  
Personal Trainer

**ONLINE** Your workout plan  
and progress chart are accessible  
anytime, anywhere

**PERSONALIZED** Exercises are  
customized for YOUR body,  
goals, and workout style

**ADJUSTABLE** Your workouts  
automatically adjust as you reach  
your goals

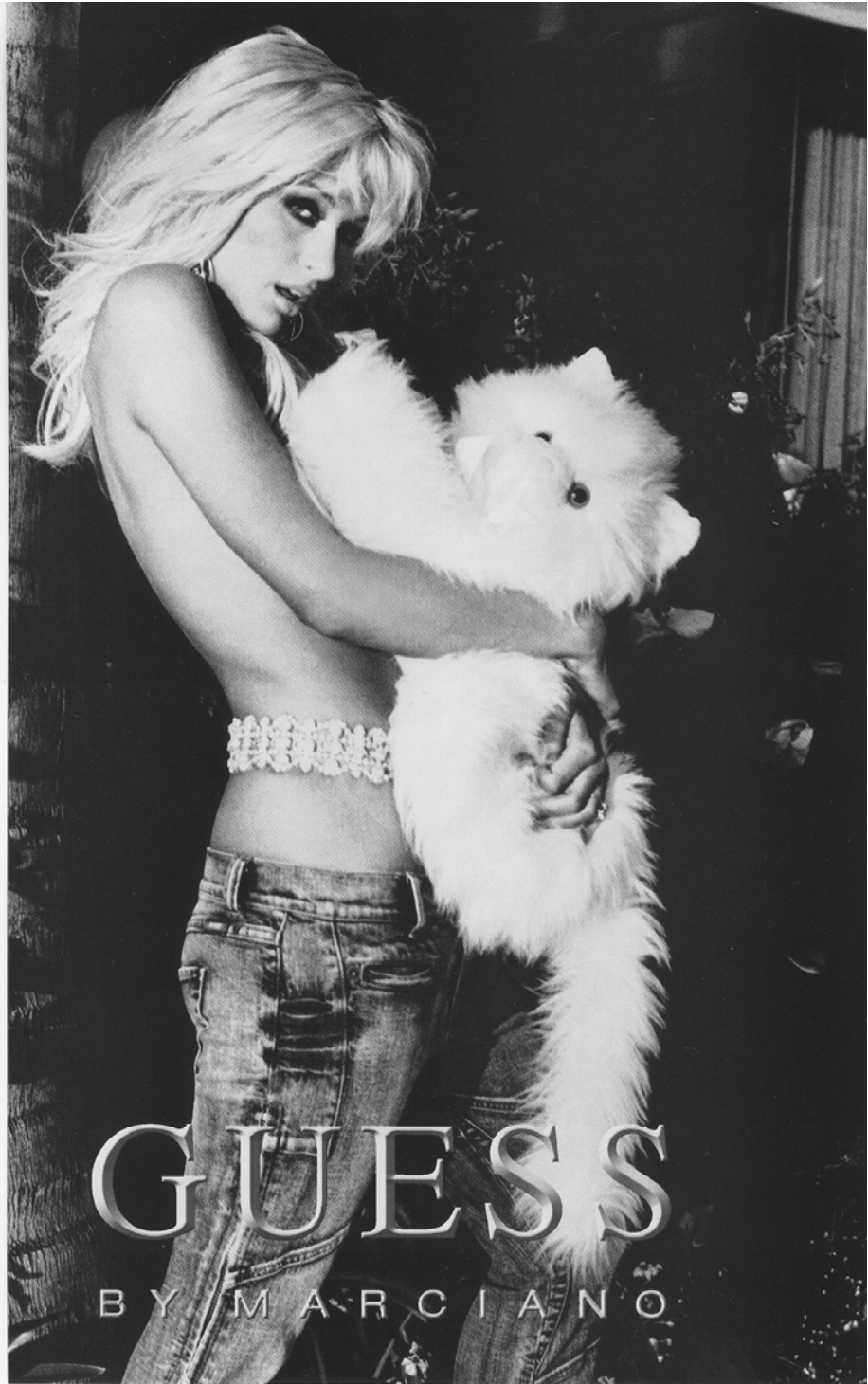
**AFFORDABLE** It costs a fraction of  
monthly gym dues or the hourly rate  
of a personal trainer

**10 DAY  
RISK-FREE  
TRIAL**

LOG ON & TAKE THE FREE TOUR. ONLY AT:  
[menshealth.com/trainer](http://menshealth.com/trainer)

007606



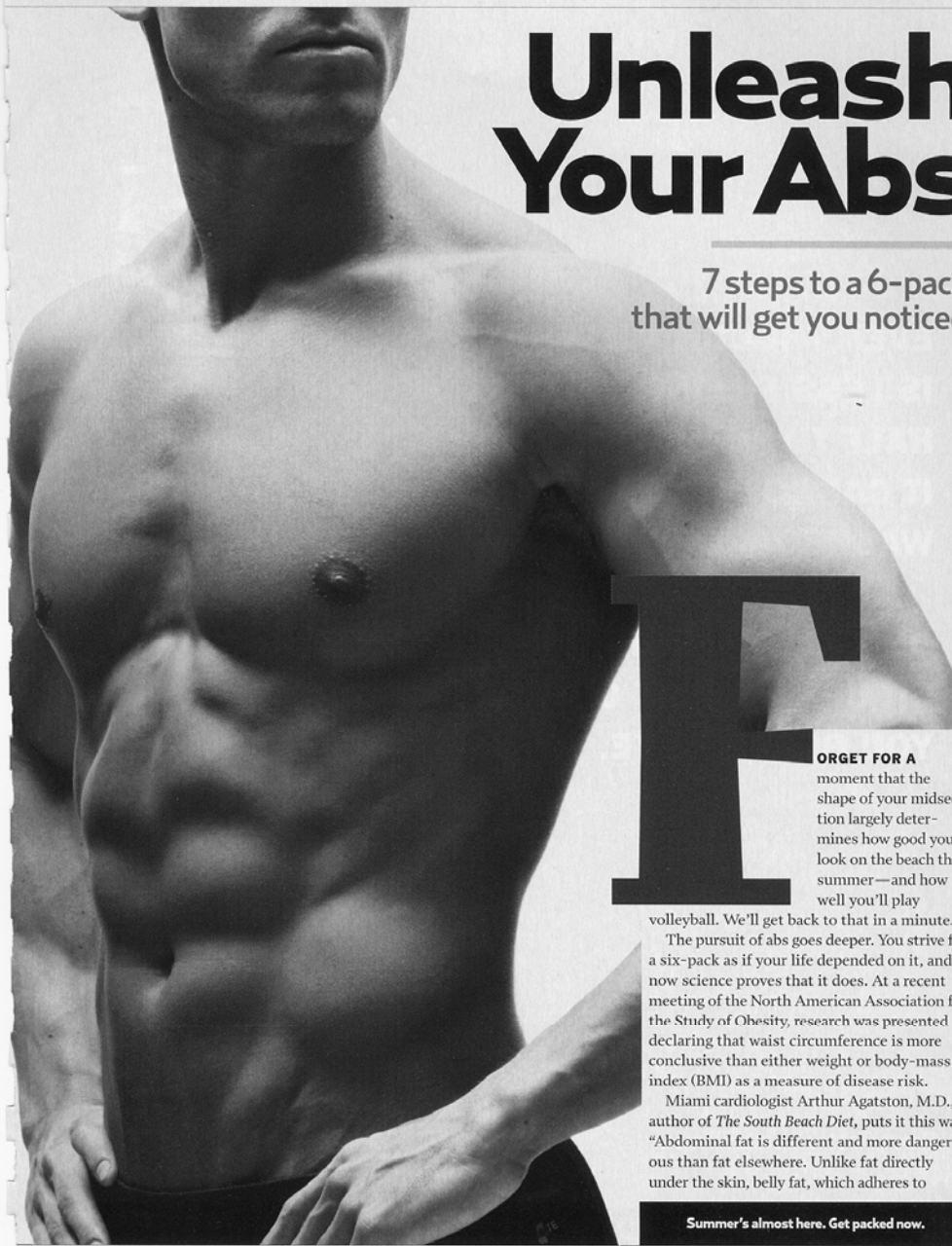


Muscle

By Scott Qui

# Unleash Your Abs

7 steps to a 6-pack  
that will get you noticed



**F**ORGET FOR A moment that the shape of your midsection largely determines how good you look on the beach this summer—and how well you'll play

volleyball. We'll get back to that in a minute.

The pursuit of abs goes deeper. You strive for a six-pack as if your life depended on it, and now science proves that it does. At a recent meeting of the North American Association for the Study of Obesity, research was presented declaring that waist circumference is more conclusive than either weight or body-mass index (BMI) as a measure of disease risk.

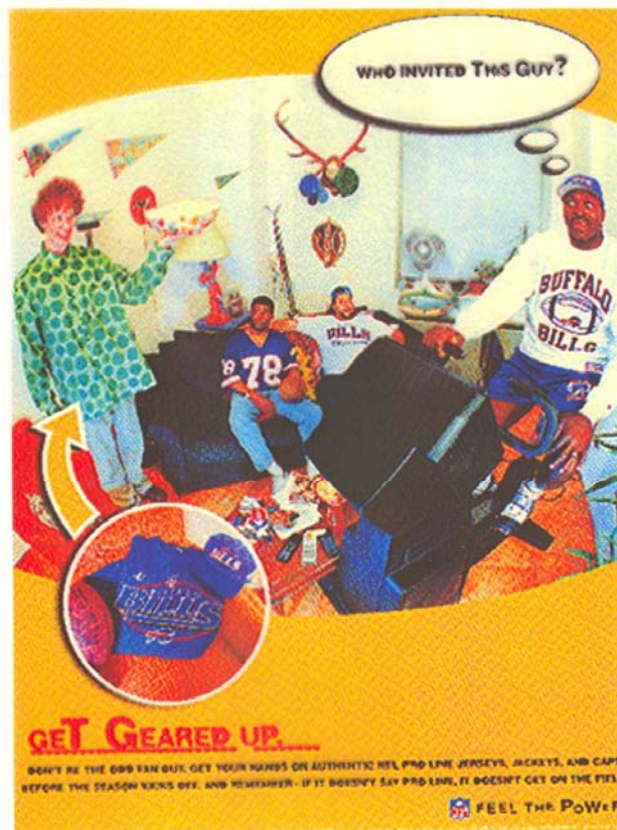
Miami cardiologist Arthur Agatston, M.D., author of *The South Beach Diet*, puts it this way: "Abdominal fat is different and more dangerous than fat elsewhere. Unlike fat directly under the skin, belly fat, which adheres to

**Summer's almost here. Get packed now.**

## Appendix D: Bell Work

### Bell Work

What is this ad trying to sell?  
Who would be the target market?  
How are the advertisers trying to appeal to the target market?



*Text at the bottom of the ad:*

Don't be the odd fan out, get your hands on authentic NFL Pro Line jackets, jerseys and caps before the season kicks off, and remember \* if it doesn't say pro line, it doesn't get on the field.



**Appendix E:  
Product Slips**

[Cut each of these into slips]

**Cover Girl Make-Up**

**Barbie**

**Old Navy Jeans**

**Dodge Ram Truck**

**A Video Game**

**Glow in the Dark Football**

**Appendix F:  
Television Commercial**

Names of Group Members:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Product:

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Target Market:

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Provide a brief outline of your commercial.

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Describe your marketing strategy.

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**Appendix G:  
Commercial Critique Form**

1. Identify any gender stereotypes used in your group's commercial.

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2. Give an example of an advertisement (T.V. or magazine) that uses a power imbalance between men and women to sell their product. For example, the "strong aggressive male and the passive weak female".

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3. What effects do the gender stereotypes you have listed above have on consumers?

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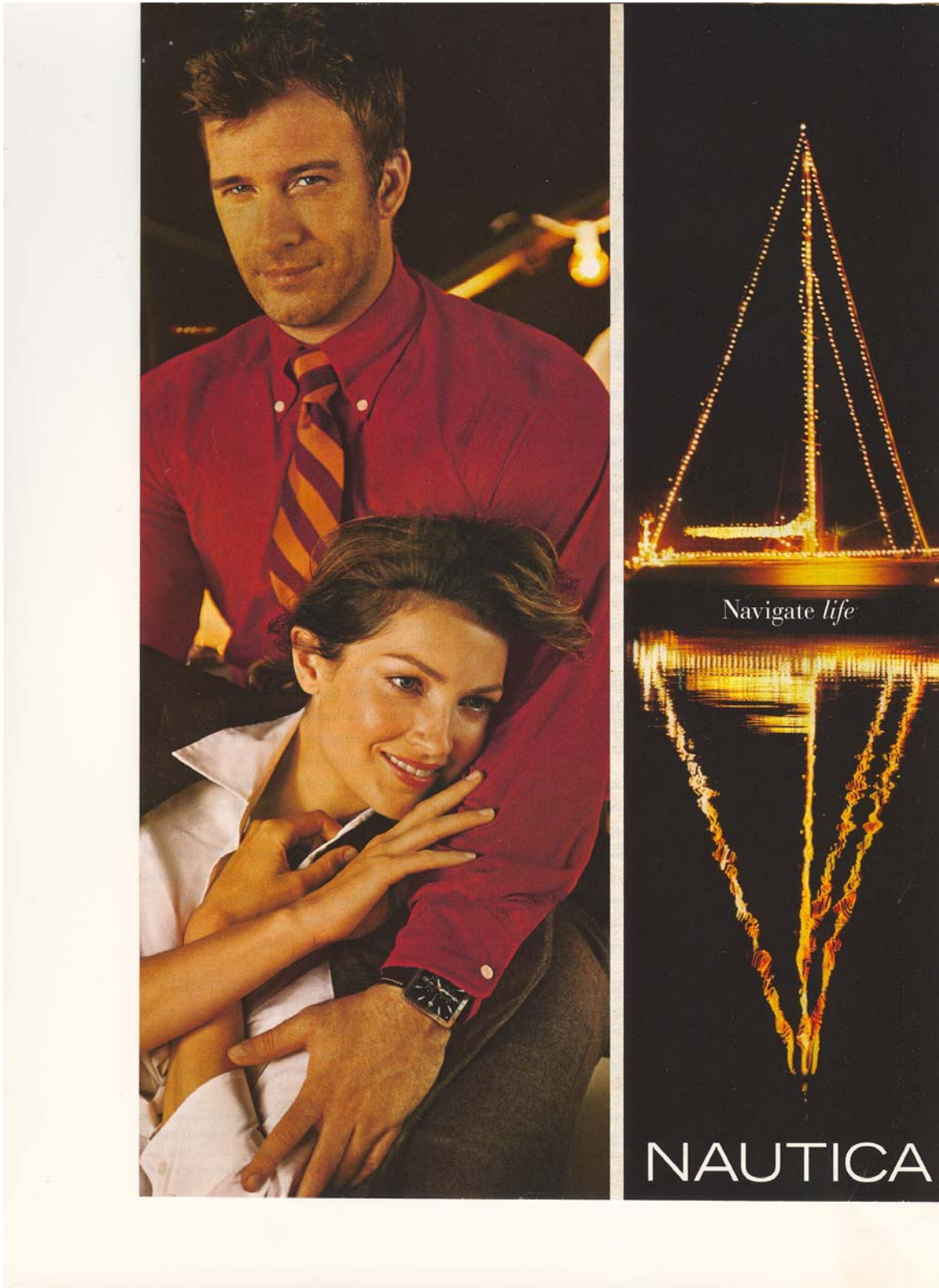
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**Appendix H:  
Nautica Advertisement**



## **Appendix I: Masculinity and Violence in Advertising** (Adapted from Media-Awareness)

**Violent behaviour for men, including its rewards, is encoded into mainstream advertising in numerous ways. Some common themes are:**

### **Attitude is Everything**

- This theme appears most often in advertising geared towards young men.
- The message of these “attitude” ads links the flaunting of authority to being a rebel, with “attitude” packaged as a cool, desirable male trait.
- Although these advertisements don’t necessarily promote violent activities, they encourage “in-your-face” behaviour in teenagers that can easily escalate into real-life violence.
- Taken to its extreme, attitude can also include advertisements that depict a mean and nasty world, where vigilante violence is touted as a means of survival.

### **The Cave Man Mentality**

- The “Cave Man Mentality” is the use of violent male icons or heroes from popular history to demonstrate masculinity in advertisements. Roman centurions, pirates, ancient warriors and even cowboys are used in this context.
- The message of these ads is that men have always been brutal and aggressive, that this is a part of their nature that they cannot change.
- In these ads, advertisers seek to associate the product with manly needs and pursuits that have presumably existed throughout time.
- Another negative aspect of these ads is that they often include dominance of women as a biological fact.

### **The New Warriors**

- “The New Warriors” represent an advertiser’s use of military or sports figures to enhance the “manliness” of their products.
- These ads depict uniformed soldiers and players, complete with weapons and gear, to target young boys and adolescent males.
- The message here is that violence is cool, suave and acceptable, as consumers are presented with an adventurous, aggressive and violent image of manhood.
- Usually these figures appear in ads for traditional male products, such as beer, running shoes or deodorant, but they are also used to enhance the masculine appeal of more feminine products such as ‘lite’ beer.

### **Muscles and the “Ideal” Man**

- Throughout this century, a rippling, muscular body has been associated with an image of ideal manhood. Size and strength are traits that are valued by men across class and racial boundaries.

- A muscular man in an advertisement associates dominance and control with the product being sold. Women who appear in such ads are usually depicted in a fawning manner.
- Sports and other magazines with a large male readership are filled with ads for muscle-enhancing products, often equating muscles with violent power.
- Often, images of physically rugged or muscular male bodies are used to sell more abstract forms of power, such as financial institutions or cars.
- A more insidious form of violence that this archetype promotes is self-violence, with men using drugs and extreme exercise in order to attain this “ideal”.

### **Heroic Masculinity**

- This equation of heroic masculinity with violent masculinity is a by-product of Hollywood action movie promoters. Often, more people see the advertising for a given film than the film itself, and the highlights used to sell the film often include the movie’s most violent and sexually titillating scenes.
- Condensed footage of actors like Arnold Schwarzenegger and Sylvester Stallone offer viewers is a glamorized form of violent masculinity.
- Often, in advertisements for these films, guns and other (often futuristic) weapons are used to signify the virility and power of the male characters.

*Source: Advertising and the Construction of Violent White Masculinity, by Jackson Katz.*

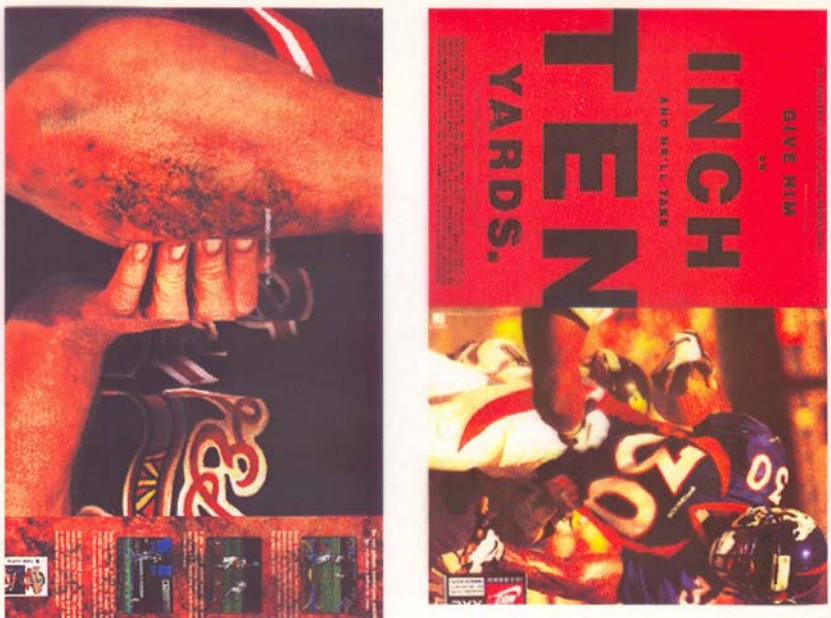
**Refer to Lesson 3 Media Images for examples of the above types of media advertisements.**

## Appendix J: Masculinity and Violence Overheads



These ads are examples of the ways in which attitude is promoted in advertisements geared towards young men.

© Media Awareness Network 2002

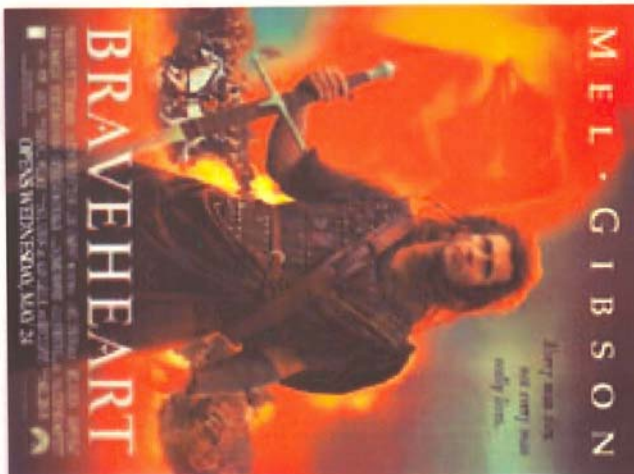
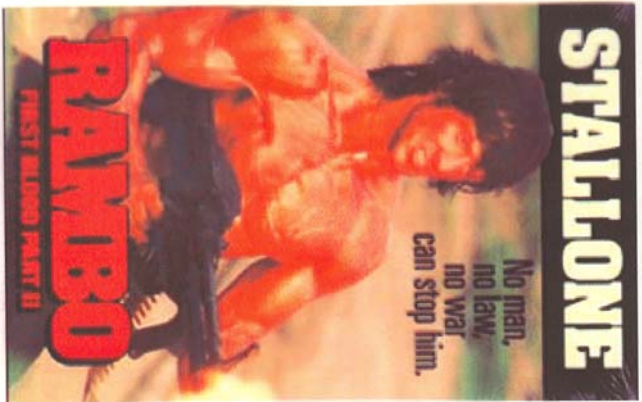


These ads use sports figures to make consumers associate danger, violence and excitement with the products that are being advertised.



© Media Awareness Network 2002





Is Hollywood's glamorization of male violence. Arnold Schwarzenegger, Mel Gibson and Sylvester Stallone are traditional examples of the actors who portray the violent male as an heroic ideal.

© Media Awareness Network 2002



These ads portray a strong, muscular body with the image of ideal manhood.

© Media Awareness Network 2002



These ads feature three masculine icons from popular history. The cowboy, the pirate and the ancient warrior are all examples of violent, rugged manhood that support the premise that man is, historically, an aggressive creature.

© Media Awareness Network 2002

### Appendix K: Mind Map Rubric

<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Central Image</b>	Limited; difficult to separate from other information.	Present; not eye catching or memorable.	Clear; use of picture or image that relates to key idea.	Stands out; meaningfully grasps the key idea through metaphor or humour
<b>Ideas radiate out from central image, and from most to least complex.</b>	Limited indication that ideas are connected to and radiating out from centre.	Ideas radiate out from centre; ideas moving from most to least complex.	Ideas clearly connect to central image and ideas.	Ideas clearly connect to central image; and ideas consistently and accurately shift from most to least complex.
<b>Ideas have key images of words.</b>	Limited evidence of key images.	Some images and keywords are evident.	Images and key words clearly show an understanding of the content.	Dynamic use of images and keywords, which clearly connect to the central image.
<b>Depth of Coverage</b>	Limited coverage of content.	Shows a basic level of coverage of key ideas.	Shows a solid grasp of most of the content and shows extension of most key ideas.	Shows a solid grasp of all the content covered, and provides extensions of the key ideas.

## Appendix L: Bell Work

Take your best guess at the correct answer.

The following statistics are findings from the Ontario Student Drug Use Survey:

1. How many Grade 9-12 students surveyed have never been bullied?
  - a. 35%
  - b. 71%
  - c. 50%
2. How many Grade 9-12 students were bullied monthly or less?
  - a. 35%
  - b. 20%
  - c. 10%
3. How many Grade 9-12 students surveyed were bullied daily or weekly?
  - a. 20%
  - b. 10%
  - c. 6%
4. What were the most common forms of bullying that were reported in the survey?
  - a. Verbal bullying
  - b. Physical attacks
  - c. Theft/vandalism

*Answers: 1b, 2c, 3c, 4a [Verbal- 24%, Physical 3%, Theft/Vandalism 2%]*

## Appendix M: Lesson 4 PowerPoint

### What is Bullying?

---

### What IS Bullying?

---

- o A form of aggression in which there is an imbalance of power between the bully and victim.
- o The bully is always more powerful than the bullied.

### The Key Elements of Bullying:

---

- o *Power imbalance*
- o *Bully's intent to harm*
- o *Victim's distress*
- o *Repeated over time*

### Kinds of Bullying

---

<u>Direct</u>	<u>Indirect</u>
Physical	Exclusion
Verbal	Gossip
Psychological	

### Activity

---

- o With the person beside you
  - Rank the following according to frequency
  - Then, rank them according to the severity of the incident.

### Rank:

1. According to frequency
2. According to severity

---

- i. Jack punched Bill in the head and knocked him to the ground.
- ii. Jen insures that everyone on the playground knows that Jamie is not allowed to play with them.
- iii. Kristen and Bobby changed all the screen savers in the computer room to read "Chris is gay".
- iv. Nancy repeatedly told Jim when passing him in the hallway that he was a "stupid Indian".
- v. Richard threatened Craig with a knife.

### Girl-Girl Bullying

- o Girls hurt each other with words and body language in manipulative ways.
- o 70% of high school girls and 53% of girls in grades 6, 7, and 8 say they do this

(Dahila Reich, Power Play: Welcome to the subtle but cruel world of schoolgirl aggression)

### Girl-Girl Bullying cont'd

- o Girls typically use indirect means of harassment:
  - Intentionally excluding someone from the group.
  - Spreading rumours and manipulating friendship relationships.

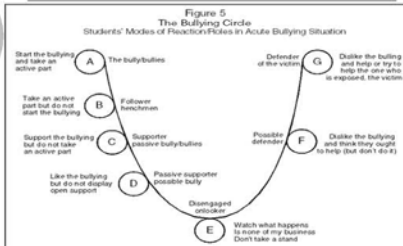
### Effects on the Victim

- o Depression
- o Anxiety
- o Low self-esteem

### Implications for the Bully

- o More apt to grow up and have poor interpersonal relationships as adults.
- o Could be less effective mothers.

### The Bullying Circle



### Peers' Involvement

- o Peers can be a positive influence in stopping bullying.
- o 11% of children report they almost always tried to stop bullying.
- o Peers are present in 85% of the bullying episodes on the playground and in the class.

### Bullying Prevention Tips

---

1. If bullied, tell your parents.
2. Tell a trusted teacher, counsellor, principal, or have your parents talk to the school.
3. Do not retaliate or get angry.
4. Respond evenly and firmly or say nothing and walk away.

### Bullying Prevention Tips Cont'd

---

5. Develop friendships and stick up for each other.
6. Act confident.
7. Take a different route to and from school.
8. Do not bring expensive items to school.

### What YOU Can Do to Build a Positive School Culture

---

- o Stand up for the victim.
- o Do not be an enabler.
- o Confide in an adult if you are being victimized or know someone who is.
- o Respect the difference of others.



