

MAKING CONNECTIONS: SOCIETY VERSUS SCREENS

Primary Division (Grade 2-3) Mini-Unit

INTRODUCTION

Children today watch, on average, 4 ½ hours of television per day. Many times, the programs they view contain a variety of forms of violence, whether the program is a cartoon, a sitcom, or a movie. Because violence is so pervasive and frequent in these programs, children often do not even realize that what they are watching contains negative messages. Research shows that sustained and repeated exposure to violent images can contribute to children being desensitized to violence, leading to their acceptance as normal of subtle forms of violence. To make them more critical viewers, young people must learn to recognise and to question violence when it is presented to them in the media they consume. They must be given the tools necessary to deconstruct representations of violence, whether these incidents take the form of exclusion, bullying, or physical aggression.

The resources provided in these lessons will contain some sensitive materials that match the realistic viewing experiences to which youth are exposed. Teachers should review all lessons, links, and resources to ensure the content is suitable for their given audience/class. In addition, all links and resources should be checked to ensure the content is still available and accessible online.

UNIT OVERVIEW

This mini-unit will serve to help youth critically examine how violence is represented in the media, specifically looking at television and movies. They will learn to identify forms of violence, evaluate the violent acts and consequences, and alter the messages presented to change the outcome.

- Lesson 1: What is Violence?
- Lesson 2: Violence – Society versus Screens
- Lesson 3: In the Director’s Chair

Lesson 1: What is Violence?

In this lesson, students will review types of violence and violent acts to evaluate better what is presented in the media. Feelings, thoughts, experiences and results of violence on television will be explored to help students develop an understanding of their own reactions to various types of violence.

Lesson 2: Violence – Society versus Screens

This lesson will help students develop further their understanding of violence, as they will begin to identify the real consequences of violence. To do this, they will look at the differences between the consequences of violence presented on screens and those experienced in society. It is important for youth to think critically when they are watching violent programs, and to recognize that often the consequences presented are unrealistic. Youth also will spend time addressing how they would feel in similar situations in real life, and make connections about how what they view on television is not appropriate in society.

Lesson 3: In the Director’s Chair

In this lesson, students will have an opportunity to examine freeze frame images from a cartoon, to describe what they see, and to check their observations against the actual cartoon. They then will examine pictures of violent behaviours, and suggest alternative actions that would be more acceptable. Finally, by applying the knowledge gained in this and previous lessons, students will re-do or re-create a situation, changing the outcome to be positive.

**For additional lessons on these topics, visit www.media-awareness.net
and click on the “For Teachers” section.**

LESSON 1: WHAT IS VIOLENCE?

40 minutes

CURRICULUM EXPECTATIONS

- GRADE 2: MEDIA LITERACY – UNDERSTANDING MEDIA TEXTS
 - 1.2 Identify overt and implied messages in simple media texts.
 - 1.3 Express personal thoughts and feelings about simple media works and explain their responses.
- GRADE 2: MEDIA LITERACY – UNDERSTANDING MEDIA FORMS, CONVENTIONS AND TECHNIQUES
 - 2.1 Identify some of the elements and characteristics of selected media forms.
- GRADE 3: MEDIA LITERACY – UNDERSTANDING MEDIA TEXTS
 - 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
 - 1.3 Express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important).
- GRADE 3: MEDIA LITERACY – UNDERSTANDING MEDIA FORMS, CONVENTIONS AND TECHNIQUES
 - 2.2 Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- All texts contain belief and value messages.
- What values are represented in violent media? Who or what is included, missing and/or misrepresented?
- What messages about power are stated and implied?
- How are power, conflict and violence represented on television?

INTRODUCTION/OVERVIEW

It is important to provide youth with the critical skills to evaluate what they are consuming. This lesson will help to start this critical evaluation by reviewing types of violence and violent acts that youth view on television or in movies. When media violence is viewed repeatedly, viewers can be desensitized to the severity of what they are consuming. By providing opportunities for youth to think about the thoughts, feelings, and experiences of the violent situations in media, students will be able develop an understanding of their own reactions to various types of violence.

TEACHING/LEARNING STRATEGIES

BRAINSTORMING – Start by introducing the topic of violence. Ask students to think to themselves about what violence means to them. After a minute, ask them to turn to their elbow partner and share their ideas about violence. Direct the pairs then to discuss some examples that support their ideas of violence.

TAKE FIVE – Distribute **Take Five (1.1 H)** to students. As a class, use the **Take Five** strategy of taking five minutes to consolidate students' responses. Pairs who have brainstormed together will offer examples

or types of violence, and these answers will be written on the board, as well as on their handout. Use **Take Five - Answers (1.2 REF)** to organize properly the student responses. For example, if a pair offers the response “physical violence,” which is a type of violence, put it at the top of one of the squares on the handout, creating a title. When a pair offers the response “hitting or punching,” which is an example of violence, put it below the correct title in one of the squares. The goal is to have all four forms of violence identified, with a couple supporting examples included below the form of violence. Prompt students as necessary to ensure all four forms of violence are identified.