## **Appendix N: Anti-Bullying Campaign Assignment**

You are part of a marketing team hired by the school to create an anti-bullying campaign. You will be assigned a topic and will work independently to create a poster promoting your topic. The school will have an entire campaign once the posters are collected from each member of your marketing group. In order to create effective advertisements, marketers have to do intense research on the product and target market. Your marketing team will have to take part in a half-day workshop informing you about the issues of bullying. The topics covered include the following:

- Identifying bullying
- Types of bullying
- Girl bullies
- Role of the enabler
- Building a positive school culture
- An overview of effective strategies to reduce bullying

### **Task**

Create an 11x17 inch poster presenting your assigned topic. You may use any material or sources you wish. On the back of the poster, write your name and assigned topic. The poster will be displayed in a public area of a school. As a professional marketer, you may want to do further research on your topic. The school guidance counsellor or internet resources may provide you with additional information and inspiration for your advertisement.

**DUE:** one week from today.

### Appendix O: Advertisement Campaign Rubric

Categories	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge</b> Understanding of the assigned topic on bullying</p>	Demonstrates limited understanding of the assigned topic on bullying.	Demonstrates some understanding of the assigned topic on bullying.	Demonstrates considerable understanding of the assigned topic on bullying.	Demonstrates thorough understanding on assigned topic on bullying, and uses various methods to achieve results.
<p><b>Thinking</b> Explanation of purpose and support for the cause in the advertisement</p>	The message is stated with no explanation or creative use.	The message is explained, but no incentives are given to support the cause.	The message is explained and incentives are given to support the cause.	The message is explained in an effective manner and incentives are clearly shown.
<p><b>Application</b> Ability to apply research and create an effective ad</p>	Limited research and ad has limited effectiveness.	Used some research and ad is somewhat effective.	Used adequate amount of research and created an effective ad.	Clearly demonstrated effective research skills and created a successful ad.
<p><b>Communication</b> Creativity, colour, attractiveness</p>	Infrequently uses colour, showing limited creativity.	Uses some colour to make the poster attractive.	Created a colourful, attractive, and creative poster.	Created a poster that is full of colour, and very attractive. Work shows pre-planned creativity.

**Appendix P:  
Topic Slips**

[Create four copies and cut out the individual advertisement topics]

How can students identify bullying?

What types of behaviour are considered bullying?

The habits and impacts of girl bullies and how to stop them

The role and responsibility of the enabler

Ways to building a positive school culture

Strategies to reduce bullying

This unit was originally developed by Elena Leitch, and has been adapted and formatted to suit this resource.

#### References

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

Ontario Ministry of Education and Training (1999). *The Ontario Curriculum, Grades 1-8: Business Studies*. Toronto, ON.

## Lesson 1

### (A) Specific Expectations:

#### *Self and Others*

- Outline key aspects of physical, intellectual, social, emotional, and moral development in adolescence.
  - Apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting).
- 

### (B) Materials and Resources

- Computer access for Self-Esteem test
  - Overhead projector
  - Overhead transparency: Self Esteem (Appendix A)
  - Self-Esteem Test: done on-line (Appendix B)
    - A hard copy is included, however if students are on a computer they will be able to see their scores by going to the website:  
[www.queendom.com/cgi-bin/tsts/transfer.cgi](http://www.queendom.com/cgi-bin/tsts/transfer.cgi)
  - Overhead transparency: How to Improve Your Self-Esteem and Confidence (Appendix C)
- 

### (C) Important Terminology

- Self-Esteem
- 

### (E) Motivator

- Self-Esteem Test
    - Found at: [www.seslfesteemgames.mcgill.ca/games/chigame.htm](http://www.seslfesteemgames.mcgill.ca/games/chigame.htm)
- 

### (F) Lesson Overview

- Lead a discussion: What is self-esteem?
  - Create a word wall with students.
  - Students contribute words that they feel are associated with “Self-Esteem.”
  - From the word wall, create a definition of self esteem (A definition is included in Appendix A).
- Discuss how self-esteem has two faces (see Appendix A).
- Direct students to the website ([www.seslfesteemgames.mcgill.ca/games/chigame.htm](http://www.seslfesteemgames.mcgill.ca/games/chigame.htm)), and have them complete the Motivator: Self-Esteem Test (Appendix B).

- After students have completed The Self-Esteem Test, as a class discuss ways in which one can raise self-esteem (see Appendix C).
  - Organize the activity: Accentuate the Positive
    - Divide the class into groups of four to six students.
    - Instruct the students to focus on one student at a time, and then each of the students in the group will say one positive thing about that student.
    - Remind students to focus the compliments on behaviour rather than physical characteristics.
    - Emphasize that no put-downs are permitted. Every comment must be positive.
    - Instruct the students to designate one student in the group to act as a recorder, and have this person write down all the compliments given to each individual.
    - After the activity has been completed, give each student the list of their positive characteristics.
- 

### **(G) Assessment**

- *The Self-Esteem Test* can be used as an informal diagnostic assessment. For example, the teacher could ask the class, “How many got 5 answers correct? How many got 10 answers correct?”
- 

### **(J) Implications for Future Lessons**

- The following lessons discuss the relationship between peer pressure and self-esteem.
-

## Lesson 2

### (A) Specific Expectations:

This lesson will take 2 periods.

#### *Self and Others*

- Summarize the connection between developmental stages and individual behaviour (e.g., socially, the development of identity in adolescence may result in the need to belong to a group).
- Explain the nature and role of relationships and the importance of reciprocity in meeting the social and emotional needs of individuals, families, and groups.
- Distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships.

#### *Personal and Social Responsibilities*

- Draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society (e.g., deferring gratification, losing with good grace).
  - Demonstrate appropriate speaking and listening skills for a variety of situations (e.g., active listening, classroom discussion, job interview).
- 

### (B) Materials and Resources

- The movie *Mean Girls*
  - DVD player and screen
  - Handout: Report Assessment Rubric (Appendix D)
- 

### (C) Important Terminology

- Communication
  - Bullying
  - Social Exclusion
  - Cliques
- 

### (D) Motivator

- Watching the movie will act as the motivator.
- 

### (F) Lesson Overview

- Briefly introduce the movie, and explain how this movie depicts adolescents struggling to find their true identity.
- After the movie has been viewed, lead a class discussion focusing on the themes of the movie. Consider the following issues:
  - Social exclusion, social bullying, self-esteem, peer pressure, self-identification, etc.

- In the remaining class time, instruct students to write a report on negative peer pressure and the consequences of negative peer pressure.
  - Distribute the Report Assessment Rubric (Appendix D) and go over it with the students.
  - Instruct the students to hand in their reports for assessment.
- 

**(G) Assessment**

- Classroom discussion will provide an opportunity for informal assessment of the students' abilities to identify the themes in the movie, and the students' abilities to relate to these themes.
  - The written report will be formally assessed, using the Report Assessment Rubric (Appendix D).
- 

**(H) Implications for Future Lessons**

- In future lessons, students will need to be able to identify various forms of bullying and peer pressure and how it relates to their lives.
-



### Lesson 3

#### **(A) Specific Expectations:**

##### *Personal and Social Responsibilities*

- Draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society (e.g., deferring gratification, losing with good grace).
  - Demonstrate appropriate speaking and listening skills for a variety of situations (e.g., active listening, classroom discussion, job interview).
  - Demonstrate negotiation skills needed for home, school, peer, and work relationships.
  - Demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships.
  - Demonstrate individual and collaborative problem-solving skills for home, school and peer situations.
- 

#### **(B) Materials and Resources**

- Overhead projector
  - Overhead transparency: Cartoon (Appendix E)
  - Overhead transparency: Effective Communication (Appendix F)
  - Handouts: Assertiveness Worksheet (Think, Pair, and Share)
  - Handouts: Effective Communication Worksheet (Appendix H)
  - Handouts: Evaluating Student Presentations Rubric (Appendix I)
- 

#### **(C) Important Terminology**

- Assertive
  - Passive
  - Aggressive
- 

#### **(D) Motivator**

- Cartoon about communication
    - Show the cartoon to the class.
    - Ask students for their interpretation/feedback.
    - Lead a brief discussion about the importance of communication.
    - Ask if there are differences in ways we communicate.
- 

#### **(F) Lesson Overview**

- Complete the Motivator: Cartoon (Appendix E).
- Use the Effective Communication overhead transparency to generate discussion and produce a note about communication (Appendix F).

- For each component, discuss how it looks in our lives.
  - E.g. For assertive, passive, and aggressive behaviours, discuss the body language associated with each; discuss the tone of speaking, the words chosen; and discuss why assertive behaviour is more effective than passive or aggressive behaviours.
- Organize a Think, Pair, Share activity to complete the Assertiveness Worksheet (Appendix G).
  - When sharing as part of the Think, Pair, Share, the students/teacher can read each sentence in the appropriate way (e.g.. passively, assertively, or aggressively).
  - This will help students understand how the tone and projection will emphasize the words being spoken.
  - In addition, a continued discussion around body language will reiterate the impact of non-verbal cues.
- Hand out the Effective Communication Worksheet (Appendix H).
  - In the same pairs as the last activity, instruct students to work on completing the Effective Communication Worksheet.
  - When their answers are complete, instruct students to remain in their pairs and to choose one of the scenarios to design a skit that depicts one of the forms of communication (active, passive, assertive).
  - Allow time for students to practise their scenarios and prepare to present in front of the class.
- Schedule time for the students to present their scenarios in front of the class.

### **(G) Assessment**

- Students will be evaluated on their presentations, using the Evaluating Student Presentations Rubric (Appendix I).

### **(H) Implications for Future Lessons**

- In a following lesson, students will use their knowledge about communication styles to determine “communication roadblocks”.
- A possible continuation could be watching and discussing *Communication Assertiveness Mental Health Video* (see Appendix J for details)

## Lesson 4

### (A) Specific Expectations:

#### *Self and Others*

- Demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families.

#### *Personal and Social Responsibilities*

- Apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality of life.
  - Demonstrate appropriate speaking and listening skills for a variety of situations (e.g., active listening, classroom discussion, job interview).
  - Demonstrate negotiation skills needed for home, school, peer, and work relationships.
  - Demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships.
- 

### (B) Materials and Resources

- Overhead projector
  - Overhead transparency: Communication Filters (Appendix K)
  - Handouts: Name That Roadblock (Appendix L)
  - Art supplies (materials for making a pamphlet, e.g. markers, construction paper)
- 

### (C) Important Terminology

- Communication filters
  - Bias
  - Prejudice
  - Stereotyping
  - Ethnocentrism
  - Globalizing
  - Sarcasm
- 

### (D) Motivator

- Review of last lesson on assertiveness.
- 

### (F) Lesson Overview

- Lead a discussion to review the lesson from last class.
- Lead a discussion about Communication Filters.
  - Hand out Communication Filters (Appendix K)
  - As a class, go through and discuss each filter (bias, prejudice etc.).

- As a class, come to an accurate definition for each filter, and provide examples for each filter.
  - While describing each filter, create a discussion around why it is important to be aware of these filters, and how they can affect communication.
  - Lead a discussion about Communication Roadblocks.
    - Hand out Name That Roadblock! (Appendix L).
    - Instruct students that in a Think, Pair, Share format, they must first complete the road block, then share it with a partner, and finally use the answers to develop a group discussion around each point/roadblock.
  - Organize the following activity:
    - Each student will choose one of the roadblocks and prepare a pamphlet describing the roadblock.
    - The pamphlet should include suggestions about the following points:
      - how to avoid these roadblock in conversations;
      - the importance of identifying the roadblocks;
      - the negative impact of the roadblocks.
  - Collect all completed pamphlets.
- 

### **(G) Assessment**

- Pamphlets should be evaluated on content information, creativity, and presentation.
- 

### **(H) Implications for Future Lessons**

- Knowing and understanding what can influence communication is very important.
  - In the next lesson, students will be learning about verbal abuse, and it is helpful for the students to make the connection about how some of our communication filters and roadblocks can lead to verbal abuse.
-

## Lesson 5

### (A) Specific Expectations:

#### *Personal and Social Responsibility*

- Demonstrate individual and collaborative problem-solving skills for home, school, and peer situations.
- Demonstrate appropriate responses to harassing or abusive behaviour.
- Identify community resources.

#### *Social Challenges*

- Analyze the impact of a variety of changes on individuals and on peer and family relationships and lifestyle (e.g. divorce and child-custody arrangements; new technologies).
- 

### (B) Materials and Resources

- Video: *It's Not Like I Hit Her* (see synopsis in Appendix M)
  - Video playing and viewing equipment
  - Overhead projector
  - Overhead transparency: Verbal Abuse: How To Save Yourself (Appendix N)
  - Overhead transparency: Verbal Abuse: Categories of Verbal Abuse, and Other Forms of Verbal Abuse (see Appendix O)
- 

### (C) Important Terminology

- Verbal abuse
- 

### (D) Motivator

- Discuss verbal abuse, using the overhead transparency called Verbal Abuse: How to Save Yourself.
    - This can be done as a 'quiz' with the students
    - Introduce the exercise by asking the students what they think verbally abusive means.
      - Many students will give answers that involve name-calling, saying hurtful things, etc.
      - Explain to students that verbal abuse can be very subtle, and may not be as obvious as saying "You are so stupid".
    - Ask for the seven signs that you are in a verbally abusive relationship.
- 

### (F) Lesson Overview

- With the students, create a Word Wall: What is Verbal Abuse?
  - Have students brainstorm their ideas/thoughts about what verbal abuse is.
- From the word wall, create a working definition of what verbal abuse is.

- Discuss the categories of verbal abuse (Appendix O). You may wish to use an overhead transparency of Categories of Verbal Abuse, or to offer this information to the students in a lecture format.
    - Have students make a note on the definition of verbal abuse, and the categories of verbal abuse.
  - Explore the ways in which a victim can get help.
    - Discuss with students a strategy for getting help if they or someone they know is in an unhealthy relationship. Be sure to consider both school and community resources.
  - Show the Video: *It's Not Like I Hit Her*.
  - Organize the following activity:
    - Place students in groups of 2-3.
    - Ask them to share any experiences they have had with verbal abuse.
    - Provide time for students to discuss what they thought of the video.
    - When done, ask students who are willing to share their thoughts with the class to present their ideas.
- 

### **(G) Assessment**

- No formal assessment will be taken.
  - Participation can be noted.
- 

### **(H) Implications for Future Lessons**

- This lesson can lead into exploring other forms of unhealthy relationships, the signs of unhealthy relationships, and what to do to get out of an unhealthy relationship.
-

# Appendices





## **Appendix A: Self-Esteem**

**Esteem:** (definition according to Webster’s Dictionary) to value, appraise, estimate, to have great regard for; value highly; favourable opinion, high regard...

To have low self-esteem is to not value or have high regard for yourself.

People with low self-esteem never feel in charge of their own lives. They often feel like victims. They feel like outsiders, left out, unimportant, etc.

### **However... Low self-esteem has two faces.**

One is the personality that seems to always be the underdog, the underachiever, the negative one, the one who says “I can’t, I couldn’t, I shouldn’t, I have to”.

The other face is the person who seems very confident, a take-charge type of person, very in control, very opinionated, positional, and often in leadership positions.

All of this bravado is still a face of low self-esteem. This type of person may exhibit any or all of these traits: when things go wrong, wants to eat other people alive, or is a perfectionist, demanding and self-centered, can’t take criticism, instruction, or direction, is very independent and self-sufficient. These people may be in leadership positions, and yet not be true leaders. People with this type of low self-esteem will often deny that anything is wrong, because thinking they are in charge is their protection. Yet, truly being in charge of your life eliminates anger, irritation and the desire to control others.

**Appendix B:**

**The Self-Esteem Quiz**

Page 1 of 3

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1 2

1. In social situations, I have something interesting to say

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

2. Most people around me seem to be better off than I am.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

3. I like being myself and accept myself the way I am.

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

4. I mess up everything I touch.

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

5. When I see a good opportunity, I recognize it and seize it

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

6. People respect and like only those who are good looking, smart, witty, talented or rich.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

7. To me, success is not imperative. The important thing is to try and do my best.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

8. I deserve to be loved and respected.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

9. Unlike others, I really have to go out of my way to make and keep a friend.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

10. If someone ever falls in love with me, I better do my best to prove worthy, because it may well never happen to me again.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

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INTERACTIVE / TESTS

**Self Esteem Test - cont...**

1 :

11. Being myself is a guarantee that people will dislike me.
- Strongly disagree
  - Disagree
  - Somewhat agree
  - Agree
  - Strongly agree
12. I am not sure I have done a good job unless someone else points it out.
- Almost never true
  - Rarely true
  - Sometimes true
  - Quite often true
  - Most of the time true
13. I am afraid of being rejected by my friends.
- Almost never
  - Rarely
  - Sometimes
  - Quite often
  - Most of the time
14. If I don't do as well as others, it means that I am an inferior person.
- Strongly disagree
  - Disagree
  - Somewhat agree
  - Agree
  - Strongly agree
15. I could disappear from the surface of the earth, and nobody would notice.
- Strongly disagree
  - Disagree
  - Somewhat agree

- Agree
- Strongly agree

16. A partial failure is as bad as a complete failure

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

17. In case of need, I know people who care enough about me to offer their help.

- Strongly disagree
- Disagree
- Somewhat disagree
- Agree
- Strongly agree

18. I feel worthless and futile.

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

19. I feel I can make mistakes without losing the love or respect of others.

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

20. I let those who care about me down.

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

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**INTERACTIVE / TESTS**

**Self Esteem Test - cont...**

12

21. If I can't do something well, there is no point in doing it at all
- Strongly disagree
  - Disagree
  - Somewhat agree
  - Agree
  - Strongly agree
22. I will never amount to anything significant.
- Strongly disagree
  - Disagree
  - Somewhat agree
  - Agree
  - Strongly agree
23. I don't need other people's approval in order to be happy and satisfied with myself.
- Strongly disagree
  - Disagree
  - Somewhat agree
  - Agree
  - Strongly agree
24. I have what it takes to socialize with other people.
- Strongly disagree
  - Disagree
  - Somewhat disagree
  - Agree
  - Strongly agree
25. I think I am a failure
- Almost never
  - Rarely
  - Sometimes

<http://www.queendom.com/cgi-bin/tests/transfer.cgi>

11/21/2005

- Quite often
- Most of the time

26. Someone that stands up to me or disagrees with me may still very well like and respect me.

- Strongly disagree
- Disagree
- Somewhat disagree
- Agree
- Strongly agree

27. By ignoring a problem, you can make it go away

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

28. I see myself as someone special and worthy of other people's attention and affection

- Almost never
- Rarely
- Sometimes
- Quite often
- Most of the time

29. How I feel about myself is more important than others' opinions of me.

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

30. I will never be as capable as I should be

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

We are currently gathering data for validation of this test. No personally identifiable information will be recorded, and your results will be used only in aggregated form. All demographic information is optional. We guarantee confidentiality and anonymity. Read the [Privacy Policy](#).

**Appendix C:**  
**How to Improve Your Self-Esteem and Confidence**

1. **Face Your Fears.** They aren't as bad as you think they are! Facing your fears increases your confidence.
2. **Forget Your Failures.** Learn from them! Avoid making the same mistakes again but don't limit yourself by assuming you failed before so you can't succeed this time. Try again. You're wiser and stronger. Don't be trapped in the past!
3. **Know What You Want and Ask For It.** You deserve your dreams to come true.
4. **Reward Yourself When You Succeed.** No one else will reward you. Isn't everything easier when you take time to help yourself?
5. **Talk.** We often make assumptions about a situation or person which are not true. Your attitude and behaviour can be negatively affected if you draw the wrong conclusions. If you have any doubt or questions, ask. Don't assume you know why or how.
6. **Don't be defeated.** Try something else. You are not going to be defeated by one failed attempt, are you? Doesn't everyone experience some failure before they succeed? All you need is a different approach.



### Appendix D: Report Assessment Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Class: \_\_\_\_\_

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Content:</b>				
Introduction	Introduction is present	Limited introduction	Thesis is clear; provides direction for essay	Attitude is defined; thesis is clearly focused; subject is significant
Idea Development	Ideas are being developed	Simplistic, uneven in quality, lacking in relevance	Clear and thoughtful	Interesting, sophisticated, insightful
Support/Evidence	Vague or inaccurate support	Present with limited support	Sufficient and accurate	Detailed, accurate, convincing
Word Choice	Limited word choice	Somewhat appropriate	Appropriate to task	Engaging and powerful choice of words
Conclusion	Conclusion is being developed	Summarizes previously stated information	Purposeful and perceptive	Extends, connects, comments on topics
<b>Organization:</b>				
Topic Sentences	In development stages	Provides restatement of thesis	Comprehensive and logical	Clearly related to thesis; comprehensive; incorporates effective transitions
Paragraph Order	In development stages	Limited paragraph sequence	Demonstrates a clear plan	Contributes to an effective argument; reinforces the content
Transitions	In development stages	Mechanical	Clear and functional	Effective and varied
<b>Mechanics:</b>				
Sentence Structure	Repetitious, fragments, and run-ons are frequent	Variety is present, some errors are evident	Complete and correct	Complete, varied, interesting
Punctuation/Spelling	Block meaning	Careless and/or distracting	Present but do not interfere with the meaning	Error-free
Voice	Unclear	Mechanical, formulaic	Clear and authentic	Distinctive, appropriate to task and audience

## Appendix E: Cartoon



<http://www.cartoonstock.com/directory/c/communication.asp>

## Appendix F: Effective Communication

### **WHAT IS ASSERTIVENESS?**

Being assertive means respecting yourself and others **AND** standing up for yourself and your rights in a positive manner.

### **RESULTS OF BEING ASSERTIVE:**

Builds self esteem and confidence!!

### **WHAT IS NON-ASSERTIVENESS?**

- Trouble setting goals
- Suffering from anxiety and guilt after making mistakes
- Low self-esteem
- Giving in easily to peer pressure

### **PEER PRESSURE**

- Friends convincing you to do something you don't want to
- Going along with what your friends do or decide for fear of being rejected or ridiculed

**AGGRESSIVE BEHAVIOUR** is negative and can be forceful and destructive.

**PASSIVE BEHAVIOUR** involves doing nothing, and can be negative as well.

## Appendix G: Assertiveness Worksheet (Think, Pair, Share)

*Worksheet*  
**ASSERTIVENESS**

**This is all about:**

Learning the difference between passive, assertive, and aggressive behavior.

**What you will do:**

- A. Below is a list of sentences that are examples of aggressive, assertive, or passive behavior.
- B. Read each sentence. Identify it by placing an *X* in the correct column.
- C. Be prepared to discuss how each sentence made you feel.

**Sentences:**

1. This is the worst hamburger I've ever had in my whole life. I want my money back, now!
2. My hamburger is cold. I need a warm hamburger, please.
3. This hamburger isn't done the way I like it, but I'll eat it anyway.
4. You can't give me an *F* on this test! You'll be hearing from my dad.
5. Could I make an appointment to discuss this test grade with you?
6. Gee, Mom, I don't know why I got a *D* on this test, but I'm afraid to ask.

	Passive	Assertive	Aggressive
1. This is the worst hamburger I've ever had in my whole life. I want my money back, now!			
2. My hamburger is cold. I need a warm hamburger, please.			
3. This hamburger isn't done the way I like it, but I'll eat it anyway.			
4. You can't give me an <i>F</i> on this test! You'll be hearing from my dad.			
5. Could I make an appointment to discuss this test grade with you?			
6. Gee, Mom, I don't know why I got a <i>D</i> on this test, but I'm afraid to ask.			

**Appendix H**  
**Effective Communication Worksheet**

1. Your sister/brother keeps on going through your room and taking your clothes. What do you do?

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2. At school someone is standing in front of your locker when you need to get into it. You...

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3. At work your boss asks you to work late, even after you told him that you have a major test tomorrow at school. You...

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---

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4. A classmate asks to copy your homework before the next period. You...

---

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### Appendix I: Evaluating Student Presentations

	Level 1	Level 2	Level 3	Level 4
<b>Organization</b>	Audience can somewhat identify the type of communication (assertive, passive, aggressive).	Audience can mostly understand the type of communication (assertive, passive, aggressive).	Audience understands the type of communication (assertive, aggressive, passive).	Audience clearly and easily understands the type of communication (assertive, aggressive, passive).
<b>Subject Knowledge</b>	Student has a limited grasp of the information, and answers some questions about the subject.	Student is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.
<b>Non-verbal Cues</b>	Limited non-verbal cues to support the communication style.	Few non-verbal cues support the communication style.	Presentation of communication is supported by many non-verbal cues.	Presentation is supported by strong body language and non-verbal cues.
<b>Eye Contact</b>	Student reads the entire scenario with limited eye contact.	Student occasionally uses eye contact.	Student maintains eye contact most of the time, but frequently reads from the scenario.	Student maintains eye contact with the audience, seldom reading from the scenario.

## **Appendix J**

### **Communication Assertiveness Mental Health Video**

#### **Communication Assertiveness Mental Health Video: Master Your Communication and Assertiveness Training Skills**

Communication and assertiveness mental health video tape: In the heat of an argument, do you feel as if no one is listening? Do you ever feel like you are talking, but not being heard in your relationships? Do you have a hard time expressing how you feel? This self-help communication assertiveness mental health video teaches the art of effective communication, assertiveness, conflict resolution, and how to express feelings appropriately. These are essential skills for relationships and overall mental health. Take your communication assertiveness to the highest level with this invaluable self-help mental health video!

This educational communication mental health video focuses on the enormous problem of communication in relationships. The strain on relationships that results from this problem was the motivation for making this communication mental health video.

This communication mental health video, just like the other educational mental health videos in this series, has been designed to appeal to individual clients or families who have problems with communication, as well as the mental health clinician in the field who is interested in learning more about relationships and communicating and how to teach it effectively.

[http://www.asktheinternettherapist.com/psychology\\_videos.asp](http://www.asktheinternettherapist.com/psychology_videos.asp)

## Appendix K: Communication Filters

Sometimes messages are unclear due to a variety of ***communication filters***.

It can be difficult to determine if the content of a message is *fact* or *opinion* if any one of the filters comes into play.

Filters include factors such as:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### **BIAS:**

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Example:

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### **PREJUDICE:**

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Example:

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### **STEREOTYPING:**

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Example:

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### **ETHNOCENTRISM:**

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---

---

Example:

---

When any of these types of filters come into play during the communication process, messages can be unclear and misinterpreted.