After the chart has been created, ask students the following questions:

- Is emotional violence as bad as physical violence?
- Where might you see examples of these forms of violence in media?
- Why do they use violence in the media?

VIEWING VIDEOS – During the next part of the lesson, students will view episodes of a popular animated show, looking for examples of violence.

Ask students if they have ever watched the television program, *Johnny Bravo*. This show airs on the *Cartoon Network* (see additional information in the **Terminology/Background for Teachers** section). Ask if a student can describe the show for the class. If there are no volunteers, use the information you have on the show to provide a description. Tell students they will now watch part of an episode (see **Links/Resources** section for links to various episodes).

Ask students to think about the following questions while they are viewing the episode:

- What forms of violence did you see?
- How did it make you feel when you saw someone experiencing violence? Why?
- How would you feel if someone did or said these things to you?

POST IT, PILE IT – This next part uses the **Post It, Pile It** strategy (more information in the **Terminology/Background for Teachers** section). After the first viewing, group students into small groups and hand out little packages of post-it notes, ensuring that each student in the group receives a different colour. Tell the students that they now will view the episode a second time, and instruct students to write down any forms or examples of violence they see, as well as any positive forms of interactions and examples of these that they see during the show. Each form or example will be recorded on a new post-it note.

After the second viewing, have students work with their small groups to “pile it” with their post-it notes. Once the piles are created, have students move the piles to be under the appropriate column (plus = positive, minus = negative) on their **Examining Both Sides: Pluses and Minuses (1.3 H)** handout. As a group, ask them to respond to the three questions at the bottom of the paper. Collect completed **1.3 H**.

CLASS DISCUSSION – To conclude, discuss with the class that sometimes people think that the way people interact or behave on television is the way they should interact or behave in real life. Ask what they think about this attitude, and the dangers it creates. Also, let students know that when people repeatedly view violence, they may start to think it is acceptable. They may no longer realize how hurtful or harmful it actually is to the person experiencing the violence. Remind students that it is important to think about how people feel in these situations.

ACTIVISM

In groups, students could create anti-violence posters that highlight one form of violence, providing examples of that particular form of violence. These posters could be displayed in the hallway to increase awareness of the various forms that violence can take.

As a class, generate a list of violence-free, age-appropriate television shows. Invite students to create media campaigns or promotional flyers to advertise for one of these shows, encouraging people to watch it because it does not use violence as a means for entertainment. These media campaigns and promotional flyers could be hung on a bulletin board for other students to view and learn more about non-violent entertainment.

ASSESSMENT OPPORTUNITIES

- Anecdotal assessment of how students work in partnerships and how they contributed to group discussion
- Assessment of quality of responses on the post-it notes
- Examining Both Sides: Pluses and Minuses (1.3 H)
- Group work during the Post It, Pile It strategy

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK/EXTENSION ACTIVITIES

Ask students to watch some of their favourite programs over the course of a week, and record in a media log the forms and examples of violence they see. After the week, use a whole-class discussion to share their findings.

Have students watch an episode of their favourite television program and record any forms of violence they see. Using a rating scale of one to five (one being non-violent and five being extremely violent), ask students to rate their programs in terms of the types of messages presented, amount of violence shown, and overall entertainment value. Then, tell students to go to the website www.common sense media.org and search for their favourite television program. Tell them to review what this website says about their program, noting similarities and differences to the ratings they gave the program. Using a Venn Diagram, (two overlapping circles) have them record what they noticed about their program compared to what others noticed about their program.

CROSS CURRICULAR CONNECTIONS

- Visual Arts
- Oral Language
- Reading
- Writing
- Health

MATERIALS AND RESOURCES

- Take Five (1.1 H)
- Take Five – Answers (1.2 REF)
- Examining Both Sides: Pluses and Minuses (1.3 H)

- Post-it notes (variety of colours)
- Information listed in Links/References
- SMARTboard or Data Projector and Screen
- Internet access
- *Think Literacy: Cross Curricular Approaches.*