## Appendix L

Date: \_\_\_\_\_ Name: \_\_\_\_\_

### NAME THAT ROADBLOCK !

See how many of the following communication roadblocks you can identify correctly. In the blank to the right of each sentence, fill in the kind of roadblock you think is being used:

*Opinion as Fact, Insult, Name-calling, Sarcasm,  
Mind-reading, Globalizing.*

1. You never trust me with anything. \_\_\_\_\_
2. I didn't think you'd mind my borrowing your bike. \_\_\_\_\_
3. How can you be so stupid ? \_\_\_\_\_
4. Baseball is much more interesting than soccer. \_\_\_\_\_
5. Who cut your hair, a lawn mower ? \_\_\_\_\_
6. How come you're always late ? \_\_\_\_\_
7. I know why you couldn't tell him that. \_\_\_\_\_
8. You sound just like a jerk. \_\_\_\_\_
9. This TV show is boring. \_\_\_\_\_
10. You're the expert, you do it. \_\_\_\_\_
11. A ball could be right in your hands and you'd drop it. \_\_\_\_\_
12. My teacher never calls on me. \_\_\_\_\_
13. Okay, Mr. Know-it-all, tell us the answer. \_\_\_\_\_
14. Boys can't jump rope as well as girls. \_\_\_\_\_
15. You're the biggest cheapskate I know. \_\_\_\_\_
16. Can't you ever take a little kidding ? \_\_\_\_\_

**Appendix M:**  
***It's Not Like I Hit Her Video***

23 minutes

Synopsis: Violence that happens in relationships is not always physical. This program explores violence and abuse using dramatic demonstrations and testimonials from both men and women. Though noted at the beginning that women may be abusers, this program focuses on men. The demonstrations show and the men speaking on this tape confirm that verbal abuse and intimidation and jealousy are used to exercise power and control over mates.

The effect on children living in the situations is discussed. Sometimes where there are contentious issues in divorce and separation, the children become pawns or become traumatized witnesses. Women who stay in this kind of relationship may take on the blame and find themselves wondering what they could have done better. The demonstrations show that abusive men want their own way. They appear not to know how to negotiate, and have failed to learn how to recognize and take responsibility for their own feelings.

**Appendix N:  
Verbal Abuse: How To Save Yourself**

**Seven Signs You're in a Verbally Abusive Relationship**

1. He seems irritated or angry with you several times a week. When you ask why he's mad, he either denies it or tells you it's in some way your fault.
2. When you feel hurt and try to talk with him, the issues never get resolved. He might refuse to discuss your upset feelings by saying "You're just trying to start an argument!" or claiming he has no idea what you're talking about.
3. You frequently feel frustrated because you can't get him to understand your intentions.
4. You're upset- not so much about concrete issues like how much time to spend together, but about communication: what he thinks you said and what you heard him say.
5. You sometimes think "What's wrong with me? I shouldn't feel so bad."
6. He seems to take the opposite view from you on almost everything, and his opinion isn't stated as "I think," but as "You're wrong".
7. You can't recall saying "Cut it out!" or "Stop it!"

## Appendix O: Categories of Verbal Abuse

The first category of verbal abuse is **withholding**. A marriage requires intimacy, and intimacy requires empathy. If one partner withholds information and feelings, then the marriage bond weakens. The abuser who refuses to listen to his partner denies her experience and leaves her isolated.

The second is **countering**. This is the dominant response of the verbal abuser who sees his partner as an adversary. He is constantly countering and correcting everything she says and does. Internally he may even be thinking, "How dare she have a different view!"

Countering is very destructive to a relationship because it prevents the partner from knowing what her mate thinks about anything. Sometimes the verbal abuser will cut off discussion in mid-sentence before she can finish her thought. In many ways, he cannot even allow her to have her own thoughts.

A third category of verbal abuse is **discounting**. This is like taking a one hundred-dollar item and reducing its price to one cent. Discounting denies the reality and experience of the partner and is extremely destructive. It can be a most insidious form of verbal abuse because it denies and distorts the partner's actual perception of the abuse.

Sometimes verbal abuse is disguised as **jokes**. Although his comments may masquerade as humor, they cut the partner to the quick. The verbal jabs may be delivered crassly or with great skill, but they all have the same effect of diminishing the partner and throwing her off balance.

A fifth form of verbal abuse is **blocking and diverting**. The verbal abuser refuses to communicate, establishes what *can* be discussed, or withholds information. He can prevent any possibility of resolving conflicts by blocking and diverting.

**Accusing and blaming** is another form. A verbal abuser will accuse his partner of some wrongdoing or some breach of the basic agreement of the relationship. This has the effect of diverting the conversation and putting the other partner on the defensive.

Another form of verbal abuse is **judging and criticizing**. The verbal abuser may judge his partner and then express his judgment in a critical way. If she objects, he may tell her that he is just pointing something out to be helpful, but in reality he is expressing his lack of acceptance of her.

These are just a few of the categories of verbal abuse. Next we will look at a number of other forms of verbal abuse.

## Other Forms of Verbal Abuse

**Trivializing** can also be a form of verbal abuse. It is an attempt to take something that is said or done and make it insignificant. When this is done in a frank and sincere manner, it can be difficult to detect. Often the partner becomes confused and believes she hasn't effectively explained to her mate how important certain things are to her.

**Undermining** is also verbal abuse. The abuser not only withholds emotional support, but also erodes confidence and determination. The abuser often will squelch an idea or suggestion just by a single comment.

**Threatening** is a classic form of verbal abuse. He manipulates his partner by bringing up her biggest fears. This may include threatening to leave or threatening to get a divorce. In some cases, the threat may be to escalate the abuse.

**Name-calling** can also be verbal abuse. Continually calling someone "stupid" because she isn't as intelligent as you, or calling her a "klutz" because she is not as coordinated can have a devastating effect on the partner's self esteem.

Verbal abuse may also involve **forgetting**. This may involve both overt and covert manipulation. Everyone forgets things from time to time, but the verbal abuser consistently does so. After the partner collects herself, subsequent to being yelled at, she may confront her mate only to find that he has "forgotten" about the incident. Some abusers consistently forget about the promises they have made, which are most important to their partners.

**Ordering** is another classic form of verbal abuse. It denies the equality and autonomy of the partner. When an abuser gives orders instead of asking, he treats her like a slave or subordinate.

**Denial** is the last category of verbal abuse. Although all forms of verbal abuse have serious consequences, denial can be very insidious because it denies the reality of the partner. In fact, a verbal abuser could read over this list of categories and insist that he is not abusive.

It is very important for the partner to recognize these characteristics and categories since the abuser is usually in denial. Thus, the responsibility for recognizing verbal abuse and doing something about it often rests with the partner, the victim.

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## Lesson 1

### (A) Specific Expectations:

#### *Tableau*

- Demonstrate an understanding of role as a balance of self (student) and other (role and circumstances in the drama).
  - Identify the skills necessary to remain engaged in role and the drama (e.g., concentration, listening, interpreting, questioning).
  - Demonstrate an understanding of focus and concentration in playing a role.
  - Identify and employ different kinds of questions to develop and deepen roles within a drama.
  - Identify and apply principles of listening.
- 

### (B) Materials and Resources

- N/A
- 

### (C) Important Terminology

- Bully
  - Victim
  - Bystander
  - Victimization
- 

### (D) Motivator

- Warm-up
    - Shake-down and stretching to warm up the body.
- 

### (F) Lesson Overview

- Instruct students to complete a warm-up activity.
- Organize a Yes/No game.
  - With everyone in a circle, one person begins by saying “yes” to the person to his/her left.
  - That person (person #2) responds by saying “no”
  - Person #3 continues by saying yes to the person on his/her left or right.
  - Continue until everyone has had the opportunity to say yes or no.
  - Students should be focused on the delivery, and how their facial expressions, tone, voice projection etc. can alter the meaning of the 2 words.
- Develop the game further:
  - Instruct students to spread out and find their own space in the classroom.

- Ask students to close their eyes and imagine an experience they have had that made them happy.
  - Encourage the students to fully relive this memory, focusing on their facial expressions and body positions.
  - Then ask the students to freeze, and focus on the changes in their body.
  - This exercise is then repeated with a sad experience, a frustrating experience, a hurtful experience, etc.
  - Each time the experience ends by telling the students to freeze, and focus on the changes in their body.
  - With everyone in a circle, initiate a discussion on the physical changes they experienced based on the memories they were reliving.
    - Go through every type of experience (sad, frustrating, hurtful, etc.).
  - Instruct the students to repeat this exercise, only this time to focus on an imaginary experience.
    - Tell the students to imagine they are a witness to a friend being harassed by someone.
    - Use situations showing several different types of harassment (verbal, physical, emotional, financial, etc.).
    - In the subsequent exercises, instruct the students to alternate the 'role' they play. They should react from the viewpoint of a bystander, a victim, and a bully.
  - With everyone in a circle, lead a discussion about the physical/emotional changes they experienced in the different roles they played, and according to the different situations.
  - Assign a Journal Reflection:
    - Have students write a one-page reflection in their journal about their experiences.
    - They should reflect on changes in their body, inner emotions, expressions, and body language.
- 

### **(G) Assessment**

- The reflective journal can be collected for assessment or to determine student participation.
- 

### **(H) Implications for Future Lessons**

- This lesson allows students to get in touch with the emotions one might be feeling in a bully situation.
  - Future lessons will refer back to these emotions and expressions, as students become more aware of the roles people play in a bully situation.
  - Students should be instructed to bring in any stories, books, pictures, newspaper articles, etc that deal with the topic of victimization or bullying.
-



## Lesson 2

### (A) Specific Expectations:

- Demonstrate an understanding of role as a balance of self (student) and other (role and circumstances in drama).
  - Identify the skills necessary to remain engaged in role and drama (e.g., concentration, listening, interpreting, questioning).
  - Demonstrate an understanding of focus and concentration in playing a role.
  - Identify and employ different kinds of questions to develop and deepen roles within a drama.
  - Identify and apply principles of listening.
- 

### (B) Materials and Resources

- Students should be instructed ahead of time to bring in any stories, books, pictures, newspaper articles that they can find that deal with the topic of victimization or bullying.
- 

### (C) Important Terminology

- Prevalence
  - Tableau
  - Stage picture
  - Point of focus
  - Balance
  - Levels
- 

### (D) Motivator

- Warm-up
    - Shakedown and stretching to warm up the body.
- 

### (F) Lesson Overview

- Complete a Warm-up activity.
- Organize a game of Fortunately/Unfortunately.
  - With the group standing in a circle, one person begins by telling a short unfortunate event (e.g., Jimmy was running late for school).
  - The person to the left of the starter continues the story, and must begin with the word “fortunately” (e.g., fortunately, his mom said she could drive him to school).
  - The next person in line then continues the story, beginning with the word “unfortunately” (e.g., unfortunately, her car had a flat tire).

- Continue the story until everyone has had an opportunity to add to the story.
  - Develop the game further:
    - Instruct the students to split off into pairs (A and B).
    - Tell them that in this game, A is the parent, B is the child.
    - Allow the pairs one minute to come up with a scenario that involves both A and B, and they will create a still photo that represents the parent/child relationship.
    - Tell the students that they must distinguish themselves so that a passer-by could identify easily the parent and the child.
    - After a minute has passed, yell “Freeze”, and the dyad must stand perfectly still in their positions.
    - Continue the activity, instructing the students to become characters changing into boss/employee, student/teacher, etc., and ending with bully/victim.
    - With each new scenario, certain pairs are selected to demonstrate their “photo” to the class, to see if the rest of the class can guess who is who.
  - Tell the students to get out their books, articles, and photos that they were asked to bring in.
    - Allow the students time to share and discuss their materials.
    - Instruct that the discussion must include what the example of media is, where they found it, what it represents, what the author has written, and their own reaction to it.
    - Initiate a class discussion on the occurrence/prevalence of violence and bullying.
  - Lead a discussion:
    - Have a discussion on how to create a frozen image in time that represents an idea or theme.
    - Introduce terms such as stage picture, point of focus, balance, levels.
    - Divide the students into groups of 4.
    - Instruct the group to pick one person’s story/image/article and encapsulates the main theme into a single tableau.
  - Assign a Journal Reflection:
    - Tell the students to answer the following question: What factors lead to violence in schools?
    - Advise them to consider family, friends, media, sports, technology... all avenues.
- 

### **(G) Assessment**

- Journals can be collected for assessment or used for determining student participation.
-

**(H) Implications for Future Lessons**

- Students will integrate their knowledge of conflict, and their ideas of what leads to conflict with dramatic interpretations in the next lesson.
-



### Lesson 3

#### **(A) Specific Expectations:**

##### *Tableau*

- Demonstrate an understanding of role as a balance of self (student) and other (role and circumstances in drama).
  - Identify the skills necessary to remain engaged in role and drama (e.g., concentration, listening, interpreting, questioning).
  - Demonstrate an understanding of focus and concentration in playing a role.
  - Identify and employ different kinds of questions to develop and deepen roles within a drama.
  - Identify and apply principles of listening.
- 

#### **(B) Materials and Resources**

- Handouts: Tableaux Rubric (Appendix A)
- 

#### **(C) Important Terminology**

- Tableaux
- 

#### **(D) Motivator**

- Warm-up
    - Shake down and stretching to warm up the body.
- 

#### **(F) Lesson Overview**

- Complete the Warm-up activity.
- Organize the following activity:
  - Instruct the students to walk around the room in their own path, careful not to run into anyone else.
  - Call out “Freeze”, and everyone must do so.
  - Then call out a number, and tell students they must form a group the size of the number.
  - Next, call out a situation. Instruct the groups that they have one minute to develop a tableau that depicts the situation called out.
  - For example, call out 7 (students must get into groups of 7). Then call out “school yard bully” and students must create a tableau that represents bullying.
  - Use this as an informal opportunity to assess if students are conscious of levels, balance, roles, points of focus, etc.
- Develop the activity further (students have the remainder of the class to complete):

## ADA 10-Drama (Tableau and Storytelling)

- Place the students in groups of 5. Tell them that they must create a series of tableaux that tell a story of a victim who is being bullied.
  - Instruct them that they must represent the initial incident, the peak of all the problems, and a solution.
  - Instruct students that they are to consider who else is in the scene besides just the victim and the bully (e.g. bystanders), and how each individual within the tableau affects each event and responds to each event.
  - Instruct students to select a piece of music that will play along with the sequence of tableaux. The music should compliment and enhance the pictures and the theme.
  - Instruct students to create clean transitions from one tableau to the next. They must be timed so that everyone freezes and unfreezes at the same time.
  - Hand out the Tableaux Rubric. Tell the students to refer to the rubric for information about the evaluation of both the group and individual components (Appendix A)
  - If necessary, you can give each group a type of bullying (verbal, physical, financial, emotional etc.) to assist in their planning.
  - After the presentations, spend time debriefing and discussing with the class the different types of solutions groups came up with in their tableaux.
    - Have the students identify and discuss the different types of solutions that can cause a bully situation to escalate or collapse.
  - In addition, discuss with students the roles each person can play in a bully situation.
    - E.g., How can the bystanders positively or negatively influence the situation?
- 

**(G) Assessment**

- Informal assessment can occur during the initial activity.
  - Formal assessment of the tableaux will be conducted, using the Tableaux Rubric for a group rubric and an individual rubric. (Appendix A).
- 

**(H) Implications for Future Lessons**

- Students will take their knowledge of tableaux and move from ‘frozen’ into ‘live’ drama with the storytelling unit.
-

## Lesson 4

### (A) Specific Expectations:

#### *Story Telling*

- Demonstrate an understanding of role as a balance of self (student) and other (role and circumstances in drama).
  - Identify the skills necessary to remain engaged in role and drama (e.g., concentration, listening, interpreting, questioning).
  - Demonstrate an understanding of focus and concentration in playing a role.
  - Identify and employ different kinds of questions to develop and deepen roles within a drama.
  - Identify and apply principles of listening.
- 

### (B) Materials and Resources

- N/A
- 

### (C) Important Terminology

- Flesh Out
- 

### (D) Motivator

- Warm-up
    - Shakedown and stretching to warm up the body.
- 

### (F) Lesson Overview

- Complete the Warm-up activity.
- Organize the Activity- I Like You/I Like You, Too.
  - Remind the students of the activity where they stood in a circle and said Yes/No to each other. This time, they will complete the same activity as “Yes/No”, only replacing “Yes/No” with “I Like You/I Like You. Too.”
  - Instruct the students to focus on the delivery, and how their facial expressions, tone, and voice projection can alter the meaning of the two phrases.
- Lead a discussion on bullying in schools.
  - Ask the students, Now that we have explored different instances of bullying, how might we prevent it?
  - Remind the students about the roles each person plays in a bully situation.
- Have the students form pairs (A and B), with A as the parent, and B as the child. Give the following instructions:
  1. Create a tableau of the child asking the parent for something he/she desperately wants to do.

2. Create a tableau of the parent/child relationship after the parent has refused the child's request.
  3. Beginning frozen in tableau one, act out a one minute dialogue that happens between the parent and child, ending in the tableau of the parent's refusal.
  4. Have volunteers show their tableaux and dialogue to the class for feedback.
- When the students have completed the unit on tableau, instruct them that they will now "flesh out" the stories originally told in images by adding dialogue and movement. They should use the tableaux presented in the previous class to do this.
  - Give the students the following instructions:
    - They will choose only one of the images from the sequence of tableaux to flesh out.
    - The image must happen at some point in the scene.
    - The image doesn't have to be a frozen picture, and the scene doesn't have to begin with that image, but there must be some point at which the actors find themselves in those same positions, even if they never actually freeze in the tableau.
  - Instruct the students to complete a Journal Reflection, answering the following questions:
    - What changes occur once dialogue and movement are added to a stage picture?
    - What are the advantages of these additions?
    - What are the setbacks?
- 

### **(G) Assessment**

- The journal can be collected and assessed or used to determine student participation.
- 

### **(H) Implications for Future Lessons**

- Using the tableaux as a means to story tell, students will now be able to identify with the different roles each character plays.
  - In the next lesson, students are focusing on the role of the bystanders to a bully situation.
-



## Lesson 5

### (A) Specific Expectations:

#### *Storytelling*

- Demonstrate an understanding of role as a balance of self (student) and other (role and circumstances in drama).
  - Identify the skills necessary to remain engaged in role and drama (e.g., concentration, listening, interpreting, questioning).
  - Demonstrate an understanding of focus and concentration in playing a role.
  - Identify and employ different kinds of questions to develop and deepen roles within a drama.
  - Identify and apply principles of listening.
- 

### (B) Materials and Resources

- N/A
- 

### (C) Important Terminology

- Bystander
  - Apathetic bystander
- 

### (D) Motivator

- Warm-up
    - Shakedown and stretching to warm up the body.
- 

### (F) Lesson Overview

- Complete the Warm-up activity.
- Organize a game of Two Truths and a Lie:
  - Tell students to sit in a circle.
  - Tell students to take a turn, telling two truths and one lie about themselves to the class.
  - Instruct the rest of the class to guess which one was the lie.
- Organize an Action/Reaction activity:
  - Tell students to pair up.
  - Have the members of each pair turn their backs to one another. On the count of three, tell them to turn around to face each other. Person A strikes a pose and person B tells a 30-second story about the character in that pose.
  - Have students switch roles and repeat the activity.

- Develop the activity further:
    - Tell students that in groups of four, they are to create a two minute scene that involves bullying, in which a bystander is the central character.
    - Tell students that the story will be performed three different times, each with a different solution, based on the bystander's reaction (or lack of reaction) to the bullying.
    - Allow time for students to present to the class, and after each group presents, elicit a discussion about the bystander.
      - Why does the bystander respond the way he/she does?
      - How do the other characters factor into the bystander's decision to take action?
      - What is the bystander's relation to the victim? ...to the bully?
      - Are there any positive solutions to the scenario?
  - After all groups have completed, debrief with the class the roles each person plays in a bully situation.
    - Discuss again possible action a bystander can take.
    - Discuss the importance of not being an apathetic bystander.
    - Ask students to share any personal experiences of being a bystander, how they felt, what they did, and if they would have done things differently, if they could be in that situation again.
- 

### **(G) Assessment**

- Students can be informally assessed on their presentations, and their participation.
- 

### **(H) Implications for Future Lessons**

- This lesson could roll into a series of lessons that describe the different styles of communication (passive, aggressive, assertive).
  - In addition, this lesson could allow for future lessons on practising those communication styles in a bully situation.
-

# Appendices



## Appendix A Tableaux Rubric

Group Members \_\_\_\_\_

<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Stage Picture</b>	Limited variation in levels within a tableau and between tableaux.	Some variation in levels within a tableau and tableaux.	Good variation in levels within a tableau and between tableaux.	Excellent variation in levels within a tableau and between tableaux.
<b>Sequence</b>	Sequence is limited.	Some tableaux are out of order.	Tableaux are in a good order and flow smoothly from one to the next.	Tableaux are in a perfectly coherent order and flow seamlessly from one to the next.
<b>Focus</b>	Performers are moving around. There are two different ideas happening. Some performers are visible.	There is movement. Group is working on one idea, but the idea communicated is vague. Majority of performers are visible.	Group is frozen and knows what they are doing. Idea is clear. All performers are visible.	Group is frozen and clearly communicates one idea together. All performers are visible and in the moment.
<b>Story</b>	Unclear understanding of interpretation of the theme.	Some understanding of interpretation of the theme.	Adequate understanding of interpretation of the theme.	Exceptional understanding of interpretation of the theme.
<b>Music</b>	Selection of music is either non-existent or is inappropriate to the storyline.	Selection of music somewhat fits the storyline.	Selection of music is appropriate to sequence of tableaux.	Selection of music both complements and enhances sequence of tableaux.

**Individual Name:** \_\_\_\_\_

<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Facial Expressions</b>	Face is relaxed with limited focus.	Facial expressions are mostly of actor concentrating.	Facial expressions add to the presentation and convey emotion.	Dynamic facial expressions.
<b>Body Positions</b>	Most body positions are similar.	Utilizes a few different body positions.	Variety of body positions used.	Variety of dynamic body positions.
<b>Eyes and Body Stillness</b>	Eyes and body were not still in tableaux	Eyes and body were somewhat still throughout some of the tableaux.	Eyes and body were still throughout most of the tableaux.	Eyes and body were still throughout the tableaux.

This unit was originally developed by Jennifer Scullion, and has been adapted and formatted to suit this resource.

#### References

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## Lesson 1: Agents of Socialization

### (A) Specific Expectations:

- Demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization.
  - Analyse the role of mass media in influencing individual and group behaviour.
  - Explain the role of socialization in the development of the individual.
  - Identify the primary and secondary agents of socialization, and evaluate their influence.
- 

### (B) Materials and Resources

- Song: “American Idiot” by Greenday
  - CD player
  - Overhead projector
  - Overhead transparency: “American Idiot” Lyrics (see Appendix A)
  - Handouts: Socialization... WHAT?! Worksheet (see Appendix B)
  - Overhead transparency: Socialization... WHAT?! worksheet (see Appendix B)
  - Film: *Wild Children*
  - Handouts: Film: *Wild Children* Question Sheet (see Appendix C)
- 

### (C) Important Terminology

- Socialization
  - Primary socialization
  - Secondary socialization
  - Norms
  - Primary group
  - Secondary group
  - Peer group
  - Total institutions
  - Isolates
  - Ferals
- 

### (D) Motivator

- “American Idiot”
  - Play the song “American Idiot” and put the lyrics (Appendix A) on the overhead.
  - Tell the students to listen to the song and read the lyrics.
  - Ask the students the following questions about the song:
    - What do you think this song is about?

- What is this song saying about the media?
  - Green Day is considered a “Punk Rock” band. What does that mean?
    - Based on these questions, try to get students to think about the punk rock movement as a resistance to the “norms” of society and what is expected from society’s citizens.
    - From there, lead into the topic of socialization, and the socialization of the average person in society.
- 

## **(F) Lesson Overview**

- Complete the Motivator: “American Idiot.”
- Discuss Socialization...WHAT?!
  - Distribute the Socialization...WHAT?! handout (Appendix B).
  - Display the transparency of the handout on the overhead.
  - Have different students read out the definitions of each term on the handout.
  - As you discuss each term, have students suggest various examples for each definition. Instruct students to write these examples in the spaces provided on the worksheet.
  - For the last definition of “ferals”, instead of discussion right away, watch the video “Wild Children.”
- View the film: *Wild Children*.
  - Distribute the Film: *Wild Children* Question Sheet handout (Appendix C)
  - Tell students to answer the questions as they view the film.
    - The film is about a 10 year old boy who was found in the forest in the 1800s, and was believed to have been raised by wolves.
    - In the film, a psychologist takes the boy into his home and brings him through various stages of socialization (i.e., teaches him to communicate through speech, hand signals, emotions, and teaches him to play and eat).
- Lead a discussion of answers to the Film: *Wild Children* Question Sheet.
  - Split the class up into groups of three, and assign one question to each group.
  - After the groups have been given sufficient time to discuss their answers, bring the class together for a discussion about the film and the handout.
    - The questions on the handout have direct correlation to how socialization may or may not lead to violence.
    - Discuss how we might prevent violence through a positive socialization process.
    - Also, discuss how a resistance to socialization might lead to violence.
- Lecture on Socialization Awareness.
  - Spend the final minutes of class reinforcing the fact that socialization plays an extremely important role in forming who we are as citizens in a community.