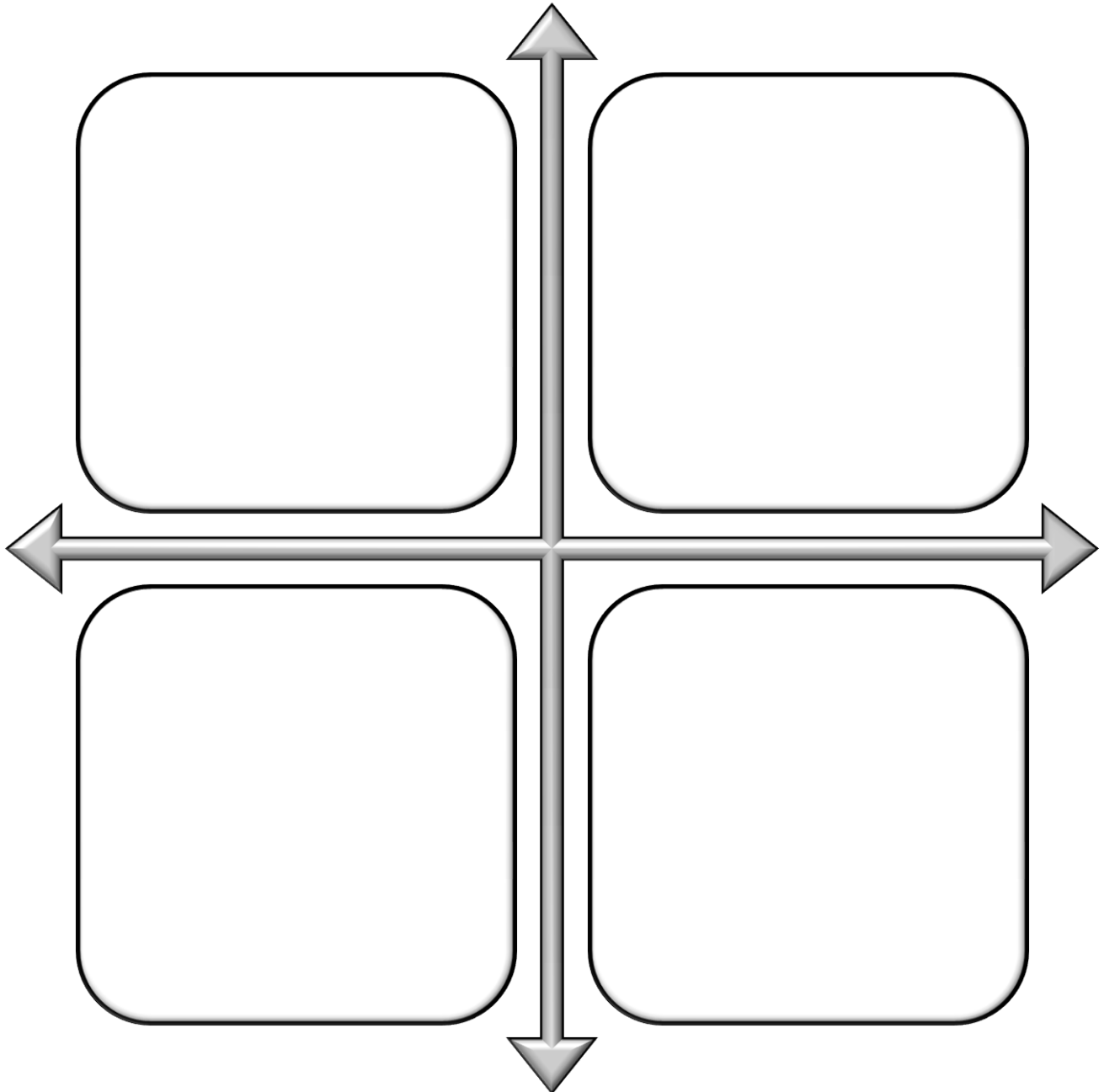
TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Take Five** – This strategy is used to consolidate or reinforce learning by orally reviewing a concept in only five minutes. Students work individually and in pairs to generate or review concepts. Then, as a class, this information is consolidated into a graphic organizer and reviewed through discussion.
- **Johnny Bravo** – Johnny Bravo is an American animated television series that airs on the Cartoon Network. The series stars a muscular, “beefcake” young man named Johnny Bravo, who dons a pompadour hairstyle and Elvis Presley-like tone of voice and personality. Plots typically revolve around him trying to get a woman, whom he has targeted throughout the episode, to fall in love with him. He often is beaten up or stunned by his target or her companions, or is left out by them in the end.
- **Post It, Pile It** - First, divide the class into groups of three to five students. All students individually will write down responses to the prompts provided by the teacher (in this lesson, the TV program). One idea should be written on each post-it note, and then piled beside the person who wrote it. All students in the group should be writing at the same time. Once every student has completed this task, they are to discuss their ideas with the group, using the following strategy. Students will number themselves from one to three, four, or five. Starting with number one, this person will share their first idea that is written on a post-it note, and place it in the middle of the desk. If any other group member has the same idea on their post-it, they are to place it on top of the original idea. Next, the number two person should post one of their ideas. Other group members who have a similar idea should post their note on top of the original. A new pile should start with each new idea posted. Go around the group, placing post-it notes in the centre until all the post-its are gone from each group member. By the end of the activity, there should be several ideas grouped together in the middle of the desk.