- Also, stress that we all deal with socialization differently- whether we decide to rebel against socialization (like the punk rock movement), or we are part of a peer group, or we are in a total institution (i.e., prison, bootcamp or a cult), or we are isolated from society (i.e., isolates or ferals).
  - Point out that unfortunately, some people decide to deal with socialization by reacting in a violent manner.
  - Point out that socialization is occurring all around us, and is a very important part of development.
- 

### **(G) Assessment**

- The Socialization ... WHAT?! worksheet can be collected for marking or checking for completion.
  - Individual student participation should be noted during the class discussions and the group work.
- 

### **(H) Implications for Future Lessons**

- Students are now aware that socialization is always occurring, and that everything that students come in contact with will influence their socialization.
  - Students should begin to recognize the impact of media on socialization, which will be discussed further during the next lesson.
-



## **Lesson 2: Violence in the Media and Pro Wrestling**

### **(A) Specific Expectations:**

- Demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization.
  - Explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).
  - Analyze the role of mass media in influencing individual and group behaviour.
- 

### **(B) Materials and Resources**

- Television
  - VCR
  - Video tape of wrestling match
  - Overhead projector
  - Overhead transparency: Aggression and Violence in the Media (see Appendix D)
  - Overhead transparency: Pro Wrestling Implicated in the Death of a Nine Year Old (see Appendix E)
- 

### **(C) Important Terminology**

- Sanctioned violence
  - Cohesion
  - Dehumanization
  - Modeling theory
  - Frustration-aggression theory
  - Innate
- 

### **(D) Motivator**

- Show a video clip of a wrestling match.
    - Show a three minute video clip of the ending of a professional wrestling match, where the wrestlers both drop each other on their heads and jump on top of each other.
    - Ask students the following questions, and record their answers on the board:
      - What was your immediate gut reaction to the video clip?
      - Do you think wrestling is real or fake?
      - Why are the wrestlers beating up each other?
      - Would you consider what you just saw “violent”?
-

## **(F) Lesson Overview**

- Complete the Motivator: Video Clip and discussion.
- Present the ideas of “Violence” and “Sanctioned Violence.”
  - Show the definitions of “Violence” and “Sanctioned Violence” from the overhead Aggression and Violence in the Media (Appendix D).
  - Have students write in their notebooks the definitions from the overhead.
  - Discuss whether professional wrestling is violence or sanctioned violence.
  - Ask how sanctioned violence is damaging to our society.
- Present the article called Pro Wrestling Implicated in the Death of a Nine Year Old (Appendix E).
  - Distribute the handout (Appendix E) and have various students in the class read different sections of it.
  - Question for the class regarding the handout:
    - What is the name and age of the boy who was killed?
    - How did he die?
    - To what does the mother of the boy attribute his death?
    - Does the father of the boy consider wrestling “real” or “fake”? Does this consideration change what happens to the boy?
    - Is wrestling to blame for the death of this boy?
    - If you were the judge in the death of this child, would you convict the 16 year old Jason Crabb of murder? Why or why not?
- Discuss Conflict and Cohesion in Society.
  - Show the students the definitions of “conflict” and “cohesion” from the overhead.
  - Ask students if they think wrestling encourages conflict or cohesion.
  - Ask what effects this has on society.
  - Ask if this information changes their opinions on whether pro wrestling was to blame for the death of Derek Garland.
- Discuss Dehumanization.
  - Show the definition of “Dehumanization” from the overhead.
  - Tell students to consider the fact that pro wrestlers are portraying certain characters rather than being themselves (or in other words, not portraying ‘real’ people). Ask if they think pro wrestling is dehumanizing.
  - Ask if they think ‘dehumanization’ played a part in the death of Derek Garland. Have them explain why or why not.
- Discuss two theories about Violence and Aggression.
  - Show the definition of “Modeling Theory” and “Frustration-Aggression Theory” from the overhead
  - Ask which theory explains Jason Crabb’s actions toward Derek Garland.
  - Ask if the application of these theories to the Garland case changes their opinions on whether pro wrestling was to blame for Derek’s death.
- Wrap up the activity with the following Conclusion/Closure:
  - Replay the three minute video.
  - Based on the video clip, handout, and overhead, discuss the following questions:

- Is your reaction to pro wrestling different than your initial gut reaction from the first viewing? Why?
  - Does “sanctioned violence” in the media create conflict or cohesion in society? Is this damaging to society as whole?
  - Is it fair to blame violence in the media for the violence that occurs in society? Are there other factors contributing to the problem?
- Assign the following HOMEWORK:
    - Have students go home and watch one hour of television. Record one example of “sanctioned violence” and one example of “dehumanization” seen during this viewing.
    - Have students indicate a show that encourages conflict over cohesion.
- 

### **(G) Assessment**

- Homework completion can be noted.
  - Class participation should be recorded.
- 

### **(H) Implications for Future Lessons**

- Students are now beginning to realize the impact of media on violence and violent tendencies.
  - The next step is to examine the influence of violence in the media on gender stereotyping.
-



### Lesson 3

#### (A) Specific Expectations:

- Identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender).
  - Analyse the role of the mass media in influencing individual and group behaviour.
  - Explain why behaviour varies depending on context and on the individual involved.
- 

#### (B) Materials and Resources

- 2 markers
  - 2 large pieces of poster paper
  - This lesson is done best if 'team taught' - one male and one female teacher
- 

#### (C) Important Terminology

- Gender stereotyping
- 

#### (D) Motivator

- Ask the class to think independently (and quietly) about these questions:
    - Do you think our society has gender stereotypes?
    - Do you have gender stereotypes?
- 

#### (F) Lesson Overview

- Ask the class to think about their answers to the Motivator questions.
- Organize the following activity:
  - Take all the males in the class out of the classroom, to a separate space.
  - Have the male teacher go with them.
  - Instruct the males to take a marker and a blank piece of poster paper.
  - All the girls will stay in the room with the female teacher.
  - Have all the boys make a list on the poster paper entitled: "Women Are..."
  - The male teacher will encourage the students to come up with a variety of negative female stereotypes.
  - While the boys are in the hall (or another room), the female teacher will be in the class with the girls making their own list; however, this list will be entitled "The Ideal Man Is..."
  - The teacher will encourage the students to list all the positive aspects they idealize in a man.
    - The teachers must make sure that the students do NOT know what the other gender's list is about.

- This way, each gender will assume that the other gender's list is equivalent to their own.
  - Ask the students to present their lists.
    - Bring the boys back into the room.
    - Start by having a few of the females in the room present their list to the males, and explaining their choices.
      - At this time, the boys will realize that they thought the girls were making a negative list like theirs.
      - Therefore, they might get nervous when it comes time to present their list.
    - Have the boys present their list to the girls in the classroom.
      - At this time, the girls will start to argue with the boys about their list.
      - It should be stressed that the opposite gender is to be quiet when the presentations are going on.
      - Tell the class that they will have time to discuss the points afterwards.
    - Now, have each gender make a list similar to the opposite gender.
      - There should be two lists for each, an "Ideal" list, and "\_\_\_\_ Are" list.
  - Lead a Gender Stereotyping and Violence Discussion.
    - *Make it clear to the class that the discussion must be civil.*
    - Students can get very heated in this type of debate, so make sure all of the students respect each other's opinions and do not speak out of turn.
    - Examine the lists on the board.
    - Ask what words on the list might help fuel violence towards women.
      - E.g. the idea that women are 'weak' and that men are supposed to be 'strong' and 'dominant' might cause men to feel that they must be dominant, and thus in a physical (and sometimes violent) role.
      - The idea that women are considered "crabby" supports the idea that when women speak their mind, they are out of place and must be silenced.
    - Ask what words on the board might help fuel violence towards men.
      - The idea that men are 'masculine' and 'strong' might lead to violence against men who show feminine characteristics.
  - Bring Closure by discussing Gender Stereotyping Awareness.
    - End with a closing statement concerning awareness.
    - Make it clear to students that the whole point of this activity was to increase awareness of gender stereotyping and violence.
    - Point out that the first step in any 'anti-stereotyping' program or 'anti-violence' program is to increase awareness.
    - Make clear that once students are aware that stereotyping and violence exist, they can begin to combat them by not participating in either stereotyping or violence.
-



**(G) Assessment**

- Student participation can be noted.
- 

**(H) Implications for Future Lessons**

- Students are now aware of gender stereotypes. In the next lesson, students will learn about the influence the media has on forming gender stereotypes.
-



## Lesson 4

### (A) Specific Expectations:

- Identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender).
  - Analyse the role of the mass media in influencing individual and group behaviour.
  - Explain why behaviour varies depending on context and on the individual involved.
- 

### (B) Materials and Resources

- *Killing Us Softly* video
  - TV and VCR
  - Teacher Resource: *Killing Us Softly* Video Questions (see Appendix F)
  - Magazines
  - Scissors
- 

### I Important Terminology

- Stereotypes
  - Dominance
  - Self-image
  - Target audience
  - Degrade
  - Glorify
- 

### (D) Motivator

- Watch the video *Killing Us Softly*
    - Start the class by watching the short film *Killing Us Softly*.
- 

### (F) Lesson Overview

- Complete the Motivator: viewing the video
- Lead a discussion of the video, using the questions from *Killing Us Softly* Video Questions (Appendix F).
- Organize a Magazine Exercise.
  - Split the class into four groups
  - Give each group a pair of scissors and some magazines.
  - Ask each group to look for different type of ads:
    - Group 1- “DISHPOTS”- This group is looking for ads pertaining to the stereotypical portrayal of women in the household.
    - Group 2- “SEXPOTS”- This group is looking for ads pertaining to the sexual stereotypes of males and females.

- Group 3- “MALE DOMINANCE”- This group is looking for ads pertaining to the stereotypical portrayal of male dominance in society.
  - Group 4- “NEW ROLES”- This group is looking for ads pertaining to the changing roles of males and females in society (i.e., the male nurse, or female carpenter, or at-home dad).
  - Once the group has found a number of ads, have them answer the following questions about each one:
    - What is the ad selling?
    - Describe the most prominent image in the advertisement.
    - What does the ad suggest about the values or ideas in our culture?
    - Who is the target audience for this ad? Explain your answer.
    - Is this an effective ad? Why or why not?
  - Lead a discussion.
    - Bring the class back together and have each group present their most interesting/impacting/descriptive ads.
    - Have each group present their answers to the assigned questions about the ads that they present.
  - Bring closure during the last few minutes of class.
    - Emphasize some of the main points of the film.
    - Have the class share any interesting things that they may have learned from the film or from analyzing the magazine ads.
    - Reiterate that we are all subjected to ads every day, and we are all affected by them, whether we realize it or not.
    - Point out that often, the ads affect us in negative ways because they perpetuate negative stereotypes pertaining to men and women.
    - Point out that ads that degrade women cause us to look down on women, and often glorify violence towards women.
- 

### **(G) Assessment**

- Student participation should be noted.
- 

### **(H) Implications for Future Lessons**

- Now that students are aware of stereotypes, and are cognizant of the role the media plays in forming these stereotypes, they will examine some responses to violence by learning about psychological theories.
-

## Lesson 5

### (A) Specific Expectations:

- Define the concepts central to psychology.
  - Demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization.
  - Demonstrate an understanding of the major questions related to ‘self and others’ that are posed by anthropologists, psychologists, and sociologists.
- 

### (B) Materials and Resources

- Overhead projector
  - Film: *Rocky*
  - Film: *Clockwork Orange*
  - TV and VCR
  - Handouts: Classical Conditioning Definitions (see Appendix G)
  - Overhead transparency: Classical Conditioning Definitions Answers (see Appendix H)
  - Handouts: Applying Classical Conditioning to Reality (see Appendix I)
- 

### (C) Important Terminology

- Conditioning
  - Classical conditioning
  - Unconditioned stimulus
  - Unconditioned response
  - Conditioned stimulus
  - Conditioned response
  - Generalization
  - Discrimination
  - Extinction
  - Phobia
  - Systemic desensitization
- 

### (D) Motivator

- Logos in the Media
  - Start the lesson by placing various logos on the overhead (i.e., McDonald’s, Burger King, Pepsi, Coke, Microsoft, Nike, Adidas etc.)
  - For each logo, have the students tell you what company the logo represents and how the logo makes them feel.
  - Tell students that if the food advertisements were successful, then they would have made them salivate, or feel hungry.
  - Draw three blank lines on the board.

- On the first line write McDonald's. On the third line, draw a person salivating.
  - Ask the students how we go from McDonald's to salivation.
  - State that the answer is classical conditioning.
- 

## (F) Lesson Overview

- Complete the Motivator: Logos in the Media activity.
- Outline the Pavlov's Dog Story.
  - Explain to students about Pavlov's Dogs.
  - Support the story by drawing a dog on the board.
  - Explain that Pavlov realized that every time he fed his dog, the dog salivated. Now add saliva to the dog's mouth.
  - Add some dog food to the diagram on the board, and tell students that Pavlov decided to conduct an experiment.
  - Tell students that Pavlov decided to ring a bell every time he fed his dog. Eventually he found that the dog salivated when he heard the bell, without food even being present in the room.
  - State that this is known as "classical conditioning".
- Distribute the handout called Classical Condition Definitions(Appendix G).
  - .Put the Classical Conditioning Definitions Answers (Appendix H) transparency (with answers covered) on the overhead.
  - Go though the definitions with the class and have them copy down the definitions as you discuss them.
  - After students have copied down the definitions, label USC, UCS, CS, and CR on the diagram on the board, and the cartoon on the bottom of the handout.
- Hand out Applying Classical Conditioning to Reality (Appendix I).
  - As a class, discuss the definitions, and have students come up with some more personal examples for each definition.
  - Play a clip from the movie *Rocky*. Use the scene where he is running through the streets while the soundtrack is playing the traditional *Rocky* music.
  - Ask students where classical conditioning is presented in the clip.
    - Explain that movies often use music to evoke a specific emotion.
  - Put *Clockwork Orange* in the VCR, and play the clip where the main character is classically conditioned to be non-violent by giving him drugs that make him sick when he views violent movie clips.
    - Point out to students that when he sees violence in the future, he will feel sick.
- Lead a discussion of Classical Conditioning and Violence.
  - Ask the class the following questions:
    - Do you feel that classical conditioning is a humane way to stop violent criminals from committing violent acts? Do you agree with this kind of therapy?

- Now that you see that classical conditioning is used in movies to evoke emotion (i.e. the Rocky film), suggest how aggressive music can create more aggressive people, or evoke aggression from people.
  - Advocacy groups have been created to combat heavy metal music because they say it influences youth to be violent. Based on your knowledge of classical conditioning, do you agree with the groups' views?
  - Have today's youth have become desensitized to violence (much like we saw in the 5-step desensitization process)? Give examples to support your answers.
- 

### **(G) Assessment**

- Class participation should be noted.
- 

### **(H) Implications for Future Lessons**

- Introducing Pavlov's theory opens the opportunity to examine other psychologists' theories.
  - Also, this lesson provides the groundwork for more investigation into the media influence on violence.
-





# Appendices



## Appendix A: “American Idiot” Lyrics

Don't wanna be an American idiot.  
Don't want a nation under the new media.  
And can you hear the sound of hysteria?  
The subliminal mind America.

Welcome to a new kind of tension.  
All across the alien nation.  
Everything isn't meant to be okay.  
Television dreams of tomorrow.  
We're not the ones who're meant to follow.  
Well that's enough to argue.

Well maybe I'm the faggot America.  
I'm not a part of a redneck agenda.  
Now everybody do the propaganda.  
And sing along in the age of paranoia.

Welcome to a new kind of tension.  
All across the alien nation.  
Everything isn't meant to be okay.  
Television dreams of tomorrow.  
We're not the ones who're meant to follow.  
Well that's enough to argue.

Don't wanna be an American idiot.  
One nation controlled by the media.  
Information nation of hysteria.  
It's going out to idiot America.

Welcome to a new kind of tension.  
All across the alien nation.  
Everything isn't meant to be okay.  
Television dreams of tomorrow.  
We're not the ones who're meant to follow.

**Appendix B:  
Socialization....WHAT?!**

<b>Term</b>	<b>Definition</b>	<b>Examples</b>
Socialization	- the life long-long process through which humans learn the knowledge, skills, and attitudes to survive and learn to prosper in society - the process through which we become ourselves	
Primary Socialization	- the process of learning how to function in society at the most <i>basic</i> level	
Secondary Socialization	- the process of learning how to function in <i>group</i> situations	
Norms	- the behaviours that society <i>expects</i> from its members	
Primary Group	- a group whose members have strong emotional or close personal attachments to each other.	
Secondary Group	- a group in which the members relate less personally and more formally with each other than do members of primary groups	
Peer Group	- a social group whose members are similar in age and status and share similar interests	
Total Institutions	- institutions intended to wipe out the results of prior socialization and replace them with a new socialization process	
Isolates	- children raised in almost total isolation within human households	
Ferals	- children raised by wild animals	

**Appendix C:**  
**Film *Wild Children* Question Sheet**

- Answer these questions as you watch the film *Wild Children*.
  - Be prepared to share your answers with the class.
1. What agents of socialization does the 10 year old boy go through in his time with the psychologist? Give specific examples.
  
  
  
  
  
  
  
  
  
  
  2. If you had the choice of whether or not to “socialize” the 10 year old boy, would you take him into your home and care for him like the psychologist, or not? Why or why not?
  
  
  
  
  
  
  
  
  
  
  3. Would you expect a boy who is raised by animals to be violent? Why or why not?
  
  
  
  
  
  
  
  
  
  
  4. If you *had* to socialize this boy, and wanted to teach him *not* to be violent, how would you go about teaching and/or socializing the boy?

**Appendix D:  
Aggression and Violence in the Media:  
Its Effects on the Individual and Society**

Definitions:

1. Violence- an act of aggression (as one against a person who resists)
2. Sanctioned Violence- violence that is encouraged and unpunished (e.g. violence that occurs in competitive sports games)
3. Conflict- a state of opposition, hostilities, or struggle characterized by negative feelings that sometimes result in verbal or physical fights
4. Cohesion- a sense of unity that often results from working closely together with others to solve problems
5. Dehumanization- a process whereby people come to see each other no longer as human beings (Once we no longer see someone as human, it is easier to act cruelly toward him/her.)
6. Modeling Theory- Characteristics:
  - developed by psychologist Albert Bandura
  - states that humans learn aggression by observing others who behave in an aggressive manner
  - aggression is learned- it is not *innate* (something we are born with)
7. Frustration-Aggression Theory- Characteristics:
  - developed by psychologist John Dollard
  - an experience of frustration is necessary for aggression to occur
  - if a person is motivated to achieve a goal, and it is then prevented from achieving it, the aggressive drive builds up- eventually this aggression has to be released

Bain, C.M., & Colyer, J.S. *The Human Way: Introducing Anthropology, Psychology, and Sociology*. Oxford: New York, 2001.

### **Appendix E: Pro Wrestling Implicated in Death of a Nine Year Old**

The Associated Press reported on July 24, 2001 that the mother of a 9-year old boy who was tossed on his head by a teenager and died, said Tuesday she tried to get her son to watch educational shows on television instead of pro wrestling.

Julie Garland is the mother of Derek Garland, who died July 17 after grappling with 16-year-old Jason Crabb.

“It was a wrestling move that they seen on television. I think television violence is to blame for a lot of it,” Garland said on CBS’ “The Early Show.” “Derek, he liked to watch it. I just didn’t – well, it had a lot of vulgarity and violence and I tried to encourage him to watch educational television.”

Derek had been left alone with Crabb, whose father is Julie Garland’s fiancé. Crabb told sheriff’s deputies that Derek jumped off a bed and onto his back. Crabb, who weighs about 225 pounds, flipped the 65-pound boy over his back. Derek died later that night at Wilkes Regional Medical Center.

An autopsy showed that Derek suffered head and neck injuries.

Julie Garland said Derek was intimidated by the older boy.

“I’ll never forget the look in his eyes that day when I left. And I don’t think I’ll ever be able to stop blaming myself,” she said. “If I had taken him with me that day, I’d still have my baby.”

The victim’s father, Dwight Garland, who is separated from Julie Garland, said he had warned Derek not to imitate the wrestling he saw on television.

“I had warned him every time that he watched wrestling on TV. I made sure he knew,” he said on NBC’s “Today” show. “I said ‘Derek, this is fake. If you try this, you will get hurt. Those people get hurt sometimes, and you will get seriously hurt if you try it.’”

World Wrestling Federation spokesman Gary Davis cautioned against blaming pro wrestling in Derek’s death, as happened in the Florida murder trial of Lionel Tate.

Tate, 14, was convicted of first-degree murder in the death of a 6-year-old girl. He said he was imitating the body-slammings of professional wrestlers.

Garland said on MSNBC that televised wrestling alone is not to blame.

“A lot of this stuff parents let the kids watch these days is violence,” he said.

Wilkes County Sheriff Dane Mastin told the Winston-Salem Journal that he asked the State Bureau of Investigation for help investigating Derek’s death.

No charges are expected until after the investigation, Mastin said.

“We’re trying to fast-track this investigation so that we can make a determination as quickly as possible,” he said.

Derek’s mother said charging Jason would not help her family.

"I think what Jason needs now is psychological support, some type of help on that line," she said. "I don't think I could deal with a court trial."



**Appendix F:**  
***Killing Us Softly* Video Questions**

*(Answers are in italics)*

1. a) How much money was spent on advertising in 1979?

*\$20 billion*

- b) How much money was spent on advertising in 1999?

*\$180 billion.*

2. How many ads does the average person view per day?

*3000*

3. What do most ads say is the most important thing for women?

*Their body. Women are considered objects.*

4. According to the video, what is the first step towards violence against women?

*When a woman is considered 'less than human,' violence is more likely to occur. There are numerous examples in the film where women are portrayed as animals.*

5. In what two very opposite ways are little girls portrayed in advertisements?

*Little girls are portrayed as petite and innocent, yet in other ads they are sexualized and made to look like older, sexier women. Therefore, young girls get a mixed and confusing message concerning their self image and how they are supposed to look and act.*

## Appendix G: Classical Condition Definitions

CONDITIONING - The process by which stimuli become linked to response;  
“learning”

CLASSICAL CONDITIONING - A type of learning in which an organism learns to  
connect or associate stimuli

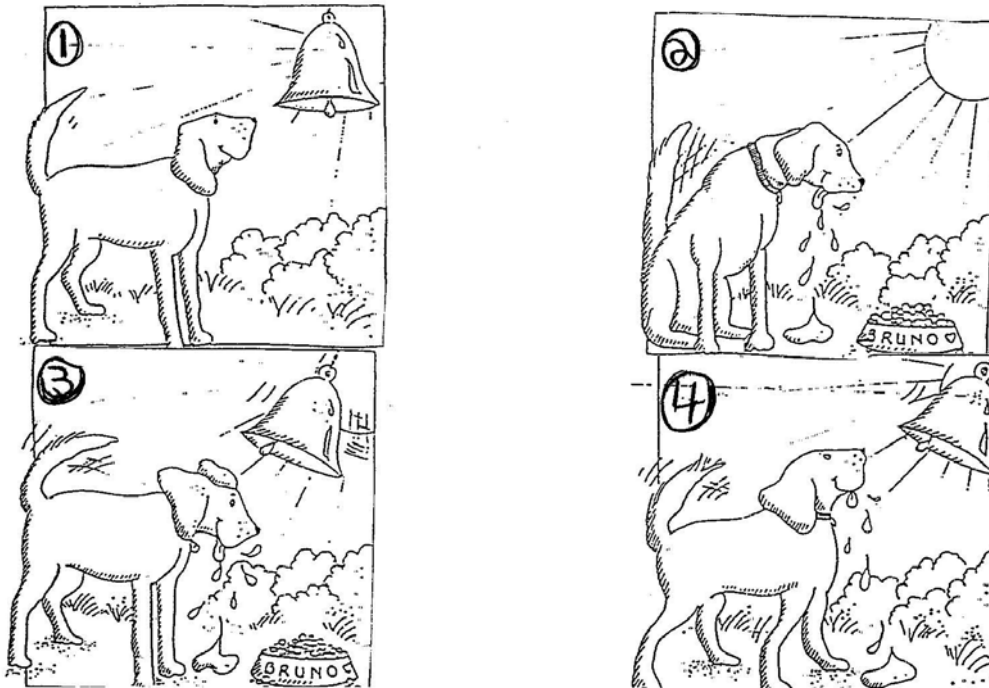
- A neutral stimulus becomes associated with a  
meaningful stimulus and acquires the capacity to  
elicit a similar response

UNCONDITIONED STIMULUS -

UNCONDITIONED RESPONSE -

CONDITIONED STIMULUS -

CONDITIONED RESPONSE -



## Appendix H: Classical Conditioning Definitions Answers

**CONDITIONING** - The process by which stimuli become linked to response;  
“learning”

**CLASSICAL CONDITIONING** - A type of learning in which an organism learns to  
connect or associate stimuli

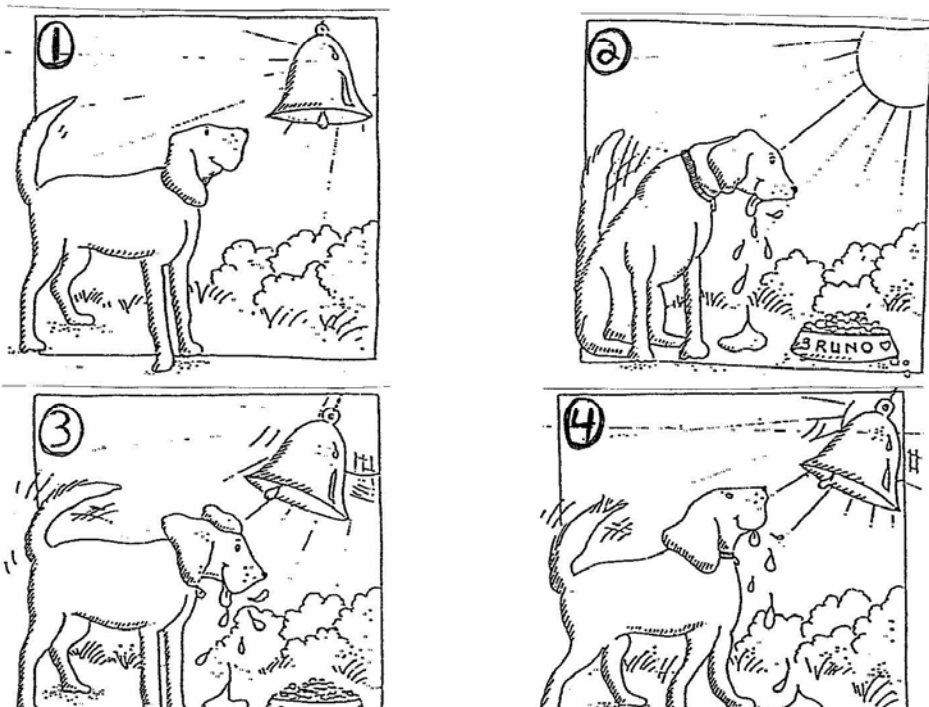
- A neutral stimulus becomes associated with a  
meaningful stimulus and acquires the capacity to  
elicit a similar response

**UNCONDITIONED STIMULUS** - Stimulus that elicits a reflexive response in the  
absence of learning

**UNCONDITIONED RESPONSE** - Reflexive response elicited by a stimulus  
in the absence of learning

**CONDITIONED STIMULUS** - Any information or event which normally has no  
effect on an organism; but, through learning, can  
effect the organism

**CONDITIONED RESPONSE** - A learned response to a stimulus



## Appendix I

### Applying Classical Conditioning to Reality

GENERALIZATION - Responding the same way to similar stimuli  
- (eg.) A young boy is afraid of flies after he is stung by a bee

DISCRIMINATION - Responding in different ways to different stimuli  
- Learning to respond to certain stimuli but not to others  
- (eg.) Stopping at a stop sign in Las Vegas even while there are multi-coloured lights all around

EXTINCTION - Extinguishing the conditioned response by removing the unconditioned stimulus  
- (eg.) Pavlov takes away the food after he rings the bell and eventually the dog stops salivating

PHOBIA - Intense, irrational fear of a particular object or event  
- (eg.) Fear of snakes, spiders, going outside, public speaking

SYSTEMATIC DESENSITIZATION - Method based on classical conditioning that reduces anxiety by getting the individual to associate deep relaxation with successive visualizations of increasingly anxiety-producing situations

- (eg.) 5-STEP SYSTEMATIC DESENSITIZATION PROCESS  
- Fear of a Peanut Butter Sandwich

- 1) Show the person some bread
- 2) Show the person some peanut butter
- 3) Show the person a picture of a peanut butter sandwich
- 4) Bring a real peanut butter sandwich into the same room as the person
- 5) Get the person to hold and eat the peanut butter sandwich

This unit was originally developed by Chris Gray, and has been adapted and formatted to suit this resource.

### Resources

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*Killing Us Softly 3*. (2000). Media education foundation.

Gorski, T. (2001). Pro Wrestling Implicated in Death of Nine Year Old.  
[www.tgorski.com](http://www.tgorski.com).

Ontario Ministry of Education and Training (2000). *The Ontario Curriculum, Grades 11-12: Social Studies and The Humanities*. Toronto, ON.



## Lesson 1

### (A) Specific Expectations:

- Describe how authors use rhetorical and literary devices, such as pun, caricature, cliché, hyperbole, antithesis, paradox, wit, sarcasm, and invective to enhance the meaning of texts.
  - Select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing.
  - Recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling and punctuation as prescribed for this course.
  - Communicate orally in large and small groups for a variety of purposes.
  - Communicate orally in group discussions, applying such skills as the following: contributing additional and relevant information; asking questions to extend understanding; making notes to track the discussion.
- 

### (B) Materials and Resources

- A proverb (for samples, see Appendix A)
  - Writing utensils
  - Overheard projector and marker
  - Handouts: Elements of Fables (see Appendix B)
  - Handouts: Aesop's Fable (see Appendix C)
  - Books of fables, printed examples students can take home for reference.
  - Handouts: Fable Rubric (see Appendix D)
- 

### (C) Important Terminology

- Morals
  - Values
  - Personification
  - Allegorical narrative
  - Moral thesis
  - Satirizing
- 

### (D) Motivator

- Class Starter: A Proverb
    - Write a proverb on the board as students enter (for examples, see Appendix A).
    - Lead a brief discussion about the significance of the proverb to introduce the ideas of morals.
-

## (F) Lesson Overview

- Complete the Motivator: discuss a proverb.
- Introduce the lesson:
  - Divide the class into partners.
  - , Give students five minutes to use “Think, Pair, Share” to come up with a list of the five most admirable character traits a person may possess.
  - Instruct each student and his/her partner to record their own lists in their notebooks, and then share the list that each has created with the partner.
  - Instruct the partners to then work together to come up with a single list for a “Supreme Top 5” list.
  - Have the students present their “Supreme Top 5” list to their classmates.
  - Discuss the choices with the students.
    - Do you possess any of these characteristics?
    - How many?
    - Why are these characteristics so important to you?
- Lead a discussion with the students about the terms “Morals” and “Values”.
  - Have a class-wide discussion, developing a definition of these two terms
  - Place key defining terms of moral and values in a bubble in the middle of the overhead (write down all the suggestions given by the students).
  - Add any additional terms if not presented by the students.
  - Instruct students to jot down these points in their notebooks.
- Explore the Elements of Fables.
  - Hand out Elements of Fables (Appendix B).
  - Read through the handout with the students, addressing any questions and clarifying points as you go.
  - Give attention to the *personification* of certain animals, and what role they are given (i.e., start to see the role of the bully/aggressor).
  - Hand out Aesop’s Fable to each student, to read and examine as a class (Appendix C).
    - Discuss the Moral presented in this fable.
      - Hard work pays off
      - Be responsible for yourself, because no one else will be responsible for you.
      - During times of plenty, save for a rainy day.
      - Other possibilities?
- Tell students that for the rest of the period, they will work on writing their own fable.
  - Allow students to decide whether they would like to write a poem-form fable or a story-form fable.
  - Instruct students that they must follow the examples and directives outlined in the class and in the handouts.
  - Either now or at the beginning of next class, distribute the Fable Rubric (Appendix D) and discuss expectations with the students.
- Assign the following HOMEWORK:
  - Finish writing the rough draft of the fable at home, and have it ready for peer editing the following class.



- Direct students to the online collection of Aesop's fables if they would like to research examples other than those provided in class.
- 

**(G) Assessment**

- Each fable will be collected upon completion, and assessed according to the Fable Rubric (see Appendix D).
- 

**(H) Implications for Future Lessons**

- Students will take their knowledge and edit/evaluate their peers' work in the upcoming lesson.
  - The class will continue to explore further ideas about values, specifically those pertaining to the concepts of appropriate sexual values and behaviours.
-



## Lesson 2

### (A) Specific Expectations:

- Evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience.
  - Edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling and punctuation.
  - Recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course.
  - Communicate orally in group discussions applying such skills as the following: fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions to extend understanding; making notes to track the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate.
  - Use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries.
- 

### (B) Materials and Resources

- CD of Woody Guthrie's "This Land is Your Land," or other folk music
  - CD player
  - Handouts: Peer Edit with Perfection! (see Appendix E)
  - Handouts from last class: Fable Rubric (see Appendix D)
  - Handouts: What Are Your Values? (see Appendix F)
  - Single copy: Agree, Disagree, Unsure word headings (see Appendix G)
  - Handouts: Values, Morals, and Sexuality (see Appendix H)
  - Masking tape
  - Chart paper
  - Markers
- 

### (C) Important Terminology

- Innuendo
  - Sexuality
  - Values
  - Morals
- 

### (D) Motivator

- Play folk music as students are entering the class.
  - This keeps with the theme of fables and folklore.
  - Suggested music: Woody Guthrie's "This Land is Your Land"

## **(F) Lesson Overview**

- As students enter the classroom, have folk music playing.
  - Organize a Peer editing session:
    - Put students into pairs to exchange their fables.
    - Tell students that each will peer edit his/her partner's work, using the directives listed in the handout Peer Edit with Perfection! (Appendix E).
    - Inform students that they will be making a class book of the fables.
    - Tell students that in addition to their fable, they are required to make an illustration to represent their fable.
    - Hand out the Fable Rubric (Appendix D). If this rubric was distributed last class, have students find their copies to use now.
  - Introduce the Values, Morals, and Sexuality game.
    - Tell students that they will be playing a game that requires them to questions their opinions about appropriate behaviour.
    - Tape the words "Agree", "Disagree", "Unsure" (Appendix G) to three different walls in the classroom.
    - Read out statements from What are Your Values? (Appendix F).
    - After each statement, each student will decide which word best describes his/her opinion, and then will move to stand under that word on the wall.
    - Give special acknowledgement to those students who take a risk (e.g., standing by an opinion even if that means they are standing alone, willingness to discuss their reasoning etc.).
    - Give the list of statements to the students as a handout, and instruct them to complete these individually at the end of the game.
    - Tell them that completing these statements individually will allow those who may have felt pressured to "go with the group" to reflect further on the statements and perhaps adjust or change some of their opinions.
  - Organize a Mind Mapping exercise.
    - Divide students into groups of 3-4.
    - Tell students that their task is to produce a mind map.
    - If necessary, review with the students the methods of producing a mind map.
    - Instruct students to write down anything and everything that they associate with the term sexuality (must be appropriate!)
    - Have 1-2 group members present the mind map to the class.
  - Hand out the worksheet Values, Morals and Sexuality: What do I Believe? (Appendix H).
    - Tell students that to continue in the theme of sexuality, they will be filling out a survey based on their parents' opinions, their friends' opinions, and their own opinions.
    - Assure students that this survey will not be collected and marked. All responses will be kept personal and confidential.
-

**(G) Assessment**

- The fables will be collected and marked according to the Fable Rubric (Appendix D).
- 

**(H) Implications for Future Lessons**

- Students have now examined their opinions about sexuality of teens, which will lead into the next lesson of examining the media's role in developing the sexual attitudes, opinions, and behaviours of teens.
-



### Lesson 3

#### (A) Specific Expectations:

- Analyze and interpret information, ideas, themes, and arguments in print and electronic texts
  - Compare personal ideas, values, and perspectives with those expressed or implied in a text.
  - Use listening techniques and oral communication skills to participate in classroom discussion.
  - Demonstrate an understanding of a variety of media texts, audiences, and industry practices by analyzing representations, forms and techniques in media works.
  - Analyze the relationship between media works and their audiences.
  - Demonstrate critical thinking skills by identifying bias and by analyzing explicit and implicit messages in media works.
  - Design or create media works based on ideas, themes, and issues examined in this course.
- 

#### (B) Materials and Resources

- Enough magazines for the entire class, all different varieties
  - Construction paper
  - Glue
  - Scissors
  - Student samples of a song and song lyrics to class (song that shows examples of violence, specifically sexual violence)
    - The day before class, have students bring a song and lyrics into class to be examined by the whole class
    - Pick three tracks (that would be appropriate), and photocopy enough lyrics for the whole class
  - CD player
  - Handouts: Unit Assignment (see Appendix I)
- 

#### (C) Important Terminology

- Imagery
  - Rampant
  - Sexuality
- 

#### (D) Motivator

- Instruct students to look through magazines, examining advertisements.
-

## **(F) Lesson Overview**

- Tell students to pick a magazine from the selections available.
  - Tell students that they will create a collage of advertisements.
    - Give students 30 minutes to create collages of advertisements that employ sexual imagery in order to sell a product.
    - Once students have completed their collage, instruct them to write a paragraph to go along with collage, about the representations they have collected.
    - Challenge students to ask themselves, “How do I feel about the rampant use of sexual imagery in the media?”
    - Hang the collages and paragraphs on the classroom walls.
  - Organize an examination of song lyrics.
    - Tell students to read along with the lyrics.
    - Generate a brief discussion about the following topics:
      - whether or not these songs glorify violence
      - whether or not these songs are appropriate for radio
      - whether or not these songs glorify sexuality
  - Assign a Creative Writing Project.
    - Tell students they have a choice of completing one of two creative writing assignments:
      - Create their own song lyrics, in which they promote positive relationships which do not resort to sexual violence.
      - Write a journal response about the lesson, including feelings, opinions, and ideas about dealing with inappropriate music in the media.
  - Hand out the Unit Assignment (Appendix I).
    - Distribute and explain the final assignment handout.
    - Tell students that they will have to decide which project they will do by the next class.
- 

## **(G) Assessment**

- Creative writing assignments can be collected and marked for completion and/or creativity.
- 

## **(H) Implications for Future Lessons**

- Students will build on their opinions by gaining factual knowledge about the topics discussed.
-



## Lesson 4

### (A) Specific Expectations:

- Analyze and interpret information, ideas, themes, and arguments in print and electronic texts.
  - Organize and analyze information, ideas, and sources to suit specific forms and purposes for writing.
  - Use organizational patterns such as classification, definition, cause and effect, and chronological order.
  - Communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and significant supporting details; clarifying and extending the ideas of others; using appropriate academic and theoretical language; and evaluating implicit and explicit ideas using criteria such as relevance, accuracy, and bias.
  - Communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; contributing additional and relevant information.
- 

### (B) Materials and Resources

- Handouts: Definitions of Sexual Violence that YOU Should Know (see Appendix J)
  - Handouts: Sex Myths and Facts (see Appendix K)
  - Chart paper
  - Markers
  - Crayons, pencil crayons
  - A list of relevant resources for students' final assignments
- 

### (C) Important Terminology

- Healthy relationships
  - Coercion
  - Stalking
  - Peer Sexual Harassment
  - Disorderly Conduct
- 

### (D) Motivator

- “Pick Up Lines”
  - As a humorous (and relevant) class starter ask students to volunteer their ‘best’ (and appropriate!!) pick-up line.
  - After students suggest some, ask why this is appropriate to the topics they have been working on in class.

- Lead students to the conclusion that pick-up lines are a means of persuasion. Suggest that often in sexual relationships, one person might try to persuade the other to doing something he/she does not want to do.
  - Point out to students that they can compare these situations where they are being pressured to situations where they are being subjected to a bad pick-up line. In both situations, they should have no problem saying no!
- 

## **(F) Lesson Overview**

- Complete the Motivator: “Pick-Up Lines”.
- Organize the following Knowledge-Based Activities:
  - Divide the class into groups with 4 people in each group.
  - Instruct two groups to go to each station, but tell the groups that they will work separately from each other.
  - Inform the groups that they have 15 minutes at each station to complete the activity at that particular station.
    - Station 1: Definitions Station- use handouts of Definitions of Sexual Violence that YOU Should Know (Appendix J)
      - Students have descriptions of different kinds of sexual violence, and they have to pick the term from a list that the definition is describing.
    - Station 2: Myth vs. Fact Station – use handouts of Sex Myths and Facts (Appendix K)
      - Students will read the Sex Myths and Facts sheet and produce a sketch of a poster that one might use to advertise/make students aware of one of the common misconceptions listed.
      - This poster must be designed with a teen target audience in mind.
      - The poster should contain important factual evidence from the reading, and be visually stimulating.
    - Station 3: Placemat Activity
      - Using a “Healthy Relationships” theme, each student will fill in a corner of the placemat with the terms that come to mind when he/she thinks of a healthy relationship.
      - Lists should be kept private until all group members are done.
      - Once all group members have finished their corners, students will collaborate to see which terms, if any, they all used.
      - Students decide which terms should go in the middle of the placemat, and write these in the appropriate spots.
- Organize a Community Circle to share the results of the group work.

- When the stations are complete, students will come together in a community circle to talk about at least one thing that they learned through this lesson.
  - Assign Final Project work time.
    - For the remainder of the class, allow students to work on their final projects.
- 

### **(G) Assessment**

- Informal assessment and participation can be noted during this lesson.
- 

### **(H) Implications for Future Lessons**

- Now that students are able to recognize and understand some of the signs of an unhealthy relationship, they are able to realize their responsibilities in a relationship.
  - They will use their knowledge, and extend it to examine methods of dealing with sexual violence, and to help those who are experiencing sexual violence.
-



## Lesson 5

### (A) Specific Expectations:

- Communicate orally in large and small groups for a variety of purposes.
  - Analyze the relationship between media works and their audiences.
  - Demonstrate critical thinking skills by identifying bias and by analyzing explicit and implicit messages in media works.
  - Select and use an appropriate form to produce written work for an intended audience and purpose.
  - Select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing.
  - Recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course.
- 

### (B) Materials and Resources

- A newspaper or magazine advice column (relevant to the unit if at all possible).
  - Overhead projector
  - Blank overhead transparency sheet
  - Markers
  - Handouts: Assertion and Refusal Skills (see Appendix L)
  - Handouts: Scenarios for Role Play (see Appendix M)
  - Handouts: Respect (see Appendix N)
  - TV, VCR
  - Video: *Respect* (From the Centre for Research and Education on Violence Against Women and Children, London, Ontario)
  - Handouts: Community Services (see Appendix O)
  - Handouts: Help Me, Ann! (see Appendix P)
- 

### (C) Important Terminology

- Rights
  - Responsibilities
- 

### (D) Motivator

- Advice Column activity
    - Read an advice column, like an Ann Landers column, aloud to the class
    - Have students guess what they think the columnist's advice would be, or what advice they would give to the writer.
-

## **(F) Lesson Overview**

- Complete the Advice Column activity.
  - Instruct the students to create a Word List.
    - Have students suggest ideas about what they think are their rights and responsibilities in a relationship.
    - Note the responses on the overhead transparency sheet.
  - Hand out Assertion and Refusal Skills (Appendix L).
    - Have students take turns volunteering to read the handout aloud.
    - Upon completion, split the students into small groups, with two sets of partners within each group.
    - Give each group two different scenarios to role-play, from the work sheet Scenarios for Role Play (Appendix M).
    - Instruct students that while one set of partners presents their role play, the other will observe (and vice versa).
    - Tell them that the observers will give feedback about what was presented, and offer any suggestions they have for improvement.
  - Hand out the sheet Respect (Appendix N), with questions to consider while viewing the video *Respect*.
    - Play the video *Respect*.
    - After the video has finished, generate a class discussion on feelings/reactions to the video.
    - Discuss the specific questions from the handout (Appendix N).
  - Hand out Community Services (Appendix O) and Help Me, Ann! (Appendix P)
    - Tell the students that they are to pick one of the letters from the Help Me, Ann work sheet, and write an advice column response to the letter writer. This letter will be handed in next class.
    - Allow the students to have the remainder of the period to complete the homework, or to work on the final project.
- 

## **(G) Assessment**

- The advice column response can be collected and assessed for completion or content.
- 

## **(H) Implications for Future Lessons**

- Having a preliminary discussion about communication styles allows students to examine their own communication style.
-

# Appendices





## Appendix A: Sample Proverbs

A stumble may prevent a fall.  
All good things come to those who wait.  
Everyone must row with the oars he has.  
Every path has its puddle.  
God tempers the wind to the shorn lamb.  
One of these days is none of these days.  
Revenge is a dish best served cold.  
Worry often gives a small thing a big shadow.  
Beauty without grace is like a hook without bait.  
Caught between a rock and a hard place  
Caught between the devil and the deep blue sea  
Out of the frying pan and into the fire  
Might as well be hanged for a sheep as a lamb  
Six of one, half a dozen of the other  
Two sides of the same coin  
In for a penny, in for a pound  
Don't count your chickens before they're hatched.  
Don't cross your bridges before you get to them.  
A stitch in time saves nine.  
Time and tide wait for no man.

## **Appendix B: Elements of Fables**

### Definition and History

A fable is a brief allegorical narrative, in verse or prose, illustrating a moral thesis or satirizing human beings. The characters of a fable are usually animals who talk and act like people while retaining their animal traits. The oldest known fables are those in the *Panchatantra*, a collection of fables in Sanskrit, and those attributed to the Greek Aesop, perhaps the most famous of all fablers. Other important writers of fables include Jean de La Fontaine, whose fables are noted for their sophistication and wit, the Russian poet Ivan Krylov, and the German dramatist and critic Gotthold Lessing, who also wrote a critical essay on the fable. In England the tradition of the fable was continued in the 17<sup>th</sup> and 18<sup>th</sup> century by John Dryden and John Gay. The use of the fable in the 20<sup>th</sup> century can be seen in James Thurber's *Fables of our Time* (1940), and in George Orwell's political allegory, *Animal Farm* (1945). The American poet Marianne Moore wrote poems quite similar to fables in their use of animals and animal traits to comment on human experience; she also published an excellent translation of *The Fables of La Fontaine* (1954).

H.J. Blackham *The Fable as Literature* (1985).

**To read or refer to other Aesop fables as examples before beginning to write your own, go to: <http://aesopfables.com>.**

**Appendix C:**  
**Aesop's Fable**

The Grasshopper and the Ant

The Grasshopper having sung  
All the summer long,  
Found herself lacking food  
When the North Wind began its song.  
Not a single little piece  
Of fly or grub did she have to eat.

She went complaining of hunger  
To the Ant's home, her neighbour,  
Begging there for a loan  
Of some grain to keep her alive  
Til the next season did arrive,  
"I shall pay you," she said  
"Before next August, on my word as an animal.  
I'll pay both interest and principal."

The Ant was not so inclined:  
This not being one of her faults.  
"What did you do all summer?"  
She said to the grasshopper.

"Night and day I sang,  
I hope that does not displease you."

"You sang? I will not look askance.  
But now my neighbour it's time to dance."

## Appendix D: Fable Rubric

LEVEL	1	2	3	4
<b>Characters</b>	Main characters are present, but it is hard to tell who they are.	The main characters are named. The reader knows limited information about the characters.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.
<b>Setting</b>	The reader has trouble figuring out when and where the story took place.	The reader can figure out when and where the story took place, author supplies limited detail.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	Many vivid, descriptive words are used to tell when and where the story took place.
<b>Problem/Conflict</b>	It is not clear what problem the main characters face.	It is fairly easy for the reader to understand the problem the main characters face.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is very easy for the reader to understand the problem the main characters face and why it is a problem.
<b>Moral</b>	Moral is attempted, however it is difficult to understand.	The moral and its relationship to the fable is present but somewhat hard to understand.	The moral is easy to understand is somewhat related to the events of the fable.	The moral is clearly stated and relates directly to the events of the fable.
<b>Spelling and Punctuation</b>	The final draft has more than 3 spelling and punctuation errors.	There are 2-3 spelling and punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.
<b>Creativity</b>	There is limited evidence of creativity in the story.	The story contains a few creative details and/or descriptions. The author has tried to use his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.
<b>Dialogue</b>	Characters are participating and speaking	It is always clear which character is speaking, although dialogue is limited.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.

## **Appendix E: Peer Edit with Perfection!**

There are three steps to good peer editing:

### **1. Compliment the author.**

- What are a few things that you liked about the author's writing?

### **2. Make specific suggestions regarding the author's**

- Word choice
- Use of detail
- Organization
- Sentence length
- Topic

### **3. Mark areas in need of corrections on the writing piece.**

- Look for spelling, grammar, and punctuation mistakes.

**Stay positive!**  
**Be specific!**

**Appendix F:  
What Are Your Values?**

- 1. Seventh and eighth grade students should be allowed to have parties at home without adult supervision.**
- 2. Most 13 year olds are too young to “go out” with someone alone (no group or adults).**
- 3. Someone who comes to school wearing sexy clothing is asking to be sexually harassed.**
- 4. It’s okay to make comments about people’s body parts, unless they say they don’t like it.**
- 5. Gay, lesbian, and bisexual teenagers should be allowed to take their same-sex partners to school dances and other social functions.**
- 6. It’s okay for two people of different races to date.**
- 7. When a girl is out with a guy, it’s really up to her to make sure that things don’t go too far sexually.**
- 8. Guys should only use condoms when they’re having sex with someone who has had many sexual partners.**
- 9. It’s irresponsible for a teenager to have sex without using protection from pregnancy and STIs.**

10. Talking someone into having sex before they are ready is taking unfair advantage of them.
11. Having sex with someone about whom you really don't care is wrong.
12. A girl who carries condoms in her purse is probably "easy".
13. Choosing not to have sex is the best choice for teenagers.
14. If a guy and a girl are having sex, and she gets pregnant, they should get married.
15. Teenagers are too young to be good parents.
16. There should be more restrictions on sexual images, language and soliciting on the internet.
17. Teen fathers should be forced to pay child support.
18. When faced with an unintended pregnancy, a woman should have the right to choose abortion.

Planned Parenthood Federation of Canada. (2001). Beyond the basics: A sourcebook on sexual and reproductive health education

**Appendix G:  
Agree, Disagree, Unsure**

**Agree**

**Disagree**

**Unsure**



**Appendix H:  
Values, Morals, and Sexuality:  
What do I Believe?**

<b>Statement</b>	<b>I Say</b>	<b>My Parents Say</b>	<b>My Friends Say</b>
I believe that having sex before marriage is wrong.			
I believe that religion should play a significant role in the decisions people make about sexual behaviour.			
I believe that we have the right to make our own decisions about sexual preference.			
I believe that people who are gay or lesbian deserve to be respected.			
I believe that sexual attraction is all that two people need to have a good relationship.			
I believe that sex should only take place between two people who are in love.			
I believe that there is too much pressure put on teenagers to have sex.			
I believe that there is too much pressure put on teenagers NOT to have sex.			
I believe that most students know what sexual harassment means.			
I believe that there is too much use of sexual innuendo in the media.			
I believe that most teenagers would be better off waiting until they are older before having sex.			
I believe that it is OK for a pregnant teenager to get an abortion, if that's what she decides is best for her.			
I believe that it is important for teenagers to be educated about the use of birth control methods and other safe sex methods (e.g., the use of condoms).			
I believe that sexual education should take place in the school.			
I believe that sexual education should take place at home.			

**Appendix I:  
Final Assignment**

# Unit Assignment

**The final Assignment for this unit will be a media project. Select ONE of the options below and complete the assignment.**

**Due Date:**\_\_\_\_\_

1. In small groups (no more than 3 students) develop a Public Service Announcement (PSA) campaign addressing teen sex issues. These PSAs should focus on the emotional impact of sex and the peer pressures and temptations kids face. Students will be required to film a 7-10 minute commercial. (If you need to borrow a video camera, let the teacher know) The groups will create a message that is directed to a teen audience. Be prepared to play your video for the class on the due date.
2. Create a brochure or poster focusing on some aspect of sexual violence. The brochure or poster should be a campaign for change. You will have to research information about the cause for which you are campaigning. Be sure to include stats, why the issue is important, and any community services linked to the issue. Be creative with illustrations, colour, etc., and make it look professional. You may want to research other campaign posters for ideas before creating your own. Your poster/brochure will be hung in the class. This is an individual project.
3. With a partner, create a webpage about teen sex issues. Be as creative as you can with this, and include as many topics and issues as you can. Remember, teens deal with a LOT of issues. If you want to help, you have to cover them all in some way. Some ideas might be to have a “Frequently Asked Questions” and “Answers” page, a chat room, links to other websites of interest, etc. Check out the following pages for ideas.  
[www.teenwire.com](http://www.teenwire.com)                      [www.teengrowth.com](http://www.teengrowth.com)  
[www.scarleteen.com](http://www.scarleteen.com)

4. Write a poem or song about an aspect of sexuality that we have covered in this unit. Remember that the lyrics must be appropriate to English class. Ideally, this would be a piece promoting positive messages about sexuality, not resorting to sexual violence etc. If you wish, you may make your writing a personal piece about your feelings/convictions regarding one of the topics. If you are musically inclined, you may want to record your song, or bring your instrument and play it live for the class. If you are writing a poem, it must be at least one page in length, and must be typed. This will be an individual project.
5. If you have any other ideas for a media project that you would like to create, please see the teacher to discuss them.

## Appendix J: Definitions of Sexual Violence that YOU Should Know

Read the definitions and choose the correct term. All the terms are listed at the bottom of the last page.

1. This is sexually oriented behaviour, comments, and jokes that can seem friendly or playful, but create discomfort, embarrassment or humiliation. These include subtle and not-so-subtle pressures to have sex.

The behaviours include the following actions:

Yelling, whistling, making sexual comments or invitations, and shouting obscenities at women.

Describing and rating a women's attractiveness. Often a group does this loudly so that the person being discussed can hear.

Being aggressively disrespectful of women who support women's issues and rights.

Jokes about rape, women's body parts, etc.

THIS IS \_\_\_\_\_

2. This is the perpetration or threat of an act of violence by at least one member of a couple on the other member. It is all about one person's need to have power and control over another. This violence takes the form of sexual assault, physical violence, verbal and/or emotional abuse.

THIS IS \_\_\_\_\_

3. This is repeatedly following or harassing another with the intent to place that person in fear for their own safety or their family's safety.

THIS IS \_\_\_\_\_

4. This is using obscene language or threat to inflict injury on another person.

THIS IS \_\_\_\_\_

5. This is "Peeking" into a private dwelling, changing room or bathroom in order to view someone disrobing or engaging in private behaviour.

THIS IS \_\_\_\_\_

6. This is not illegal, but when combined with alcohol or someone who doesn't verbally give consent, it can show in a court of law, her unwillingness to have

intercourse. In one study, more than half of male college students pushed sex on an unwilling woman by verbal pressure harassment or \_\_\_\_\_. These behaviours include the following actions:

- Threatening to end the relationship unless she consents to sex.
- Falsely professing love.
- Telling her she needs to prove she loves him.
- Calling her names, such as prude, tease or frigid.
- Saying she “owes” it to him since she came to his room or he bought her dinner.
- Telling her that “everyone is doing it”, so she should just loosen up.
- Telling the victim lies to gain consent (“Don’t worry, I’ll use a condom” when they don’t).

THIS IS \_\_\_\_\_

7. The term \_\_\_\_\_ covers several forms of unwanted or forced sexual activity:

- Touching of an intimate body parts (breasts, genitals, buttocks, anus)
- Contact by the penis on the anus of another person
- Contact by the mouth on the genitals or anus of another person
- Penetration, however slight, of the genital openings by an object
- Lewd exposure of private parts in a public place

THIS IS \_\_\_\_\_

8. The act of sexual intercourse

- by force, fear, or threat of retaliation against the will of a person
- with persons incapable of giving legal consent because they are under 18
- with persons incapable of giving legal consent because they have a mental/physical/developmental disability
- with persons incapable of giving legal consent because of intoxication (drugs/alcohol)
- with persons incapable of giving legal consent because they are unconscious of the act (asleep)

THIS IS \_\_\_\_\_

Legal definition of sexual assault  
Legal definition of rape  
Obscene phone calls, letters or emails  
Disorderly Conduct

Stalking  
Dating or partner violence  
Peer sexual Harassment

## **Appendix K: Sex Myths and Facts**

**MYTH: Everyone you know is doing it.**

**FACT:** Consider the statistics. More than half of teenagers are virgins until they're at least 17 years old. Don't believe everything you hear. People lie, and exaggerate, and can talk a good game when it comes to sexual antics. In the end, it doesn't matter who's telling the truth or not. The only truth that matters is what's best for you. Yeah, that sounds corny, but it's a fact!