LINKS/REFERENCES

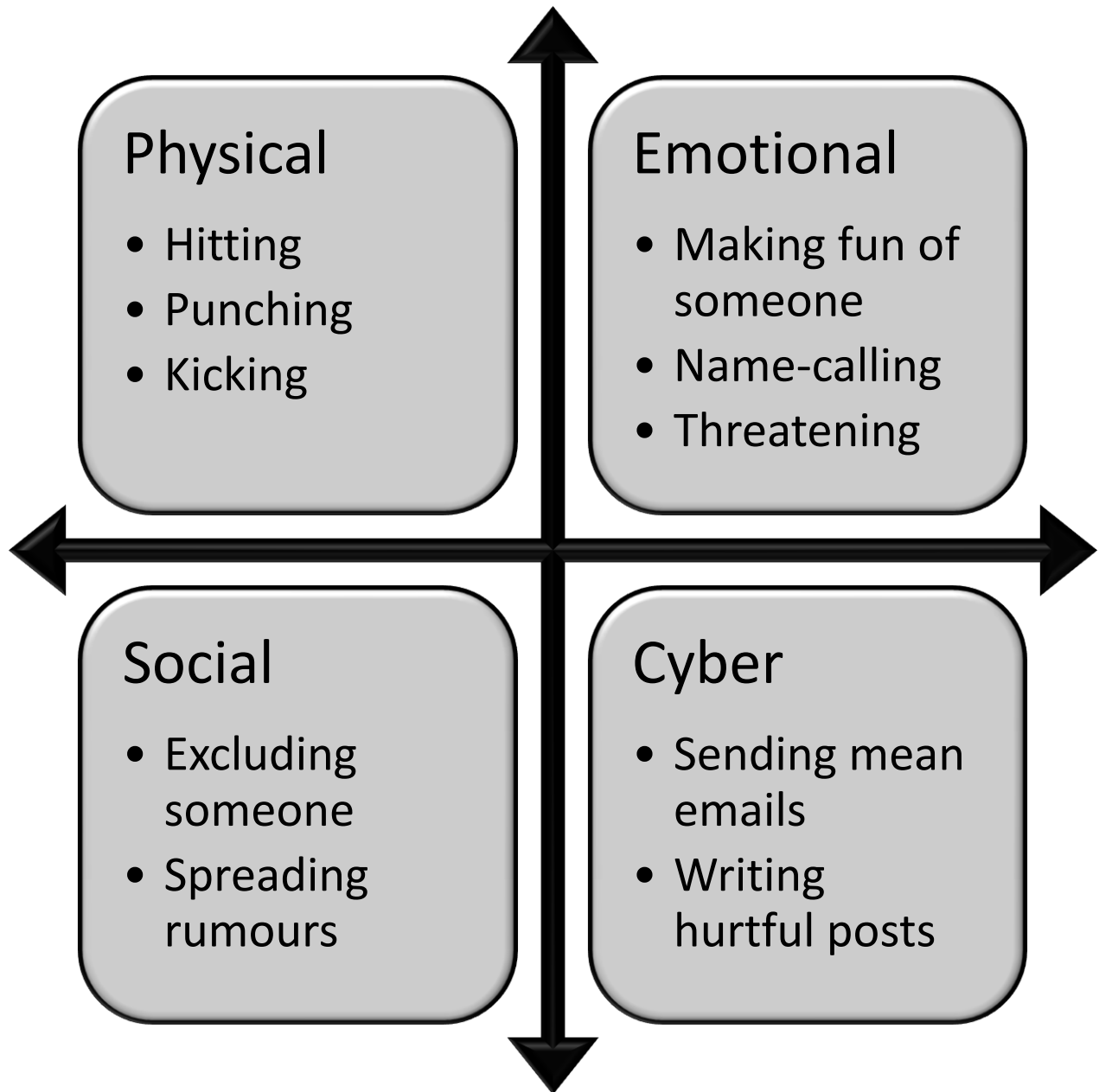
- Think Literacy: Cross Curricular Approaches, Grade 7-12 (2007).
- YouTube – Johnny Bravo Episode
 - www.youtube.com/watch?v=4XB7F8vu0go
- The Cartoon Network – Johnny Bravo videos
 - www.cartoonnetwork.com/search/index.html?keywords=johnny%20bravo
- Common Sense Media – Reviews about TV, movies, games, books, apps, websites and more
 - www.common Sense Media.org

TAKE FIVE



(ADAPTED FROM THINK LITERACY: CROSS CURRICULAR APPROACHES, 2007)

TAKE FIVE – ANSWERS



EXAMINING BOTH SIDES: PLUSES AND MINUSES

Group Member #1: _____ Post-It Note Colour: _____

Group Member #2: _____ Post-It Note Colour: _____

Group Member #3: _____ Post-It Note Colour: _____

Group Member #4: _____ Post-It Note Colour: _____

PLUSES	MINUSES

WHAT WAS THE MOST COMMON PLUS THAT YOUR GROUP FOUND?

WHAT WAS THE MOST COMMON MINUS THAT YOUR GROUP FOUND?

WHAT DID YOU FIND INTERESTING ABOUT WHAT YOUR GROUP FOUND?

LESSON 2: VIOLENCE – SOCIETY VERSUS SCREENS

40 minutes

CURRICULUM EXPECTATIONS

- GRADE 2: MEDIA LITERACY – UNDERSTANDING MEDIA TEXTS
 - 1.3 Express personal thoughts and feelings about simple media works and explain their responses.
 - 1.5 Identify, initially with support and direction, whose point of view (e.g., that of the hero, the villain, the narrator) is presented in a simple media text and suggest how the text might change if a different point of view were used.
- GRADE 3: MEDIA LITERACY – UNDERSTANDING MEDIA TEXTS
 - 1.3 Express personal opinions about ideas presented in media texts.
 - 1.5 Identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- All texts contain belief and value messages.
- What messages about power are stated and implied?
- How are power, conflict and violence represented on television and in movies?