**MYTH: Others can tell if you're a virgin or not.**

**FACT:** Look in the mirror. Is there a sign on your forehead that says "Virgin!", or a big "V" sewn onto your shirt? With sex, it's really tough to tell how experienced anyone is. Often, the people who talk the most about sex have the least real knowledge of it. Whether you've had sex or not, you should never be ashamed of your "status". It's who you are. Regardless of how many people give you a hard time about it, you have to make the choices that are right for you. It's much more important to be healthy and happy.

**MYTH: You're a prude if you want to wait until you're older.**

**FACT:** Actually, you're smart. Most people who have their first sexual experience after the age of 18 report it being positive and meaningful. The likelihood of being more mature, and the likelihood of your romantic relationships being more committed and open, reduce the chance of sex regrets. Your early sexual experiences will shape your sexual attitudes for years to come, so better to start things off on the right- er- foot!

**MYTH: Movies and TV portray sex as it really is.**

**FACT:** Uhhh... that would be NO! Movies and TV are entertainment, not instructional Sex Ed films, and are designed to give us an escapist fantasy. Maybe we'd all like to involve hot music, great lighting, and not talk of STIs or birth control, but we can't forget the difference between this dream world and reality. Sex is never what it is on the big or small screen, or even in books or magazines. Whether it's awkward, embarrassing, hysterical, disastrous, mediocre, or earth-shatteringly fabulous, it's different for every two people, every time, with different emotions, experience, and circumstances. It's more complicated than a patchouli-scented candle and the right CD on the stereo.

**MYTH: Sex is the most important thing to a teen.**

**FACT:** Nobody likes to be generalized, and as you hopefully know by now, every individual is different. Sure, it is important. Sure, the average teen fights a Death Match with their hormones on a daily basis. But that doesn't mean she

or he doesn't value someone's companionship, trust, friendship, or love more than the mattress mambo. If someone acts like a Sex Machine in front of their friends, chalk it up to peer pressure and get to know what really matters to him or her.

**MYTH: You can't get pregnant the first time you have sex, or by doing it standing up, or by using douche afterwards, or when you're stoned, or if you're having your period, or you have irregular periods, or if you've recently had a child, or by doing it in a hot tub...**

FACT: I'm sure you've heard some of those whoppers before, or maybe even weirder ones. Forget who you heard them from, or how many times you've heard them. The truth is, you can get pregnant any time you have sex (unless, of course, you're already pregnant, which means you've got other things to worry about!). Even if you use a condom or other form of birth control, you can still get pregnant. The only 100% foolproof method of preventing pregnancy is NOT having sex. So, if you choose to have sex, regardless of when and how, know what you might be getting yourself into.

**MYTH: Drinking and drugs makes sex more fun.**

FACT: In the haze of being under the influence that may seem true. But here's the reality: substance use causes impotence, premature ejaculation, inability to orgasm, and other not-so-fun side effects. It might feel good to have your inhibitions washed away by alcohol or drugs, but that also means you're less likely to practice safe sex. So you might end up with the ultimate side effect: an STI or unplanned pregnancy. People are also much more likely to be victims of rape and assault when substance use mixes with sexual activity.

**MYTH: The only way you can contract an STI is by having unsafe sex with more than one person.**

FACT: All it takes is one time, with one person. It's a cliché, but it's true. With some STIs you don't even have to have intercourse to be exposed to a sexually transmitted infection. Obviously, the more partners you have, the better your chance of getting an STI, but in the end (like getting pregnant), the magic number is ONE.

**MYTH: Condoms keep you from feeling anything during sex.**

FACT: Most of us have heard this one. Admittedly, it's true that condoms can reduce sensitivity for the guy, but they don't affect a girl's sensitivity. They definitely don't eliminate feeling completely, and the benefits of using a condom far out weigh any drawbacks. There are many varieties of latex condoms on the market, so it's worth experimenting to see which condom is the most comfortable.

**MYTH: If you masturbate, it means you're lonely and perverted.**

FACT: Experts agree that masturbation is and can be a positive thing. And no, it won't make you go blind, or grow hair on your palms. As Woody Allen once said, "Masturbation is sex with someone I love". Masturbation is a risk-free way to learn about your body and what feels good to you.

**MYTH: Guys get terrible pain "down there" if you get them worked up but don't have sex with them.**

FACT: If you ask your mom, older sister, or another female relative, they will probably tell you they've heard the same thing. This is a time-honoured myth about sex. It's true that guys will have some discomfort and muscle tension when they're sexually aroused, but it will go away. It won't kill them, and it's definitely not worth doing something you don't want to do just to cure a guy's "blue balls".

**MYTH: Girls never pressure guys to have sex. Pressure always comes from the male.**

FACT: Again, there's that generalization thing causing lots of trouble. Every person, and every combination of two people, is different. Pressure can come from anyone, regardless of gender, sexual experience, or age.

**MYTH: Fooling around without sex is like walking out of a movie 10 minutes before the ending.**

FACT: Loving someone and being ready to have sex with them are two different things. If you know you love someone deeply, try to concentrate on other ways to express it until you both know you're ready. If someone you love is pressuring you to take that step, and possibly even threatening to dump you if you don't, it says a lot about how they love you back. Intimacy is about communication, trust, and respect. In the end, if the other person really loves you, he or she will be willing to wait.

**MYTH: Sex means instant adulthood.**

FACT: OK, so you can't vote, drink, drive, stay out past midnight, or support yourself financially, but since you're having sex you're automatically an adult? Don't think so! Maturity is about a million other things besides sexual experience. Actually, it's a lot more "adult" to focus on growing as a person.



**Appendix L:  
Assertion and Refusal Skills**

# Assertion Skills

## Passive

- Lose-win situation
- Soft, uncertain voice
- “I guess”, “maybe”
- Nervous, certain
- Doesn't feel comfortable talking about how he/she feels
- Does not stand up for what he/she believes in

## Assertive

- Win-win outcomes
- Calm voice
- “I” statements
- Confident
- Aware of other's feelings
- Stands up for what he/she believes in
- Makes eye contact
- Tells person what they want and why

## Aggressive

- Win-lose outcomes
- Loud and explosive Voice
- “You better...”, “If you don't, then look out”
- Demanding
- Insensitive (doesn't care about other's feelings)
- Stands up for what he/she believes in, but does it in a threatening way

# Refusal Skills

## Refusal Skills

- “No thanks” technique
- Giving a reason or excuse
- Broken record
- Walk away

## Delay Techniques

- “Please, not now”, “I’m not ready”
- “Sorry, my friend is waiting”, “We’ll decide later”
- “I’m busy right now”, “Let’s find a better time to talk about this”
- “Let’s try another time”
- “I need time to talk to someone about this, first”

## Negotiation Skills

- “Let’s try this instead”
- “Do you think we can find something to do that will make us both happy?”
- “How about if we go outside instead”

(OPHEA Curriculum Support)

## **Appendix M: Scenarios for Role Play**

### Scenarios for Role Play

Mark and Stacey have known each other for a week. They are very attracted to each other. Mark is over at Stacey's place after school before anyone is home. While watching a video, they end up making out and Mark wants to have intercourse. What does Stacey do?

You are at a party with some friends and meet someone you are attracted to. You are having a good time getting to know each other. The party is getting loud and he/she asks you to go outside to talk. When you shake your head no, he/she says, "Oh c'mon, just for a few minutes". What do you do?

You have been dating your boyfriend/girlfriend for almost a year. Recently you have been talking about sex more and more frequently, and both you and your partner think you may be ready. Your parents are going away for the night, leaving you home alone, and you and your boyfriend/girlfriend decide this will be the "the night". You plan a romantic evening including dinner, music, etc. When the night comes, you are feeling very nervous. You start kissing during the movie, and your partner starts to lead you to your room. You suddenly decide that you are not ready. What do you do?

**Appendix N:**

***Respect***

***A Public Service Announcement from the Centre for  
Research and Education on Violence  
Against Women and Children***

Questions for Class Discussion

- What is the key issue being presented in this film?
- What target audience do you think the creators of this PSA were trying to reach?
- Why do you think this is so?
- Do you think this is a realistic representation of teen behaviour?
- Are the characters believable?
- Are there any changes you can suggest that would make this PSA more believable?
- Would you recommend this commercial for national use? Why or why not?

## **Appendix O: Community Services**

### **Clinic Services**

- Local Planned Parenthood Unit
- Local Public Health Clinic

### **Sexual Abuse/Assault**

- Local Rape Crisis Centre
- Local Assaulted Women's Centre

### **Sexual Health Hotline Information**

- Facts of Life Line (Planned Parenthood) 1-800-INFO-SEX
- AIDS & Sexual Health Hotline 1-800-668-2437
- Lesbian Gay Bisexual Youth Line 1-800-268-9688
- Teen Sex Info-Line 1-416-961-3200

### **Someone to Talk To**

- Kids Help Phone 1-800-668-6868
- Local Youth Clinics

**Appendix P:  
Help Me, Ann!**

**Imagine you are an Advice Columnist like Ann Landers. Create your own persona, and respond to ONE of the following letters:**

*Dear Ann,*

*My good friend keeps making lame excuses- like falling down or walking into a locker door- to explain her cuts and bruises. I suspect her boyfriend is beating up on her, and I want to help her. What do I say or do?*

*Scared, in Waterloo*

*Dear Ann,*

*My boyfriend forbids me to hang out with my friends, talk to other boys, or go out after school without him. But I really miss hanging out with my friends. My friends are upset with me for spending all my time with my boyfriend instead of with them. I have some friends that are boys, too, and I don't see what the problem is with talking to them- they are just friends! I have tried to tell my boyfriend this, but it doesn't seem to matter to him. What do I do? I really like my boyfriend, but I want to have my own life too. Can you help?*

*Torn, in Guelph*

*Dear Ann,*

*My buddy boasts about knocking his girlfriend around- the same way he boasts about keeping his last girlfriend in line. I don't know if he's joking or not, but I don't find it very funny. His girlfriend, Sarah, is a friend of mine. I have tried talking to her about it, but she won't tell me anything. What do I do or say, if anything? Maybe this isn't my place and I should just butt out, but I just don't want to see Sarah get hurt. Please help.*

*Desperate, in London*

This unit was originally developed by Tara Sampson-Kavelman, and has been adapted and formatted to suit this resource.

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## Lesson 1: Brainstorm Bullying Survey

### (A) Specific Expectations:

- Collect, analyse, and evaluate data involving one variable
  - Collect, analyse, and evaluate data involving two variables
  - Determine appropriate methods for collecting, storing, and retrieving, from primary or secondary sources, data involving one variable
  - Design questionnaires for gathering data through surveys, giving consideration to possible sources of bias
  - Demonstrate an understanding of the distinction between the terms *population* and *sample*
  - Determine appropriate methods for collecting, storing, and retrieving, from primary or secondary sources, data involving two variables
- 

### (B) Materials and Resources

- Paper
  - Coloured pencils
- 

### (C) Important Terminology

- Incidence
  - Physical bullying
  - Verbal bullying
  - Financial bullying
  - Frequency
  - Sample size
- 

### (D) Motivator

- Introduce the topic of bullying.
    - How great a concern is bullying for you?
    - How great a concern is bullying for students in general?
    - Are the incidences of bullying rising?
- 

### (F) Lesson Overview

- Complete the Motivator: Bullying discussion.
- Instruct the students to create a Concept Map.
  - Divide the class into four or five groups.
  - Tell the students that their task is to create a concept map focusing on bullying.

- Instruct the students that the concept map must include all the different forms of bullying discussed.
  - Allow time for presentations of the maps.
    - Each group presents their ideas and discusses the different forms of bullying.
  - Lead a discussion about how to create a Questionnaire.
    - Ask students how they could get information from students about bullying.
    - Briefly remind students what is involved in designing a questionnaire/survey, the purpose, and how it can be used.
  - Lead the class to design a Questionnaire/Survey.
    - Ask the class, “What are the key issues that should be asked when developing a survey about bullying?”
      - Possible question topics could include the following information:
        - Incidence of particular type of bullying (physical, verbal, financial etc.)
        - Frequency in the last month
        - Frequency in the last year
        - Frequency of each individual type of bullying
      - Spend time developing the type of questions.
      - Also, discuss with students a rating scale.
        - E.g., A question could read, “How safe do you feel at your school?” Answers range from 1-5.
          - 1- not safe at all
          - 2- somewhat unsafe
          - 3- neither safe nor unsafe
          - 4- mostly safe
          - 5- always safe
  - Discuss a reasonable sample size.
    - What would be an accurate representation of the student body?
    - How many is realistic to survey?
    - How can we sample these students?
  - Ensure that by the end of the class, students have developed a questionnaire/survey and action plan to survey students.
- 

### **(G) Assessment**

- Self, peer, and teacher observation will be done.
- 

### **(H) Implications for Future Lessons**

- Students will be taking the survey they created and survey other students in the school.

## Lesson 2

### (A) Specific Expectations:

- Collect, analyse, and evaluate data involving one variable
  - Collect, analyse, and evaluate data involving two variables
  - Collect, organize, and analyse data to address problems or issues, and calculate relevant statistical measures
- 

### (B) Materials and Resources

- Photocopies of the survey
  - Arranged times in class schedule to survey a selection of other classes
  - Schedule for students (in pairs/groups of three) to go to the other classes and conduct the survey
  - Permission from other teachers willing to have their classes participate in the survey
- 

### (C) Important Terminology

- Data collection
  - Disclosure
- 

### (D) Motivator

- Introduce the topic of data collection.
    - Explain to students that they will be doing research collection.
    - Remind students of appropriate out-of-class behaviour.
- 

### (F) Lesson Overview

- Introduce the lesson plan: to conduct the survey.
- Explain how the survey will be taken:
  - The pairs/groups of 3 will go to the assigned class.
  - They will introduce themselves, and the class they are in.
  - They will stress to the students that they have the option to not answer some/all of the questions.
  - Remind students NOT to put their name on the survey.
  - Distribute the questionnaire.
  - Wait about 15 minutes for all the students to complete the survey.
  - Put the questionnaires in a folder and proceed to the next scheduled class.
  - When all classes have been surveyed, return to the math classroom.
  - Before conducting the survey, inform the math class that some students taking the survey may disclose information. Tell students that any student who is upset by taking the survey should be directed towards the guidance office.

- Hand out the schedule and the pairs/groups.
  - Have students proceed with the survey.
  - When the students return to class, discuss any issues or observations.
- 

**(G) Assessment**

- Self, peer, and teacher observation will be done.
- 

**(H) Implications for Future Lessons**

- Students will take the survey results and compile the results and graphically represent the data.
-

### Lesson 3

#### (A) Specific Expectations:

- Collect, analyse, and evaluate data involving one variable
  - Collect, analyse, and evaluate data involving two variables
  - Analyse significant problems or issues, using statistics
  - Represent data in appropriate graphical forms (e.g., histograms, bar graphs), using technology
  - Identify and describe properties of common distributions of data (e.g., normal, bimodal, exponential, skewed)
  - Determine appropriate methods for collecting, storing, and retrieving, from primary or secondary sources, data involving two variables
  - Construct a scatter plot to represent data, using technology
  - Collect, organize, and analyse data to address problems or issues, and calculate relevant statistical measures
- 

#### (B) Materials and Resources

- Computers for each pair/ group of students
  - Completed surveys from last class
- 

#### (C) Important Terminology

- Graph
  - Spreadsheet
  - One and two variable representations
  - Correlations
  - Mean
  - Median
  - Mode
  - Range
  - Variance
  - Standard deviation
- 

#### (D) Motivator

- Explain to student that they will be going to the computer lab, and will be analyzing the survey results.
- 

#### (F) Lesson Overview

- Explain what is to be done with the survey results:
  - Each pair/group will design a spreadsheet to enter the data they collected.

- Enter all the data in the spreadsheet.
  - Copy the completed spreadsheet file for other members of the group.
  - Decide what graphs to make and who will make them.
    - Both one and two variable representations must be done.
  - Make various graphs to represent all data and possible correlations of the group's survey results.
  - Print these graphs for further analysis.
  - Calculate mean, median, mode, range, variance, standard deviation, correlation coefficient as applicable.
  - Analyse and describe relationships.
  - Write conclusions on the incidence of bullying.
- Inform students that the graphs are to be completed and printed today.
- 

### **(G) Assessment**

- Self, peer and teacher observation will be done.
- 

### **(H) Implications for Future Lessons**

- Students will use their graphs and analyses to incorporate the information into a discussion/plan to target and eliminate bullying in their school.
-

## Lesson 4

### (A) Specific Expectations:

- Collect, analyse, and evaluate data involving one variable
  - Collect, analyse, and evaluate data involving two variables
  - Analyse significant problems or issues, using statistics
  - Calculate the mean, median, mode, range, variance, and standard deviation of a data set, using standard statistical notation and technology
  - Describe the significance of results drawn from analysed data (e.g., the shape of the distribution, the mean, the standard deviation)
  - Make and justify statements about a population on the basis of sample data
  - Calculate and interpret the correlation coefficient, using appropriate technology
  - Describe the relationship between two variables suggested by a scatter plot (e.g., no relationship, a positive correlation, a negative correlation)
  - Make and justify statements about a population on the basis of sample data
  - Collect, organize, and analyse data to address problems or issues, and calculate relevant statistical measures
  - Formulate a summary conclusion to a problem or issue, by synthesizing interpretations of individual statistical measures
- 

### (B) Materials and Resources

- Computer room
  - Surveys
- 

### (C) Important Terminology

- Mean
  - Median
  - Mode
  - Range
  - Variance
  - Standard deviation
- 

### (D) Motivator

- Remind students they are going to the computer room to complete their analyses.
- 

### (F) Lesson Overview

- Recap what is to be done with the survey results:
  - Each Group should have the following information:
    - A completed data spreadsheet

- A printed copy of various graphs, to represent all data and possible correlations of the group's survey results
  - Tell students that today, each group will continue their analysis of the survey results:
    - Calculate mean, median, mode, range, variance, standard deviation, correlation coefficient, as applicable.
    - Analyse and describe relationships.
    - Write conclusions on the incidence of bullying.
  - Instruct students to work individually in order to complete the group submission.
- 

### **(G) Assessment**

- Teacher observation of work habits and effort will be done.
- 

### **(H) Implications for Future Lessons**

- Students will examine the results of the survey, and analyse what areas should be targeted when dealing with bullying.
  - Also, students will discuss how to prevent bullying in their school community.
-



## Lesson 5

### (A) Specific Expectations:

- Interpret and analyse given graphical models
  - Interpret and analyse data given in a variety of forms
  - Make and justify a decision or prediction and discuss trends based on a given graph
  - Communicate the results of an analysis orally, in written report, and graphically
  - Retrieve information from various sources (e.g., graphs, spreadsheets, schedules)
  - Identify options that meet certain criteria, using more than one chart, spreadsheet, or schedule (e.g., the schedules of connecting flights; the spreadsheets of mortgage-payment plans)
  - Make informed decisions, using data provided in chart, spreadsheet, or schedule format and taking into account personal needs and preferences
- 

### (B) Materials and Resources

- Handouts: Bullying- studying it to curb it ... (see Appendix A)
  - Computer lab
- 

### (C) Important Terminology

- Sample
  - Frequency table
  - Proportionality
  - Continuous variable
  - Validate
  - Accuracy
  - Reliability
- 

### (D) Motivator

- Remind students they are finishing up in the computer lab.
- 

### (F) Lesson Overview

- Provide a Recap of the work completed so far:
  - Remind students what they were doing with their survey analysis
  - Remind students what needs to be completed
- Hand out Bullying- how to curb it... (Appendix A).
  - Explain to students that they will be working individually to complete the handout.
- Tell students that they will spend the period working on the graphs and analyses, and on completing the assignments on the Bullying- how to curb it ... handout.

**(G) Assessment**

- Bullying- how to curb it ... responses can be collected for marking, or for monitoring of completion.
- 

**(H) Implications for Future Lessons**

- Students will start to think about how to do, and the implications of, a survey analysis.
  - In addition, students will start to devise a plan of implementation for targeting bullying in their schools
-

## Lesson 6

### (A) Specific Expectations:

- Collect, analyse, and evaluate data involving one variable
  - Collect, analyse, and evaluate data involving two variables
  - Analyse significant problems or issues, using statistics
  - Make and justify statements about a population on the basis of sample data
  - Formulate a summary conclusion to a problem or an issue, by synthesizing interpretations of individual statistical measures
  - Formulate extending questions related to the conclusion reached in the investigation of a problem or an issue
  - Communicate the process used and the conclusions reached in the investigation of a problem or an issue, using appropriate mathematical forms (e.g., oral and written explanations, tables, graphs, formulas)
  - Interpret and analyse data given in a variety of forms
  - Make and justify a decision or prediction and discuss trends based on a given graph
  - Communicate the results of an analysis orally, in a written report, and graphically
  - Retrieve information from various sources (e.g., graphs, charts, spreadsheets, schedules)
- 

### (B) Materials and Resources

- Handouts: Bullying Discussion (see Appendix B)
- 

### (C) Important Terminology

- Action plan
  - Analysis
  - Conclusions
  - Findings
- 

### (D) Motivator

- Lead a class discussion:
    - Discuss the results of the analyses of the student-completed surveys.
    - Draw conclusions about the analyses.
    - Discuss whether or not the school sample is representative of the “Canada” sample.
- 

### (F) Lesson Overview

- Organize the Results and Analysis discussion.
- Have a Survey Debriefing:

- What questions does this survey raise for you?
  - Are there any forms of bullying that we hadn't identified?
  - If you were to design another survey, what would you do differently?
  - Why?
  - Read Bullying Discussion (see handout Appendix B), and lead a discussion of it.
    - From the readings, is there anything we can do to eliminate or lessen bullying?
    - Who should we target (not specific people, but generally speaking, i.e., the bullies, the bullied, or the bystander)?
    - What can be done?
    - What are you willing to do?
    - What would be an action plan?
  - Create an Action Plan.
    - Have students (individually) design a personal plan of action for eliminating bullying. Give them the following instructions:
      - This can be done in any format they feel best depicts their plan (i.e., flow chart, step by step, etc.)
      - The plan should include action for all individuals involved in a bully situation (bully, bullied, bystander).
      - Students also should consider what would be appropriate according to the differences in the types of bullying (verbal, physical, financial etc.)
      - This action plan should be completed in class, or for homework.
- 

### **(G) Assessment**

- Collect the action plan for assessment or to check for completion.
- 

### **(H) Implications for Future Lessons**

- Future lessons should incorporate research that includes further awareness.
  - Ask at the beginning of future lessons about bullying incidents witnessed, rumoured, or experienced.
    - Use as a medium for a class discussion.
-

# Appendices



## Appendix A: Bullying- how to curb it...



### Bullying—studying it to curb it....

The bullying phenomenon is on the rise in schools. Studies show that 10% of Quebec students are victims of acts of bullying at least once per week.

Is the bullying situation just as disturbing in the rest of the country? Does it affect boys as much as girls? Does it affect younger students as much as older students? Is your class affected by this phenomenon?

In 2004-05, many Canadian students indicated the number of times that they had been victims of bullying at school over the course of the last year.

1. To begin your analysis, obtain a **sample** of 200 students in Canada. Go to the Census at School site ([www.censusatschool.ca](http://www.censusatschool.ca)) and under "Data and Results", click on "Random samples from Canada and other countries". Follow the directions to obtain your sample.

Then fill in a **frequency table** like the one below:

Group	Number of bullying incidents reported over the course of the last year				Total
	0	1 to 3	4 to 9	10 or more	
Sample					

2. Convert this frequency table into a **relative frequency table**. Does the relative frequency table help to illustrate your data? Why?

You can also use a **graph** to communicate more clearly what appears important to you. Which of two graphs types, the **bar** or **circle** graph, would you use in this case? Why?

To better understand the phenomenon and identify the **variables** that influence it, you can analyse the distribution of responses in the **sample** of Canadian students based on some of their characteristics.

3. Start by noting the different responses by sex (boy or girl) to assess the effect of this **variable**.

Sex	Number of bullying incidents reported over the course of the last year				
	0	1 to 3	4 to 9	10 or more	Total
Boy					
Girl					
Total					

4. Based on this table, try to answer the following questions. Make a relative frequency table or a graph to help you answer them:

- **Proportionally**, is the number of bullying incidents that girls and boys are subjected to the same?
- Does the **probability** of being a victim of bullying vary based on whether you are a boy or girl? Explain your reasoning.

5. Then, see whether certain *age groups* are more affected than others:

Age	Number of bullying incidents reported over the course of the last year				
	0	1 to 3	4 to 9	10 or more	Total
10					
11					
12					
...					
Total					

6. Use a **relative frequency table** and appropriate **graphs** to more easily compare the number of acts of bullying suffered by students of each age group.

- Which age group do you believe is at greater risk?
- Does the phenomenon increase or decrease with age?



**Could being bullied also be related to the height of students?**

Since height **depends** on both sex and age, we must try to keep these other two variables constant to be able to **isolate** the effect of the height variable.

7. The ideal method would be to create a new, sufficiently large sample of students of the same age and then analyse responses from girls and boys separately.

Since height is a **continuous variable**, it is a good idea to define different classes. To keep it simple, you can define three classes based on the data: short, medium and tall. Your frequency table could look like the one below.

Height	Number of bullying incidents reported for boys 13 years of age				Total
	0	1 to 3	4 to 9	10 or more	
Short					
Medium					
Tall					
Total					

Once again, use a relative frequency table and a graph to help you compare the data.

**What variable(s) seem most related to the bullying phenomenon?**

8. Compare your various tables and graphs to identify which **variable(s) are most related** to the bullying phenomenon. Identifying these relationships allows you to consider a **model**, that is, a simplified representation of the phenomenon and of certain key variables that can describe, explain or even predict it.
9. To **validate** this model, now examine your class data. Please note that the students in your class reported the number of times they were bullied at school in the last month.
  - a) Do the sex, age and height variables appear to play the same role here?
    - Use tables and graphs to help you answer.
  - b) Does your class appear to be particularly affected by bullying?
    - Remember that the data from the Canadian samples indicated the number of times that each student reported being bullied in the last year.
    - Can you think of ways to compare your class data with the sample data?

- c) Do you think the fact of reporting the number of bullying incidents in the last year instead of the last month could affect the **accuracy** or the **reliability** of the data? Explain.
- d) What other reasons could explain the differences between your class data and the sample data?

**To conclude:**

10. Answer the following questions:

- What did you learn from this analysis?
- Did this exercise help you identify ways of stopping bullying at your school?

*Contributed by France Caron, Université de Montréal and Linda Gattuso, Université du Québec à Montréal.*

## Appendix B: Bullying Discussion

### INTRODUCTION

*I Hate My Life*  
By Sarah

*I have always been bullied. I don't know why or anything but it's something I thought would go away but it didn't and I often think that I'm going to completely crack. I do have friends and they are the bestis friends that you could possibly ask for but it doesn't make you feel any better!*

*I told the school cause it's really bad now but they haven't done anything about it and I now suffer from tension headaches because of it. I have exams this year and I don't want it to get in the way but it probably will and that really \*\*\*\*\* me off!\**

This story is just one of many cries for help posted on the [www.bullying.org](http://www.bullying.org) Web site, a forum for children and teenagers who have experienced bullying. Daily, students from around the world post stories, poems, plays, and songs that speak to their pain and frustration, as well as their sense that the adults in their lives are unwilling to help.