INTRODUCTION/OVERVIEW

Youth need strategies to understand what they are consuming in the media. It also is important for youth to begin to look at the consequences of violence presented on television and in movies, and compare those to real life. They need to consider if it is possible that they would receive the same consequence for the same action in real life, as often youth are presented with very unrealistic consequences on the screens as compared to in society. This lesson will help students understand that what they typically experience or view on screens is not reality, and should those same behaviours or experiences happen in society, there would be much graver consequences. Youth also will put themselves in some of the situations they view on television, to gain a better understanding of how it would feel and to realize how inappropriate some of the situations really are.

TEACHING/LEARNING STRATEGIES

ACTIVATE PRIOR KNOWLEDGE – Using the Thumbs Up, Thumbs Down strategy, review the concepts from the previous lesson. Read the series of statements below, some that illustrate the forms of violence learned in the last lesson, and some that illustrate positive situations. Ask students to give either the “thumbs up,” if they agree a situation that is read is a positive situation, or the “thumbs down,” if they think it is a form of violence.

- You are walking down the hall at school and someone throws a paper ball at your head.
- When you arrive at school, you meet two of your friends and you walk to class together.
- At lunch, someone calls your name and invites you to sit with them.
- Many of your friends in class are included in a game at recess, but you were not asked to play.

VIEWING CLIPS – Tell students they now will be viewing two clips, one from *The Incredibles* movie and one from the *Care Bears* animated television series. Hand out **Forms of Violence Venn Diagram (2.1 H)** to students. Instruct students to list on the appropriate side of the Venn diagram any forms of violence they see in the clips. View both clips (links to clips found in the **Links/References** section). After both clips have been viewed, ask students to share their findings. Encourage them to add to the lists they have created on their own diagrams. After the discussion, tell students to write any similarities between the two clips in the overlap section of the diagram. Collect completed diagrams.

Other suggestions for shows and movies to select clips include *Despicable Me*, *The Simpsons*, *Kick Butowski: Urban Daredevil*, or *Shrek Forever After*.

DISCUSSION – Spend a few minutes talking with the class about the various forms of violence they saw, and the consequences that were presented in the two clips. Remind students that television and movies often can present unrealistic consequences for real situations. It also is important to mention that even though someone was mean to someone else, it is never okay to use violence to solve the problem. Prompt students with the following questions:

- From whose point of view are we watching the clip? How would it change if we were watching it from the point of view of another character? (Provide the name of the other character, from the clip they viewed.)
- Do you think someone could fall or be thrown the way Mr. Incredible was, and survive? What injuries would he have sustained in real life?
- How would you feel if you were Mr. Incredible? Syndrome? Someone watching?
- Have you ever spoken to someone the way Shreeky spoke to Beastly? What would happen if you did?
- How would you feel if you were Shreeky? Beastly? Someone watching?
- What were some of the consequences to their actions?
- If these situations happened on the school yard, would the consequences be the same?

HUDDLE UP – During this next section, the **Huddle Up** strategy will be used (details listed under **Terminology/Background for Teachers** section). Put students in five small groups. Tell them that you are going to read a situation from a screen program (e.g., online, movie, television), and you want them to “huddle up” and discuss as a group what would happen or what would be the more likely or real consequence in society.

(STATEMENTS BELOW WERE ADAPTED FROM *BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA*, BY THE CENTER FOR MEDIA LITERACY)

Statements:

- In a video game, when you hit someone and make them bleed, you get points and win the game. What is the more likely or real consequence in society of hitting someone and making him bleed?
Answers may include: get in trouble with parents, grounded, go to jail, people are upset or mad at you, the person has to go to the hospital, etc.
- In a movie, kids have a party and trash the house but no one ever cleans up the mess or pays for the damages. What is the more likely or real consequence in society?
Answers may include: get in trouble by parents, grounded, spend days cleaning, allowance

money or extra work to pay for damages, etc.

- In a cartoon, the hero can destroy property or hurt the villain, but they never have to go to jail or fix what was destroyed. What is the more likely or real consequence in society?
Answers may include: disappoint people and family, pay for damages, go to jail, people angry at hero, etc.
- Often people respect the on-screen hero, even if this hero hurts someone or is violent. What is the more likely or real consequence in society?
Answers may include: gets away with inappropriate behaviour because the other person deserved it or it was just a joke, some people angry or disappointed in hero, gain friends, lose friends, gain respect, lose respect, ruined reputation, punished, grounded, jail, etc.
 - **Note to teachers: it is important to use this question as a teachable moment. Help youth recognize that violence is not acceptable, regardless of who is using it or why they are using it.**
- The on-screen villain, bully or “bad guy” is liked or found amusing by the audience. What is the more likely or real consequence in society?
Answers may include: some people are or stay friends with the bully, some encourage bullying behaviour, some people angry or disappointed in the bully, lose friends, people support the victim, etc.
 - **Note to teachers: this is another opportunity for a teachable moment. Help youth recognize that it is important to stand up to bullies. Rather than staying friends or encouraging the bully, as sometimes happens at school, bystanders should stand up against violence and bullying.**

SHAPES EXIT CARD – Provide each student with a copy of **Shapes Exit Card (2.2 H)**. Tell the students that they are expected to complete this paper and hand it in before leaving the class.

ACTIVISM

Students could spend time sharing their learning with their parents. Have students watch a television program or movie with their parents, identify the forms of violence they see, and discuss with them the consequences in society as compared to on screen.

ASSESSMENT OPPORTUNITIES

- Anecdotal assessment of Thumbs Up, Thumbs Down
- Forms of Violence Venn Diagram (2.1 H)
- Anecdotal assessment of participation / responses to Huddle Up
- Shapes Exit Card (2.2 H)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK/EXTENSION ACTIVITIES

Ask students to view a few episodes of their favourite television show and then write down in a media log any forms of violence they see. Taking into consideration the information they have learned in the past lessons, ask them to write a note about how they would feel in the same situation as the character that experienced the violence.

Consider conducting a similar lesson using video games as the focal point. Discuss with students how video games are very unrealistic portrayals of real life, and that they rarely present consequences associated with the actions.

Have students conduct role plays with one person as the reporter and one person taking on a character from one of the clips they viewed. Ask questions about how they felt in the situation, or what happened after the cameras stopped rolling.

CROSS CURRICULAR CONNECTIONS

- Reading
- Writing
- Oral Language
- Health

MATERIALS AND RESOURCES

- Forms of Violence Venn Diagram (2.1 H)
- Shapes Exit Card (2.2 H)
- Information under Links/References section
- SMARTboard or Data Projector and Screen
- Internet access

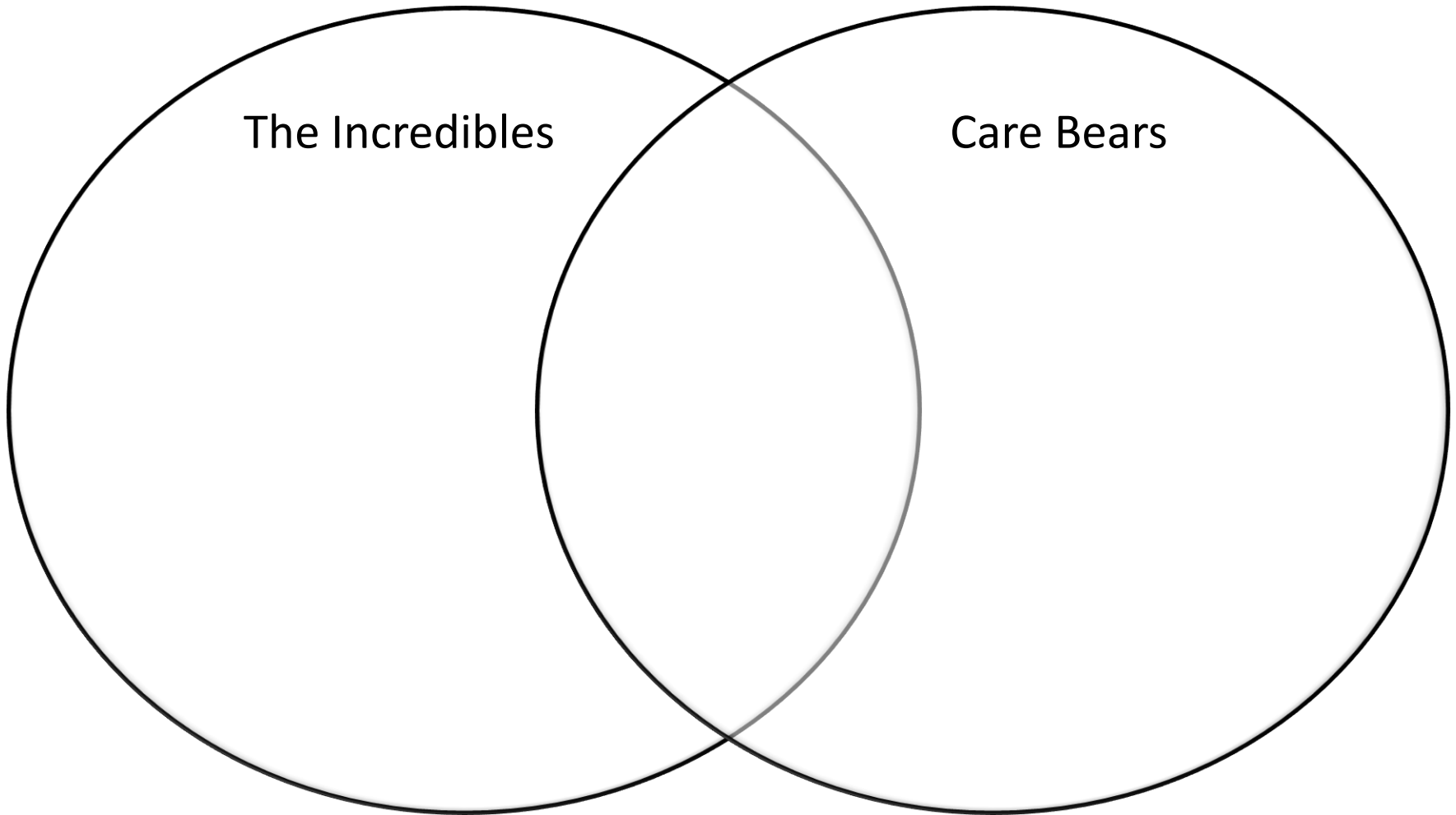
TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Huddle Up** – Students will work in small groups for this activity. In their groups, instruct the students to listen to the question called out. Each group has 30 seconds to huddle up and decide upon one answer. When 30 seconds is up, the teacher will ask a representative from each group to give their group’s answer to the question. The teacher should try to keep the questions, huddle time, and responses going as rapidly as possible, so that the energy takes on a “popcorn” effect. Randomly call on different students to answer the question, not necessarily the first student who stands.