It is estimated that 30 percent of American children are regularly involved in bullying, either as bullies, victims, or both (National Resource Center for Safe Schools [NRCSS], 2001). Approximately 15 percent of students are "severely traumatized or distressed" by encounters with bullies, and 8 percent report being victimized at school at least once a week (Hoover & Oliver, 1996; Skiba & Fontanmi, 2000).

\* Used with permission from [www.bullying.org](http://www.bullying.org). "Where You Are Not Alone"

[www.kwrel.org/request/decal/bullying.pdf](http://www.kwrel.org/request/decal/bullying.pdf)

Despite these numbers, bullying behavior is rarely detected by teachers, and is even less frequently taken seriously (NRCSS, 1999). Overwhelmingly, the research reflects a significant gap between educators' perceptions and actual incidents of bullying at school. In one study, classroom teachers identified and intervened in only 4 percent of bullying incidents (Skiba & Fontanmi, 2000). Part of the problem is that bullying is more likely to occur in places where adults are not. However, lack of understanding of the nature and severity of bullying behavior also contributes significantly to many adults' inability or unwillingness to get involved (U.S. Department of Education [USDOE], 1998).

The consequences of bullying are far reaching, ranging from lower attendance and student achievement to increased incidence of violence and juvenile crime. Children who bully are more likely to become violent adults, while victims of bullying often suffer from anxiety, low self-esteem, and depression well into adulthood (Banks, 2000; NRCSS, 1999). Even students who are not directly involved in bullying are affected: Children and teens who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the knowledge that teachers and other adults are either unable or unwilling to control bullies' behavior (USDOE, 1998).

Clearly, understanding—and taking seriously—the dynamics of bullying behavior among school-aged children is essential if we are to succeed in building safe and effective schools (Banks, 2000). This booklet provides an overview of what is currently known about bullying behavior and

successful efforts to address it. The Northwest Sampler section at the end of the booklet profiles a number of anti-bullying programs and offers resources for further research and program development.

### IN CONTEXT

Across the country, bullying is receiving increased attention in school board meetings, in the media, and in state legislatures. Between 1999 and 2001, at least eight states considered and/or adopted legislation directing schools to develop anti-bullying policies or programs (Zehr, 2001). In some states, statewide bullying programs are already in place, while in other states, such as Michigan, Colorado, and Oregon, schools are scrambling to build programs and comply with new laws.

To be sure, bullying is not a new phenomenon. What is new is the growing awareness that bullying has serious consequences for both students and schools. According to Banks (2000), bullying behavior contributes to lower attendance rates, lower student achievement, low self-esteem, and depression, as well as higher rates of both juvenile and adult crime. Consider the following statistics:

- 160,000 students miss school every day due to fear of attack or intimidation by a bully (Fried & Fried, 1996); 7 percent of eighth-graders stay home at least once a month because of bullies (Banks, 2000)
- Approximately 20 percent of students are scared throughout much of the school day (Garity, et al., 1997)
- 14 percent of eighth- through 12th-graders and 22 percent of fourth- through eighth-graders surveyed reported that “bullying diminished their ability to learn in school” (Hoover & Oliver, 1996, p. 10)

### UNTANGLING THE MYTHS: WHAT THE RESEARCH TELLS US

Myths about bullying behavior abound. It is not uncommon to hear that bullying is just a “normal” part of childhood, that children who bully simply suffer from low self-esteem, that victims really ought to figure out how to stand up for themselves. Children and adults both frequently accuse victims of bringing the bullying on themselves—either by provoking the bullies or by making themselves look weak and defenseless (Banks, 2000).

The first step in untangling these myths is to define exactly what bullying is and how it differs from “normal” childhood conflicts. Perhaps the most important distinctions have to do with duration, power, and intent to harm (Greene, 2001).

*Bullying, unlike isolated conflicts between individuals, occurs when a student or group of students targets an individual repeatedly over time, using physical or psychological aggression to dominate the victim* (Hoover & Oliver, 1996; Rigby, 1995; USDOE, 1998). The repeated incidents function to create and enforce an imbalance of power between bully and victim.

Among middle and high school students, bullying behavior most frequently involves teasing and social exclusion, but may also include physical violence, threats, theft, sexual and racial harassment, public humiliation, and destruction of the targeted student’s property. Bullying behavior in elementary grades is more likely than in older grades to involve physical aggression, but is characterized by teasing, intimidation, and social exclusion as well (Banks, 2000).

- 10 percent of students who drop out of school do so because of repeated bullying (Weinhold & Weinhold, 1998)

- “Bullies identified by age eight are six times more likely to be convicted of a crime by age 24 and five times more likely than non-bullies to end up with serious criminal records by the age of 30” (Mame Project Against Bullying, 2000); 60 percent of students characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Banks, 2000)

- Roughly two-thirds of school shooters had “felt persecuted, bullied, threatened, attacked, or injured by others. ... a number of the teenagers had suffered sustained, severe bullying and harassment” (Bowman, 2001)

While school shootings and violent retaliations to bullying remain rare, these incidents have forced educators, parents, and legislators to take a more serious look at bullying behavior and the impact it has on both students and the school environment. The following sections look more closely at bullying and at what we can do to limit the level of harassment, intimidation, and aggression that students routinely witness and experience at school.

**Additional facts about bullying:**

- Both boys and girls bully; some research indicates that boys bully more than girls do, but this may have to do with how bullying is defined and/or identified.
- Bullying by girls is often more subtle and harder to detect than bullying by boys (NRCSS, 1999). Boys tend to use more physical aggression than girls do. Bullying by girls more often takes the form of teasing and social exclusion (Hoover & Oliver, 1996).
- Boys tend to bully both boys and girls, while girls are more likely to victimize other girls (Hoover & Oliver, 1996).
- Girls are more likely to bully in a group (Kreidler, 1996).
- Bullying in school tends to increase through elementary grades, peak in middle school, and drop off by the 11th and 12th grades (Banks, 2000; NRCSS, 1999).

**Identifying students who bully others**

When working to determine if one student is bullying another, it is important to remember that a key element of bullying behavior is an imbalance or abuse of power. Conflicts between students of roughly the same social status or who are equally capable of defending themselves are not typically bullying situations. Signs that may be helpful in identifying a student who bullies others include:

- The student regularly engages in hurtful teasing, name calling, or intimidation of others, particularly those who

are smaller or less able to defend themselves. The taunting and harassment is not two-way, and appears to reinforce an imbalance of status or power (Olweus, 1993).

- The student may believe that he or she is superior to other students, or blame others for being smaller, physically weaker, or different; students who bully “may brag about their actual or imagined superiority over other students” (Olweus, 1993, p. 59).
- The student frequently fights with others as a way to assert dominance; students who bully often pick fights with students they believe to be weaker, and who do not want to be involved in the conflict (Olweus, 1993). Students who bully may also “induce some of their followers to do the ‘dirty work’ while they themselves keep in the background” (Olweus, 1993, p. 58).
- Students who bully tend to have little empathy, “derive satisfaction from inflicting injury and suffering,” and “seem to desire power and control” (NRCSS, 1999).

Despite popular perceptions of bullies, students who bully generally have average to high self-esteem, may be popular with both teachers and classmates, and may also do well in school (Olweus, 1993; NRCSS, 1999).

**Identifying children who are being bullied**

Again, it’s important to note that primary indicators of bullying behavior include duration, power, and intent to harm—there is a difference between children who are occasionally teased by friends and those who are being harassed

In general, children who are bullied tend to have lower self-esteem and self-confidence (Kriedler, 1996). They may perceive themselves negatively (particularly after repeated harassment and victimization), and shy away from confrontation and conflict—traits that other students may pick up on (Kriedler, 1996; Olweus, 1993). As a result of the bullying, they may often “appear distressed, unhappy, depressed, [and] tearful,” and their performance and interest in school may begin to deteriorate, as well (Olweus, 1993, p. 55).

That said, there is no hard evidence to show that children who are targeted by bullies share certain physical characteristics, such as wearing glasses or being overweight (NRCSS, 1999). Although students themselves often identify specific physical and social factors as contributing to victimization, the research does not appear to support this. According to Hoover and Oliver (1996), “It is not clear ... that chronic scapegoats are objectively different from students not victimized” (p. 17).

and intimidated. Depending on the situation, some or all of the following signs may help identify a student who is being bullied.

- Students who are bullied are frequently “teased in a nasty way, called names (may also have a derogatory nickname), taunted, belittled, ridiculed, intimidated, degraded, threatened, given orders, dominated, [or] subdued” (Olweus, 1993, p. 54).
- A student who regularly has bruises, torn clothing, or injuries that can’t be easily explained, or who often has his or her belongings taken or damaged, may be being bullied (Olweus, 1993).
- Students who are bullied often have few or no close friends at school (NRCSS, 1999), and are frequently socially isolated (Banks, 2000). Further, they may frequently be chosen last for teams or other group activities (Olweus, 1993).
- A student who is being bullied is often less assertive, or lacks the skills necessary to respond to other students’ teasing and harassment (NRCSS, 1999); he or she may also appear weak or easily dominated (Banks, 2000; Kriedler, 1996; NRCSS, 1999).
- Students who are bullied repeatedly may also “try to stay close to the teacher or other adults during breaks,” avoid restrooms and other isolated areas, and/or make excuses to stay home from school as much as possible (Olweus, 1993, p. 55).

This unit was originally developed by Elizabeth Sinclair, and has been adapted and formatted to suit this resource.

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**Lesson 1:**  
**Scientists and Value of Knowledge:**  
**Being Informed (Exploring Current Issues/Concerns**  
**In Schooling Institutions)**

**(A) Specific Expectations:**

*Foundations and Institutions Challenged*

- Identify forces that have facilitated the process of change (e.g. Increase in literacy, scientific revolutions) and those that have tended to impede it (e.g. Rigid class, reactionary and conservative philosophies, traditional customs)
  - Asses the influence of key individuals and groups who helped shape Western attitudes to change; understand key developments in attitudes towards religion and religious observance since 16<sup>th</sup> century
  - Take the historical framework and apply it to the relevancy of social structures within school institutions (attitudes, forces of change and maintenance, how students should act, how teachers should act. Explore the changing viewpoints of what is acceptable behaviour and what is not e.g. violence, prejudices, etc.)
  - Help students to explore and be aware of important issues within the school institutions.
- 

**(B) Materials and Resources**

- Handouts: Scientist Organizational Chart (see Appendix A)
  - Handouts: Change Chart (see Appendix B)
  - Course textbook
- 

**(C) Important Terminology**

- Scientists and Theorists
  - Suppressed
  - Impede
- 

**(D) Motivator**

- Conduct a brief class discussion, using Socratic questioning, to review knowledge from the previous lesson about Galileo, his theory, and his trial.
- 

**(F) Lesson Overview**

- Complete the Motivator: a review of the previous lesson.
- Organize a Think, Pair, Share activity. Tell the students the following information:

- The use of the course text is necessary (students should be able to locate the relevant pages).
- Students must read about numerous scientists (Ptolemy, Bacon, Descartes, Vesalius, Galileo, Copernicus, Tycho Brahe, Kepler, Newton, Robert Hooke).
- In pairs, students articulate their findings to each other and answer two inquiry questions:
  - Why was new knowledge such a challenge to traditional views?
  - Can or should new knowledge be suppressed? Use examples.
- Instruct students that they must complete the Scientist Organizational Chart (Appendix A) as they work through the Think, Pair, Share activity.
- Organize the class to take up the chart, and discuss the inquiry questions.
  - Be sure to discuss what factors impede change, and which factors help change.
- Hand out the Change Chart (Appendix B).
  - Lead a discussion based on the above historical knowledge and responses to the essential questions, linking them to the local issues of school communities.
  - Brainstorm problems which plague many school communities but are *mostly* based on knowledge and viewpoints.
  - Discuss what factors impede changing in these issues, and which factors help change.
  - If necessary, provide these possible examples of issues and change:

ISSUE	IMPEDE CHANGE	AID CHANGE
Violence or bullying	Racism, hate, inability to manage anger, etc.	Anti-violence campaigns
Racism	Learned behaviour, too many bystanders, etc.	Guest speaker
Exclusion of a student	Prejudices, biases, group mentalities	Group work in class

- Ask students to explain their decisions:
  - Why did they include these issues and not others (if you notice some are missing)?
  - What are some of the overriding obstacles for creating change?
- Direct the discussion to the following topics:
  - Who (students, parents, teachers, community,) should be concerned with these school issues?
  - Whose responsibility is it to change existing attitudes?
  - WHY?
  - What role does KNOWLEDGE play in all of this, if any?

### **(G) Assessment**

- Assess students on communication and inquiry skills throughout the Think, Pair, Share activity, and during the discussion in the classroom.

**(H) Implications for Future Lessons**

- Students now are beginning to understand some of the current issues in school, and relate those back to scientists and theorists of the 16<sup>th</sup> century.
  - They will explore these issues in greater detail when examining imperialism, and understanding how prejudices and stereotypes developed throughout history.
-



**Lesson 2:**  
**Exploring Imperialism:**  
**Being Purposeful: Pertinent Prejudices & Stereotypes Today**

**(A) Specific Expectations:**

- Exploring prejudices and stereotypes which cause friction and harm within the school community; evaluate why it is present and how it can be changed
  - Summarizing how European imperialism affected values, practices and traditions in the non-Western world and how non-Western cultures have attempted to resist the spread of Western influences
  - Make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts
- 

**(B) Materials and Resources**

- Overhead projector
  - Overhead transparencies: Motivator Imperialism Cartoons (see Appendix C)
  - Handouts: Roles Contributing to Prejudices and Stereotypes (see Appendix D)
  - Handouts: Prejudices and Stereotypes (see Appendix E)
  - Handouts: Encounter Article (see Appendix F)
- 

**(C) Important Terminology**

- Prejudice
  - Stereotype
- 

**(D) Motivator**

- Put the two cartoons on the overhead, and observe and discuss them as a class.
  - What are they portraying?
  - Who is the audience?
  - Who is the creator?

(Note: this class is meant to build on earlier class discussions about Imperialism in China, India, Africa, North/South America)

---

**(F) Lesson Overview**

- Complete the Motivator: discussion about cartoons.
- Instruct students that they must use their past notes and texts to examine and fill in the chart Roles Contributing to Prejudices and Stereotypes (Appendix D). Think, Pair, Share may be used here if so desired.
- Provide the following information:
  - In the left hand column are subjects that the class has covered to this date.

- These can be specific events, or countries as a whole.
- Women are a separate column. This is not because they don't fit into the first two columns, but because often they had completely different roles than their male counterparts.
- Similarly, the Interesting category is there for students to include an action or reaction they found out of the ordinary. Encourage students to not forget this column.
- Example of chart with covered topics:

	Colonizer Role	Native Inhabitant Role	Woman Colonizer/ Woman N. Inhabitant	Interesting
Opium Wars				
Africa				
Sepoy Mutiny				

- When charts are completed, discuss any similarities or differences the students discovered between columns and or events/countries. Discuss the following points:
  - Why did these occur?
  - What were the roles of women? Were these roles fundamentally different from the first two categories? Why or why not?
  - What details were placed in the 'Interesting' category?
    - Students should have an understanding of causation, beliefs behind imperialism, and how these beliefs changed and affected the places they went.
    - Students should have an understanding of how the inhabitants acted and reacted to this Western ideal.
- Discuss attitudes that occurred here in Canada.
  - Encourage students to use their prior knowledge from the Grade 10 course.
  - Discuss how people interacted: the Europeans (French, English, etc.) with the First Nations people, Chinese, Japanese etc.
  - Ask what attitudes soon became prevalent.
  - Ask if these attitudes were linked to imperialism.
- Hand out the worksheet called Prejudiced and Stereotypes (Appendix E).
  - Instruct students to record, in the chart and point form, prejudices, stereotypes and preconceived notions that are relevant to the school, by using the provided situations.
  - Tell the students to create a few examples of their own, or provide them with additional examples. Further examples of events could include the following situations:
    - Bob tells his friends a derogatory joke about a Jewish person
    - Franco's family moves to a rural community. His schoolmates discover he's openly homosexual.

- Ghanem goes to the ‘skate park’ to try and learn new tricks. He is an avid skateboarder.
  - Assign homework to bring closure to the class.
    - Hand out copies of Encounter Article (Appendix F).
    - Assign the reading of this article for homework.
    - Instruct students to write a one page reflective journal, focusing on what they feel about the article in relation to their OWN lives.
- 

### **(G) Assessment**

- Assess students on communication and inquiry skills throughout the chart activity and discussion in the classroom.
  - For the homework assignment, give a small mark either for communication or for inquiry/application.
- 

### **(H) Implications for Future Lessons**

- The next lesson will further organize thoughts pertaining to purposeful thinking about school issues and potential solutions.
-





## Lesson 3: Imperialism Continued

### (A) Specific Expectations:

- Exploring prejudices and stereotypes which cause friction and harm within the school community; evaluate why it is present and how it can be changed
  - Summarizing how European imperialism affected values, practices and traditions in the non-Western world and how non-Western cultures have attempted to resist the spread of Western influences
  - Make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts
- 

### (B) Materials and Resources

- Handouts: Poster Assessment Rubric Sample (see Appendix G)
- 

### (C) Important Terminology

- Imperialism
  - Stereotypes
  - Prejudices
  - Caricature
- 

### (D) Motivator

- Take up the previous lesson homework.
    - Have students hand in their journal homework.
    - Lead a brief discussion about what types of things the students wrote.
    - Then ask students, “What do you do in circumstances similar to Maria’s daughter?”
- 

### (F) Lesson Overview

- Complete the Motivator: homework discussion.
- Review the Prejudices and Stereotypes chart completed last class.
  - Discuss as a class what people wrote down and why.
- Organize the following activity:
  - Have students write down two of their own ‘Event’ examples (such as the ones from last day’s lesson).
  - Once students have done so, pass examples to other students in the class, and instruct them to complete the new ‘Event’ by providing the ‘Prejudice’ and ‘Resulting Event’.

- In addition, the groups must add an ‘Avoid’ column, specifying ideas on how such an event/issue could be avoided in the future (such as education, or changing mores).
  - Conclude this activity with a class discussion, which will phase into the next activity.
  - Instruct students to brainstorm, by themselves, on paper, images they picture when they think of European imperialism, indigenous responses, etc.
    - Next students will transfer these images onto a poster format.
    - Tell students that the idea is to blend in current issues, which were discussed in the ‘event’ chart activities, with the historical imperial issues, to form some sort of cohesive image, complete with a slogan.
    - The end result will be an advertisement against prejudices/racism/exclusion, utilizing past evidence as a deterrent. Following are some examples of kinds of posters that students could create:
      - One such poster could have a caricature of a man representing England, grabbing a cell phone [MODERN ELEMENT] from a caricature of a woman representing India.
      - A picture of jewels visible on the cell phone screen represents the customs etc. that the British took from India (in this case the jewels of the royal family of Nagpur, which were publicly auctioned in Calcutta) [HISTORIC ELEMENT].
      - The slogan which captions this poster could read: “Listen...there’s no need to repeat the past”.
      - Likewise a poster could concentrate mostly on a modern problem, such as racial profiling or post 911 profiling, and include a smaller element from the past with a slogan connecting the two.
  - Bring closure to the class.
    - Depending on time restrictions, you may desire to extend this activity into the next lesson, or make the posters homework that is due in two days.
- 

### **(G) Assessment**

- The journal homework could provide a small mark either for communication or for an inquiry/application.
  - The group chart work could provide an opportunity for application marks.
  - The poster assignment will be evaluated using the Poster Assessment Rubric (Appendix G).
- 

### **(H) Implications for Future Lessons**

- Students will learn about how they can be active to make positive school change.
-

## Lesson 4

### (A) Specific Expectations:

#### *Century of Extremes*

- Demonstrate an understanding of the roles of selected individuals and groups in the process of change.
  - Evaluate the effectiveness of different forms and processes of change.
  - Analyze the characteristics of being active: costs and benefits, varying styles, and historical and practical outcomes.
  - Describe the methods and impact of individuals that have facilitated the advancement of human rights and social justice.
  - Explore factors that have hindered the advancement of human rights.
- 

### (B) Materials and Resources

- Teacher Resources: Action Profile (see Appendix H)
    - Thich Quang Duc
    - The Unknown Rebel
    - Mohandas Gandhi
    - Martin Luther King Jr.
  - Handouts: Booklets created from the Action Profiles, containing two of the profiles per booklet
  - Handouts: Fishbone Template (see Appendix I)
- 

### (C) Important Terminology

- Thich Quang Duc
  - The Unknown Rebel
  - Mohandas Gandhi
  - Martin Luther King Jr.
- 

### (D) Motivator

- Lead a class discussion:
    - Ask students how they get what they want at school, work, and home.
    - Ask students to discuss how they would get what they want from strangers. ... from the community? ... from the government?
- 

### (F) Lesson Overview

- Complete the Motivator: Class Discussion.
  - The discussion should present numerous social aspects as well as demonstrate that some situations are much more complex than others.

- Next number students to form small groups of three or four. Give each student an Action Profile Booklet (complete with 2 of the 4 action profiles, see Appendix H), and their own copy of the Fishbone Template (see Appendix I) for their notes.
  - Instruct the students to read the profiles in their booklet, and think of four headings that are consistent with both profiles.
    - Ideally, students are looking at causes, leadership, commitment, motivation and goals, and are considering similarities and differences between the different activists.
    - Organize the profiles by using these headings, the fishbone layout and key words.
  - Have students present their fishbone to the class. Decide whether students will present both profiles, thereby overlapping with other groups, or just present one profile.
  - Engage the class to consider the impacts of the actions (plus, minus, interesting – consider the history surrounding the events).
  - Also discuss which action was most effective. Consider the following ideas:
    - Did the action get results?
    - Was anyone harmed?
    - Did the gains outweigh the costs of the action?
    - Which particular action taken had the greatest impact on the community to which the activist belonged?
  - Finish with any concluding comments left over from the above discussion.
- 

### **(G) Assessment**

- A small mark for communication and inquiry could be provided from observing students working on fish bones and during the class discussion.
- 

### **(H) Implications for Future Lessons**

- Students will continue to explore activism in their schools, to assess a realistic school incident with a valuable, practical active solution.
-

## Lesson 5

### (A) Specific Expectations:

- Demonstrate an understanding of the roles of selected individuals and groups in the process of change.
  - Evaluate the effectiveness of different forms and processes of change.
- 

### (B) Materials and Resources

- Computers (for research)
  - Handouts: Cumulative Assignment Template (see Appendix J)
  - Handouts: Presentation Assessment Rubric (see Appendix K)
- 

### (C) Important Terminology

- Activism
- 

### (D) Motivator

- Lead a brief discussion about current events.
    - Pick a current event issue (ex. water crisis in Northern Ontario).
    - Ask students the following questions:
      - What is the issue?
      - What can be done about it?
      - What are some potential solutions?
- 

### (F) Lesson Overview

- Complete the Motivator: discussion of current events.
  - Tell the students that they will begin working on the culminating activity for the last five lessons.
  - Arrange computer time for the students, to facilitate the research on their chosen activist.
  - Hand out the Cumulative Assignment Template (see Appendix J).
  - Read over the assignment, and assist the students with any questions they may have. Offer direction for their research.
  - Plan the time that will be needed for this exercise, along with presentation time. If time is a consideration, putting the class into groups would be more time efficient.
  - Consider providing additional class time and a weekend to give students time to work on the assignment.,.
-

**(G) Assessment**

- The project will be marked, using the Presentation Assessment Rubric (Appendix K).
-

# Appendices









**Appendix C:  
Motivator Imperialism Cartoons**



THE WHITE (!) MAN'S BURDEN.

The first step towards lightening  
**The White Man's Burden**  
is through teaching the virtues of cleanliness.

**Pears' Soap**

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

All rights reserved.

Cartoon link: <http://en.wikipedia.org/wiki/Imperialism>

**Appendix D:**  
**Roles Contributing to Prejudices and Stereotypes**

Topic/Issue	Colonizer Role	Native Inhabitant Role	Woman Colonizer/ Woman N. Inhabitant	Interesting

**Appendix E:  
Prejudices and Stereotypes**

-

EVENT	PREJUDICES STEREOTYPES PRECONCEIVED NOTIONS	RESULTING ISSUE/EVENT
Sarah is a new student at a diverse Toronto city school.		
In Phys. Ed. class one student is always chosen last for the team		

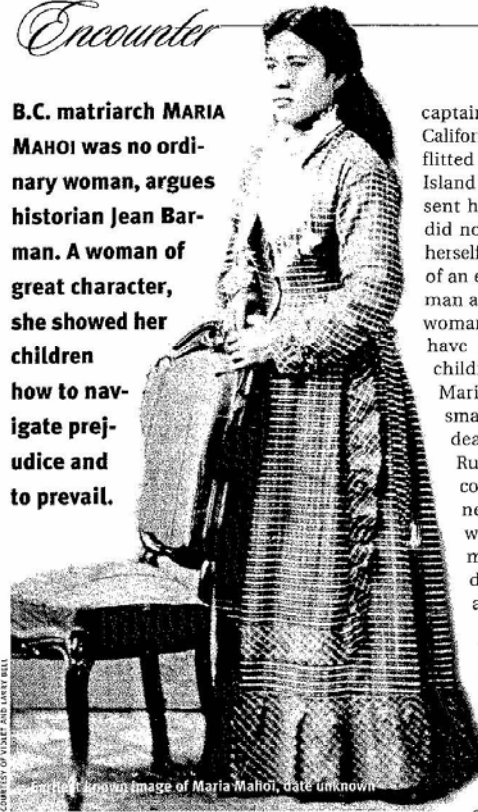
**Possible Responses:**

EVENT	PREJUDICES STEREOTYPES PRECONCEIVED NOTIONS	RESULTING ISSUE/EVENT
Sarah is a new student at a diverse Toronto city school.	EXAMPLE: - <i>gangs</i> - <i>everyone is different</i> - <i>thinks Muslim female students are limited in what they do</i> - <i>believes most students are immigrants, not Canadians</i>	- <i>fear for safety</i> - <i>exclusion or search for like person</i> - <i>exclusion of students different from her</i>
In Phys. Ed. Class one student is always chosen last for the team	- <i>student lacks physical abilities</i>	- <i>male or female student is labeled 'uncool' etc.</i>

Appendix F:  
Encounter Article

*Encounter*

**B.C. matriarch MARIA MAHOI was no ordinary woman, argues historian Jean Barman. A woman of great character, she showed her children how to navigate prejudice and to prevail.**



declaring the whole body of law passed in Manitoba since 1890 invalid, in effect leaving the province without a government. To avoid that calamity, the provincial government began to move gingerly toward compliance.

That's when Russell, by then a columnist for the *Winnipeg Free Press*, found herself covering the political firestorm that shocked her. Mass demonstrations in the legislature, death threats, and fire-bombings of francophone institutions expressed a deep hostility to minority rights in Manitoba. Finally, with the leader of the opposition preaching defiance of the courts and minority rights being subjected to spontaneous plebiscites, the legislative process broke down completely.

"I have never been able to fathom the visceral opposition to having more than one language," says Russell. "In 1983-84 I was very much affected by the irrational fear, right on the edge of violence. I was really alarmed by that, and it has stayed with me."

Eventually courts forced compliance on Manitoba, but Russell fears the political consequences of Manitoba's days of rage have lingered. "Manitoba has really been a backwater in constitutional affairs since the events of 1983-84. Even nonsupporters of French language rights were appalled by the hostility and the bigotry that prevailed. It was really the end of Manitoba as a serious constitutional player."