LINKS/REFERENCES

- YouTube – clip from *The Incredibles*
www.youtube.com/watch?v=mBIMQxsJb_s
- YouTube – clip from *Care Bears*
www.youtube.com/watch?v=jZvveXZeOdE

FORMS OF VIOLENCE VENN DIAGRAM



SHAPES EXIT CARD

Something I learned that
SQUARES with my
belief:



A question going
AROUND in
my mind:



Three
important
POINTS
to
remember:



LESSON 3: IN THE DIRECTOR'S CHAIR

2x40 minutes

CURRICULUM EXPECTATIONS

- GRADE 2: MEDIA LITERACY – UNDERSTANDING MEDIA TEXTS
 - 1.2 Identify overt and implied messages in simple media texts.
 - 1.3 Express personal thoughts and feelings about simple media works and explain their responses.
 - 1.5 Identify, initially with support and direction, whose point of view is presented in a simple media text and suggest how the text might change if a different point of view were used.
- GRADE 2: MEDIA LITERACY – CREATING MEDIA TEXTS
 - 3.1 Identify the topic, purpose, and audience for media texts they plan to create.
 - 3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create.
 - 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.
- GRADE 2: MEDIA LITERACY – REFLECTING ON MEDIA LITERACY SKILLS AND STRATEGIES
 - 4.1 Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts.
- GRADE 3: MEDIA LITERACY – UNDERSTANDING MEDIA TEXTS
 - 1.1 Identify the purpose and intended audience of some media texts.
 - 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
 - 1.3 Express personal opinions about ideas presented in media texts.
 - 1.5 Identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used.
- GRADE 3: MEDIA LITERACY – CREATING MEDIA TEXTS
 - 3.1 Identify the topic, purpose, and audience for media texts they plan to create.
 - 3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create.
 - 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.
- GRADE 3: MEDIA LITERACY – REFLECTING ON MEDIA LITERACY SKILLS AND STRATEGIES
 - 4.1 Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- All texts contain belief and value messages.
- What could be learned from these programs?
- What lifestyles, values and points of view are represented in media? Who or what is included, missing and/or misrepresented?
- What messages about power are stated and implied? How are power, conflict and violence represented? How could the message be altered?

INTRODUCTION/OVERVIEW

It is important that youth realize that what they are viewing and consuming is created, and what they are watching is not reality, but rather someone's idea of entertainment. When violent or negative plot lines are presented, youth need critical awareness and skills to evaluate the message, and to determine whether violence is the best solution to the situation. It should be clear that the consequence or result shown on television or in the movies is not a typical consequence or result in society. This lesson will help youth solidify their learning from the past two lessons by taking an existing text and repurposing it in a new media format. In doing so, students will need to consider the role of violence in their new format, and will be able to explain their decisions for its inclusion or exclusion.

TEACHING/LEARNING STRATEGIES

ACTIVATE PRIOR KNOWLEDGE – Tell students that you are going to be spending the class working on ways to re-create a story to have a positive outcome. Ask the class if anyone has heard of *Grand Theft Auto*. Allow opportunities for students to respond, and then let them know that *Grand Theft Auto* is an adult video game that has a lot of violent action and adventure, where the main character is trying to become more powerful in the criminal world. The original game was primarily about stealing cars. Tell the class that they are going to have an opportunity to watch a clip from a *Coke* commercial that used the concept of *Grand Theft Auto*, but re-created the story to have a positive outcome. Tell students that while they are watching, they should think about the following questions:

- What do you see?
- How does this make you feel?
- What messages are presented?
- What message about power is delivered?

Show the commercial to students (see **Links/Resources** section for the website). After the commercial is over, invite students to talk with their elbow partner about what they saw. Tell students that there are always positive ways to resolve situations, rather than resorting to violence.

BRAINSTORM – As a class, generate discussion around positive ways to resolve problems. Ask students to think back to the clips they watched the previous day when they are thinking about the next questions. Put students into small groups and give each group a copy of **Problem-Solving Positively – Placemat (3.1 H)** (see **Terminology/Background for Teachers** for information about the **Placemat Strategy**).