She also suspects the story of minority rights and the rule of law in Manitoba got much less national attention than it deserved—simply because it happened in Manitoba. Her book is painful reading. Its strong opinions, harsh verdicts, and long quotations from participants on all sides invite renewed debate. Above all, it is an attempt by a passionately committed local writer and an enterprising local publisher to give these events the attention they require, and perhaps to reinvigorate Manitoban and Canadian political culture in the process. ■

*The Canadian Crucible: Manitoba's Role in Canada's Great Divide* by Frances Russell was published in 2003 by Heartland Associates of Winnipeg.

captain from Maine via the California gold rush. When he flitted from their Salt Spring Island home (or perhaps she sent him on his way) Maria did not flounder. She found herself the well-educated son of an establishment Englishman and a Cowichan Indian woman, and proceeded to have another half a dozen children. Along the way, Maria acquired her own small island. Until her death in 1936, she made Russell Island a centre of community for numerous nearby families who were, like her own, of mixed newcomer, indigenous Hawaiian, and aboriginal descent.

The British Columbian who led me to Maria Mahoi shares her genes and her enormous strength of character. She is reflected in his physical appearance, just as she is in

I munch on an apple from Maria Mahoi's orchard, planted almost a century ago. Her Russell Island home is part of the new Gulf Islands National Park. The island's caretakers have generously shared a bag of apples with me.

Taking a bite, I think back to how I first encountered Maria (pronounced Mar-RYE-ah by those who knew her) a good decade ago. A distinguished British Columbian led me to her. Would I, he said, try to find out more? Many years earlier, a visiting uncle had taken him aside and confided there might be "Indian blood" in the family. His uncle thought he should know, "just in case."

The meandering trail I followed off and on over the next several years led me to his great-grandmother, who was Maria Mahoi. Born in the mid-1850s on Vancouver Island to an indigenous Hawaiian come to work in the fur trade and an anonymous aboriginal woman, she emerges out of obscurity in 1871 as the mother of the first of seven children she would have by a Scots sea

the apple I am eating. Yet he never met her, even though they were both alive for a few of the same years. It was Maria's very toughness and resilience that ensured he would not do so. As a grandson who spent much of his childhood in Maria's presence explained to me, she did not dwell on the past but "was always thinking ahead of time, preparing for the next day, the next time."

Maria Mahoi sought to protect her children so far as she was able from the racial prejudices endemic in Canadian society. To live as a half-breed was to be denigrated, to be denied any possibility of getting ahead. She herself drew far more on her Hawaiian inheritance than she ever did on her aboriginality. Her sons by her first partner prided themselves on being Scots, as indeed they were. Much as occurred with the young Maria, her daughters had another option. Until the First World War, British Columbia contained two to three adult newcomer men for every



## Your Story

THE LITTLE TRUNK

woman. Daughters could, if they so chose, seek out a newcomer of modest means and then take their husband's identity, as women were in any case expected to do.

Maria's children each made their own choices. Her daughter whose grandson led me to her grabbed the opportunity to reimagine herself. With five children in tow by a newcomer who "wandered off," much as befell her mother, she moved to Vancouver. She got herself a job and shed her past.

**I ponder the inequities of a past that encouraged persons to forsake their heritage. Only in the present generation have curious descendants with stories to tell similar to Maria Mahoi's great-grandson felt comfortable in searching out their ancestry.**

Just as Maria looked to the future, so did her daughter. She was determined to give her children every opportunity to become the best they could be, which meant hiding from them the stigma that aboriginal, or for that matter indigenous Hawaiian, descent gave. Until and unless their genes betrayed them, they gained a freedom the dominant society would otherwise have denied them.

As I finish my apple, I ponder the inequities of a past that encouraged persons to forsake their heritage. Only in the present generation have curious descendants with stories to tell similar to Maria Mahoi's great-grandson felt comfortable in searching out their ancestry. By doing so, they restore to all of us an important dimension of Canada's history. The question we each have to ask ourselves is what we would do in circumstances similar to Maria's daughter. ■

Jean Barman is the author of *Maria Mahoi: The Worth of an Everyday Woman* to be published by New Star in spring 2004.

**"Mr. John Coombs of East Stour told me in 1870 of a young person being in consumption who was the grandchild of two aged members of his class. I went and found a tall nice-looking**

young person in concern about her soul." The writer, Mr. Henry Beeson, a Wesleyan minister from Northumberland, England, was replying to a letter written to him by my grandfather, Augustus John Bridle, inquiring about his mother, Sarah Ann.

"She was very anxious about her little boy and as were her grandparents. The winter being severe they feared they would not survive it." Sarah, an orphaned teenager, died on October 6, 1870, leaving behind her two-year-old son, Augustus, born out of wedlock. On April 1, 1872, a little over one and one half years after his mother died, the child's care and custody were signed over to Stephenson's National Children's Home and Orphanage by his great-grandfather George Bridle.

There is very little information about Augustus's life in the orphanage, save a few mentions of it in letters and an unfinished three-page memoir: "I went to school in England for about six years until I was ten. They shoved you through there, eight to ten hours a day I lived at the school." It is difficult to imagine that school life in an industrial England orphanage would be the stuff that pleasant memories are made of. Yet at age fourteen, four years after he had left the orphanage, he wrote to Dr. Stephenson, ostensibly to describe his new life, but devoted half the letter asking questions about the orphanage.

Augustus John Bridle shipped out from Liverpool, England, aboard the SS *Borussia*, on July 13, 1878, one of thousands of Home Children sent to the colonies. All his worldly belongings were enclosed in a small metal-clad cedar trunk, which now adorns our cottage living room.

Inside, on the lid, is painted a bucolic scene of a brook running through a pasture. Did this painting offer a ten-year-old orphan refuge from a cruel world? Did it inspire the love of the arts that consumed his later life?

After a year and a half living with a shoemaker in Merlin, Ontario, he moved to the farm of Mr. Richard Smith "comprising 100 acres with a large house and barn on it and considerable stock." As I piece my grandfather's childhood together from the scant information available, I tend to be detached—until my ten-year-old stepson enters the room. Then the enormity of it hits me like a brick wall. I just cannot imagine James alone in the world with nothing but a succession of strangers and strange places in his life. My grandfather laboured in Mr. Smith's employ until age seventeen, yet in his memoir, he devotes only one sentence to this period of his life. There is no mention of life on the farm, of the Smith family—absolutely nothing notable in the most memorable period of most people's lives. Perhaps he had very little pleasant to say, and being the man he was, chose to say nothing.

From his 1878 arrival, Augustus had not attended school. In 1886, that was all about to change when he met his guardian angel, a nearby schoolteacher. Whoever she was, "her influence and sympathy" set him on a course that would dominate the rest of his life. My father is convinced that he was in love with her and remained that way until his dying day.

He entered school in the fall, at age eighteen. His writings bubbled with enthusiasm. "That first morning as I walked along the street to school with my tin pail, I felt all the exultation and sense of adventure I had felt when I left the farm." He would go on to high school in Chatham and find his niche in academia. He described himself as an intellectual sponge and would win the gold medal for general proficiency. Sometime between 1890 and 1900, after a brief teaching career, Augustus Bridle became Augustus Bridle BA, after graduating from the University of Toronto with a gold medal in classics.

In 1900, he moved to Edmonton,

**Appendix G:  
Poster Assessment Rubric**

Student Name \_\_\_\_\_

<b>LEVEL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Required Elements</b>	Some required present.	All but one of the required elements are included on the poster.	All required elements are included on the poster.	The poster includes all required elements as well as additional information.
<b>Caricature</b>	Limited number of caricatures, and limited connection between pictures and issues.	Poster is missing either historical or current issues. There is a confusing link between issues.	Some current and historical issues are somewhat integrated and applicable. The link between the two is fairly clear.	Relevant current and historical issues are well integrated and applicable. The link between the two is clear.
<b>Graphics - Relevance</b>	Graphics present and somewhat relate to the topic.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.
<b>Attractiveness</b>	The poster is in the development stage of neatness and attractiveness.	The poster is acceptably attractive though somewhat messy.	The poster is attractive in terms of design, layout and neatness.	The poster is exceptionally attractive in terms of design, layout, and neatness.
<b>Grammar</b>	There are more than 4 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are no grammatical/mechanical mistakes on the poster.

## Appendix H: Action Profile

### Thich Quang Duc

#### Action Profile 1: Thich Quang Duc

On the morning of June 11, 1963 Thich Quang Duc, a Buddhist monk protested against the repressive policies of the Vietnamese government towards Buddhist monks

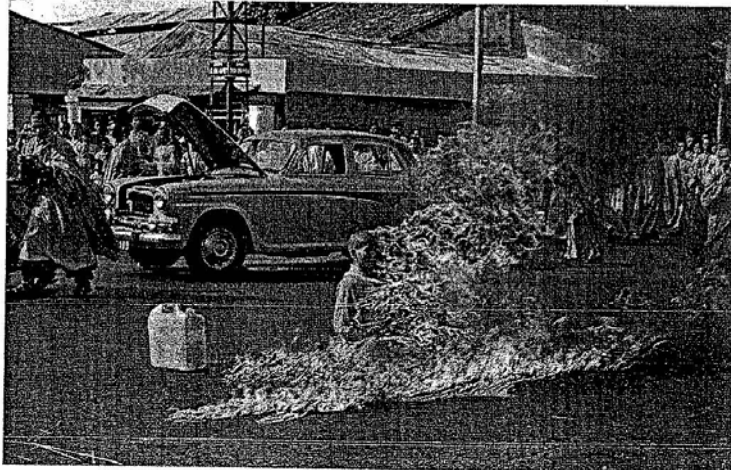
Buddhist monks were not allowed to fly the traditional Buddhist flag; Buddhists had fewer rights than Catholics in the country and faced tougher controls on their actions. The government and police would arbitrarily arrest Buddhist monks. They also wanted the government to grant both Buddhist monks and nuns the right to practice and spread their religion. And due to the restrictions and brutality they faced, Buddhists also asked for fair compensation to the victims and/or their families who had been mistreated or killed by the oppressive Vietnamese government.

The Buddhist community included these demands in a letter and sent it to the government, when no reply was heard, Thich Quang Duc decided to take more aggressive action.

It has been reported that Quang Duc and two other monks drove to a busy intersection in the city of Saigon and got out of the car. Quang Duc dosed himself with gasoline, with the assistance of the other two monks and then lit himself on fire. A reporter from the New York Times, David Halberstam, witnessed this act and gave the following account:

*Flames were coming from a human being; his body was slowly withering and shrivelling up, his head blackening and charring. In the air was the smell of burning human flesh; human beings burn surprisingly quickly. Behind me I could hear the sobbing of the Vietnamese who were now gathering. I was too shocked to cry, too confused to take notes or ask questions, too bewildered to even think.... As he burned he never moved a muscle, never uttered a sound, his outward composure in sharp contrast to the wailing people around him.*

The exact impact of Thich Quang Duc's actions is hard to determine. Some scholars have suggested that the media attention the act attracted helped to spread Buddhism around the world. The story ran with an accompanying photograph the next day. The attention helped to change Western opinion against the oppressive Vietnamese government and this eventually helped to bring down the Vietnamese government in 1963. Even as recent as the early 1990s, Thich Quang Duc's actions were recognized by the band Rage Against the Machine when they put the photograph of his action on the front cover of their first album.



Thich Quang Duc pictured during his Self-Immolation. The car he reportedly drove to the intersection in is the one shown in the photograph.

(AP Photo/Malcolm Browne)  
(APA2843673)

## The Unknown Rebel

### Action Profile 2: The Unknown Rebel

Could you imagine standing up to a line of eighteen tanks, and the tank's driver wanting nothing more than to go in the direction that you are blocking? Well, a young Chinese man did exactly this on the morning of June 5, 1989.

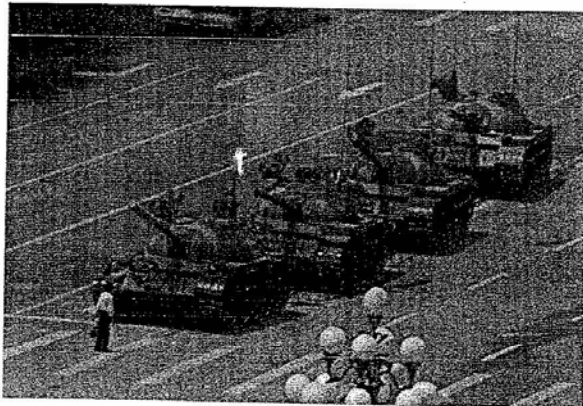
In the late spring of 1989, a group of scholars, students and workers gather in Tiananmen Square a famous historic site, where protests, revolutionary statements, military inspections and ceremonies took place. Eventually more than a million people took part in this seven week peaceful protest that included hunger strikes, news broadcasts, a newspaper and 30 foot tall statue called the Goddess of Democracy. Eventually the Chinese government had enough of this protest.

In the early hours of June 4, 1989, the government sent tanks in towards Tiananmen Square. Shots were fired and thousands of innocent civilians were shot in the backs when they turned to run away from the tanks and machine guns. Naturally, many of the protesters fled and people stayed off the streets as the government took great efforts to ensure the protestors did not regroup. In these deserted streets it was up to one young man to defend what the innocent civilians had died for and what the protestors wanted – basic human rights.

The Unknown Rebel stood in front of the tanks blocking their way for over half an hour, copying the tank's every move so as to not let it pass. The Unknown Rebel then climbed on top of the tank and spoke with its driver before then he jumped down from the tank. A bystander then took him away in order to offer him some protection from the army.

Some people suggest that he was caught a week later and executed for his actions, however, some government officials suggest that he was never killed. As the urban legend of the Unknown Rebel continues to grow, some people are now speculating that he is alive and well and living in a small village in the Chinese countryside.

How significant were the actions of the Unknown Rebel? Time Magazine voted him into the top twenty people who helped to define the social and political fabric of our time and his name rests with the likes of Nelson Mandela, Pope John Paul II and Winston Churchill to name just a few. Even now it is still difficult to determine exactly what the protestors and the Unknown Rebel achieved. What the Unknown Rebel did do for people at the time and his impact continues today, is remind us what conviction and dedication in order to serve as a tool for democracy



A Chinese man stands alone to block a line of tanks heading east on Beijing's Cangan Blvd. in Tiananmen Square on June 5, 1989. The man, calling for an end to the recent violence and bloodshed against pro-democracy demonstrators, was pulled away by bystanders, and the tanks continued on their way. The Chinese government crushed a student led demonstration for democratic reform and against government corruption, killing hundreds, or perhaps thousands of demonstrators in the strongest anti-government protest since the 1949 revolution. Ironically, the name Tiananmen means Gate of Heavenly Peace

(AP Photo/Jeff Widener) (APA3966941)

## Mohandas Gandhi

### Action Profile 3: Mohandas Gandhi

Gandhi is best known for his efforts in bringing the plight of India to the world's attention and fighting for its independence from Great Britain. This was accomplished through a series of hunger strikes. The two most famous of these were used in protest against British rule in his homeland India and then he used them to demonstrate for self rule for his country. Gandhi's efforts inspired many of Britain's colonies to also fight for their own independence, and because of his actions, Gandhi helped to weaken the colonial empire of Great Britain.

At first Gandhi was not much of a revolutionary or a social activist. He only had mediocre success at school, but he persisted and eventually he became a lawyer. His law practice did not go very well, as Gandhi suffered from horrible stage fright in the courtroom. Because of his short comings, Gandhi was forced to take a position in South Africa.

It was here the Gandhi first stood up for himself, when a judge asked him to remove his turban. Gandhi refused and stormed out of the courtroom, he later went on to spearhead a letter writing campaign in South Africa in an attempt to prevent the government to deny people of Indian origins from voting. This campaign was unsuccessful, but it did provide the momentum and encouragement for Gandhi to continue his fight for equal human rights.

In the early 1900s, when the South African government wanted to force all people living in the country of Indian origin to register with the government, Gandhi encouraged people to, in a peaceful and non-violent manner, to protest against these measures and register, and therefore, face the punishments. While the government was successful in repressing the protestors, the attention that their aggressive actions gained eventually forced the South Africans to negotiate a settlement with Gandhi.

Gandhi returned to India at the outbreak of World War I and the success that he had in South Africa helped him to achieve the results he desired in his own country. Gandhi's main objective for India was independence from Great Britain and he would employ his policy of non-violent protests in order to achieve his goal. To this strategy, he also added a boycott of all British made goods. He encouraged people to only wear clothes that were made from Indian grown and processed cotton instead of any foreign or British made textile goods. Gandhi also encouraged people to boycott British schools, British courts, resign from governmental posts and to refuse to pay their taxes. This protest was successful, but Gandhi had to call it off over fears of violence and he was arrested and imprisoned for 6 years, but he only had to serve two of these years.

In the late 1920s, Gandhi again made a move for Indian independence and gave the British a year to grant India its freedom or face more non-violent protest. The year went by with no action and Gandhi launched his protest against the British tax on salt by marching about four hundred kilometres to make his own salt. To you this may seem like a meaningless gesture, however, this had a massive impact as thousands of people joined Gandhi on his march. At the end of this non-violent protest, the British Authorities were forced to arrest about 60,000 people and the government decided to negotiate with Gandhi. However, little progressive movement in India's freedom resulted from this action.

During World War II, Gandhi would refuse to allow Indian participation unless the British government would grant India independence. The government arrested him and imprisoned Gandhi for 2 years. Eventually in 1947 India was granted its independence from Great Britain, because of the efforts of Gandhi. However, the British split India into 2 separate countries, India and Pakistan, and this greatly upset Gandhi.

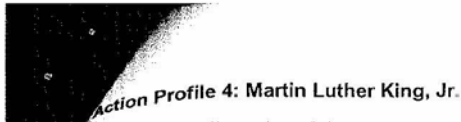
Gandhi was assassinated in early 1948. Throughout his life Gandhi became known for his peaceful methods of protest, his boycotts and his hunger strikes. Despite his displeasure over India splitting in two Gandhi accomplished a great deal for his people and brought the world's attention towards how successful non-violent protest could be.



Gandhi performing his daily spinning of cotton. He encouraged all to spin and wear Indian cloth rather than to wear the finer imported British and Foreign made fabrics. This was just one of Gandhi's non-violent protests.

Public Domain Photograph

## Martin Luther King Jr.



Martin Luther King at Civil Rights March on Washington, D.C.

Credit: USA National Archives and Records Administration

Martin Luther King was born in Georgia in 1929. King graduated high school, went to college and received his Ph. D. from Boston University in 1955. King took a job as a pastor of a church in Alabama and began preaching to his congregation.

King's daily activities were soon to change when he became the leader of the Montgomery Bus Boycott in 1955. This event was over a black woman named Rosa Parks, who refused to give up her seat to a white man and opposed the Jim Crow law. The boycott lasted for almost 400 days and near the end was becoming violent; King's house was even bombed. During the boycott, King was arrested, but in the end the United States Supreme court ended racial segregation on intrastate buses.

After the success of this non-violent protest, King became the leader of a group that would harness the structure of black churches to promote the Black civil rights movement through peaceful means. This strategy worked as the media attention that was gained showed the racial discrimination that southern blacks faced in their daily lives to the rest of America. This attention made the Black civil rights movement the most important political issue of the early 1960s.

King's actions did not always bring him positive attention. The campaign to stop white only lunch counters in Birmingham, Alabama in the spring of 1963, is an example of how King's actions created negative attention. During this peaceful protest, police turned dogs and fire hoses on the demonstrators. King and his supporters were arrested and jailed for their actions.

The peaceful marches that King helped to orchestrate were focused on drawing attention on the right to vote for blacks, desegregation and fair hiring practices. These rights were recognized by the American government in 1964 and 1965 with passing of the Civil Rights Act and the Voting Rights Act.

Perhaps the most famous King action was his "I have a dream" speech delivered on the steps of the Lincoln Memorial in Washington D.C. on August 28, 1963. In this speech King highlighted what his vision was for the future of blacks in America. He said, "I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

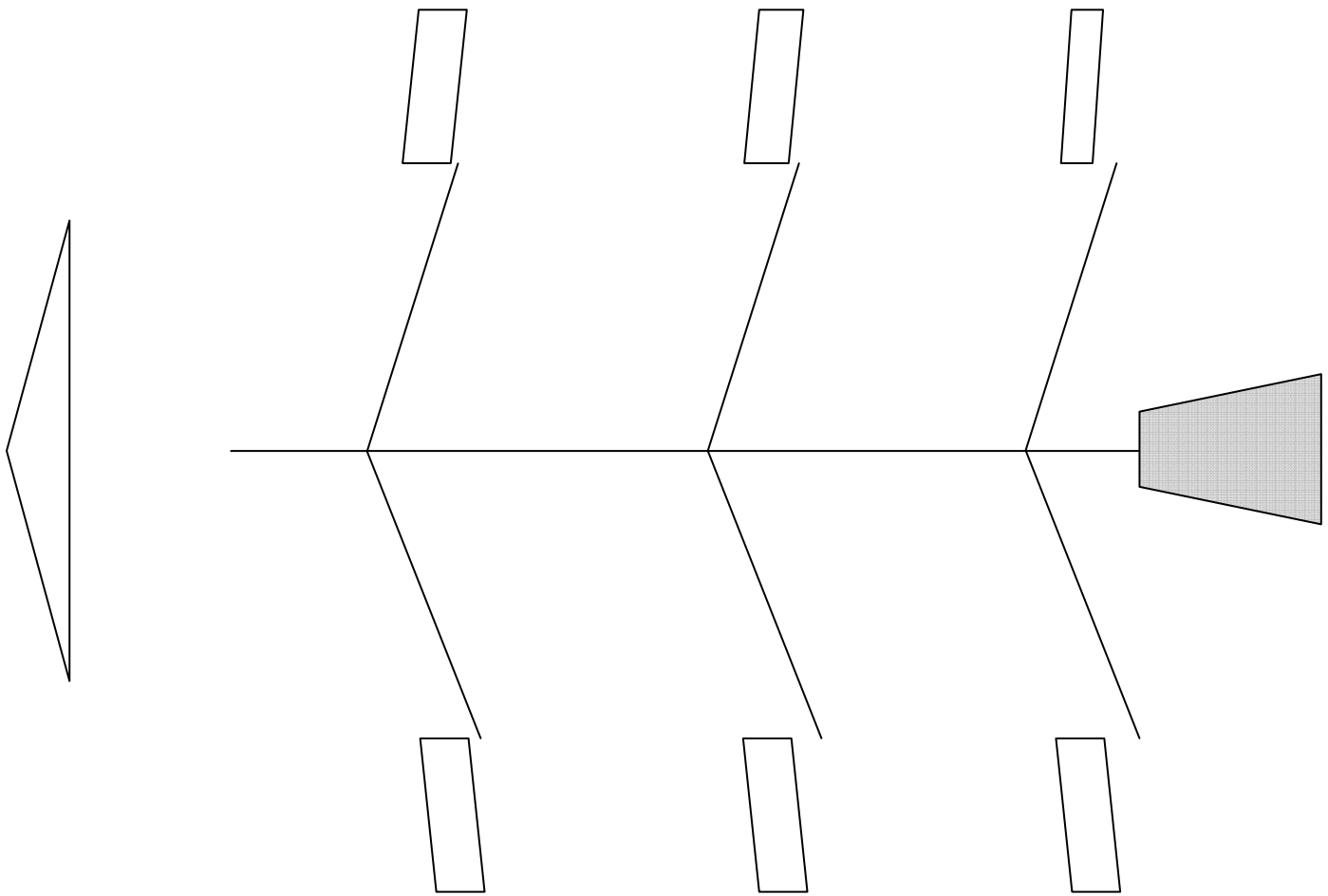
The march and King's speech did include specific demands such as an end to racial segregation in schools; equal civil rights, no racial discrimination in employment; protection of civil rights workers from police brutality; and a minimum wage guarantee for all workers. The protest was a success with over 250,000 people from different ethnicities filling the crowd.

After this, King began speaking out about the American role in the Vietnam War and some media outlets wanted to brand King as a communist sympathizer. As the war was drawing to end, King also stated his belief in an economic reorganization of resources to correct the racial and economic injustices that blacks faced in America. These comments only gave his detractors more ammunition to fan the flames of communism around Martin Luther King's name.

In early April of 1968, King led another march on Washington. This time it was an effort to bring economic aid to the poorest communities living in America. The next evening King was shot dead while standing on the balcony of his hotel room. There were riots in over 60 American cities and the president declared the day of King's funeral a national day of mourning. And on the day of his funeral over 300,000 people attended.

Since King's assassination his name has become symbolic of the American civil rights movement and his "I have a Dream" speech sits beside some of the greatest American speeches of all time. King was a man of true courage, from the time he took control of the Montgomery Boycott until his eventual death, King was sent hundreds of death threats, his home, with his wife and children inside was also bombed, but his conviction never wavered. It is because of King's pioneering and dedicated work towards racial equality in the United States that America can be viewed as a free society.

**Appendix I:  
Fishbone Template**



### Appendix J: Cumulative Assignment Template

- Pick a problem plaguing our schools.
- Pick an activist.
- Share your ideas with the teacher, who will approve the topic Remember: the topic must be approved.
- Put together a creative presentation where you or other students help to solve one of the school problems/issues discussed throughout this course.
- To solve this problem, you must seek the advice of an activist with prior experiences. You are on the right track if you use the activist's style rather than a specific action.
- Present your ideas through a role-play/monologue, puppet show, music, musical slideshow, photo album, rhyme and rhythm, or some other venue of your choice. You must receive approval from the teacher to choose a new venue.

For your activists consider:

- |                    |                           |
|--------------------|---------------------------|
| - David Suzuki     | - Diana Princess of Wales |
| - Nelson Mandela   | - Rosa Parks              |
| - Bono             | - Gandhi                  |
| - Craig Kielburger | - Martin Luther King Jr.  |
| - Maude Barlow     | - Thich Quang Duc         |
| - Bob Hunter       | - the Unknown Rebel       |
| - Mother Theresa   |                           |

\*\* There are many activists! If you wish to use one that is more local or one that is not on this list, talk to the teacher first.



**Appendix K:  
Presentation Assessment Rubric**

Name: \_\_\_\_\_

<b>LEVEL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Content</b>	Thesis is present; information included shows limited support of thesis	There is a great deal of information with limited connection to the thesis	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials
<b>Coherence and Organization</b>	Presentation is choppy; limited flow; development of thesis is present;	Concept and ideas are loosely connected; limited transitions; some flow and organization is present	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows well; good transitions;; well organized
<b>Creativity</b>	Repetitive with limited variety; limited use of multimedia	Material presented shows beginning stages of originality or interpretation	Some originality apparent; good variety and blending of materials/media	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention
<b>Material</b>	Limited multimedia used or; some variety with use of materials	Choppy use of multimedia materials; contains some smooth transition from one medium to another; multimedia not clearly connected to thesis	Use of multimedia is somewhat varied and connected to thesis	Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate
<b>Audience Response</b>	The point of the presentation is in the developing stages	Some related facts but; mostly presented facts limited imagination	Presented facts with some interesting "twists"; held the audience's attention most of the time	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout

This unit was originally developed by Jennifer Hunter, and has been adapted and formatted to suit this resource.

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