Ask the class the following question: **What are some positive ways to solve problems?** *Student answers may include: talking, walking away, apologizing, including everyone, sharing, asking for help, taking turns, etc.*

Give students a minute to write down any ideas in their area of the placemat. Have the small group members talk with each other about some of the responses listed on their corners of the placemat. Students should circle or highlight any responses that are the same as those of another member of their group. The ones they think are the very best will be written in the centre of the placemat, where it says *Group's Main Idea(s)*. Ask for volunteers to share their group's most common answers. Collect completed placemats.

FREEZE FRAME – This next activity will look at freeze frames of the beginning part of a *Tom & Jerry* episode called "Fast and the Furry." Using **Freeze Frame: Fast and the Furry (3.2 H/OH)**, guide the class

through the process of identifying what is going on in each picture. Encourage them to look at the frames as a whole, but to identify the situation in each particular frame. Tell them to write a brief description in the box below each picture.

Once all frames have a description, show the first two minutes of the actual video clip available on YouTube at www.youtube.com/watch?v=xeXw2iiAdS4 (web address also listed below in **Links/Resources** section). Ask students to think about whether their ideas of what was happening in the freeze frame images are similar to the actual video. When the clip is over, ask students to think to themselves about the following:

- What is the message?
- What role does violence play in this example?
- How would you feel if you were Tom? What if you were Jerry?
- What are some of the ways that this violence could have been avoided?

Invite them to share their thoughts with their elbow partner. Ask for volunteers to share their ideas with the class. It is important to remind students that violence is never acceptable, even if someone is violent toward you. It is not acceptable for Jerry to be mean to Tom just because Tom was trying to catch him, or vice versa.

GRAPHIC ORGANIZERS – Provide each student with a copy of the **What’s the Problem (3.3 H)** graphic organizer. Have them fill it out using the information they obtained from the group discussion, from their elbow partner, and from watching the clip. They are to identify the problem in the “Fast and the Furry” clip and freeze frame, state three points that support their identification of the problem, and offer a suggestion for how this situation could have been handled differently.

REPURPOSING – Tell students they will now have the opportunity to “repurpose” a text based on the information they learned during the past two lessons. Provide students with a definition of repurposing (see *Terminology/Background for Teachers* section). Ensure that students understand that they will be using a media text with a clear message and rewriting or altering the text to create a new message or new ideas.

Put students into small groups. Give each group a copy of one of the **Images for Repurposing (3.4 H)**. Instruct each group to brainstorm together about the roles and messages presented in their image. Tell them to focus on the problem presented in the image. These ideas can be recorded on the back of their repurposed image. Once they have brainstormed the messages and the problems in the image, ask groups to brainstorm some ways to repurpose the story. What details can they change in order to present a new idea that does not support violence?

Provide each group with **Repurpose and Rewrite (3.5 H)**. Using the information they brainstormed on the back of their image, instruct groups to fill in the top section that identifies the problem and describes how it was shown, using a format similar to the way they filled in their **What’s the Problem** handout. Once that is complete, they will have identified the problem and written three of the best examples to support what they felt the problem was. Next, instruct each group to review their brainstormed ideas about ways to change the story and create a positive solution. Using those responses, have groups repurpose the image by rewriting the story to eliminate the violence, and to show a positive message or outcome in the end. Tell them to write this new story in the box provided.

ACTIVISM

Students could turn their repurposed pictures and comics into short plays, and show them to another class or to the whole school.

Students could display their repurposed pictures and supporting explanations in the hallway for other students to learn from.

ASSESSMENT OPPORTUNITIES

- Placemat responses
- Graphic organizer – What’s the Problem? (3.3 H)
- Repurpose and Rewrite (3.5 H)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK /EXTENSION ACTIVITIES

Students could use these pictures and comics to work with a group and create a short play. They could first present the original version of what they thought the picture or comic was illustrating; then they could present their repurposed version.

Students could be asked to watch a television program and attempt a similar repurposing activity where they would recreate the conflict or violent scene in a show to show a positive, non-violent outcome.

CROSS CURRICULAR CONNECTIONS

- Reading
- Writing
- Oral Language
- Drama
- Visual Arts

MATERIALS AND RESOURCES

- Problem-Solving Positively – Placemat (3.1 H)
- Freeze Frame: Fast and the Furry (3.2 H/OH)
- What’s The Problem? (3.3 H)
- Images for Repurposing (3.4 REF)
- Repurpose and Rewrite (3.5 H)
- SMARTboard or Data Projector and Screen
- Internet access
- Information in Links/Resources

TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Placemat Strategy** – A Placemat is an instructional strategy used to assist students in recording their ideas. In this strategy, students usually are divided into small groups of four students. They are centered around a piece of chart paper, and the chart paper is organized so that each student has their own section to record their ideas on a certain topic. First, students brainstorm

ideas individually on their own section of the chart paper. Then, students share ideas to discover common elements, which can be written in the center of the chart paper. The purpose of the Placemat is to provide students with an opportunity to share ideas and learn from each other in a cooperative small group discussion. The strategy can be used with a wide variety of questions and prompts.

- **Repurposing** – Media texts are repurposed when existing texts (e.g. comics) are used again for a new purpose (e.g. video game). Repurposing also could refer to the process of making changes to the original text, so that the message, delivery method, or details are adjusted to create new ideas.

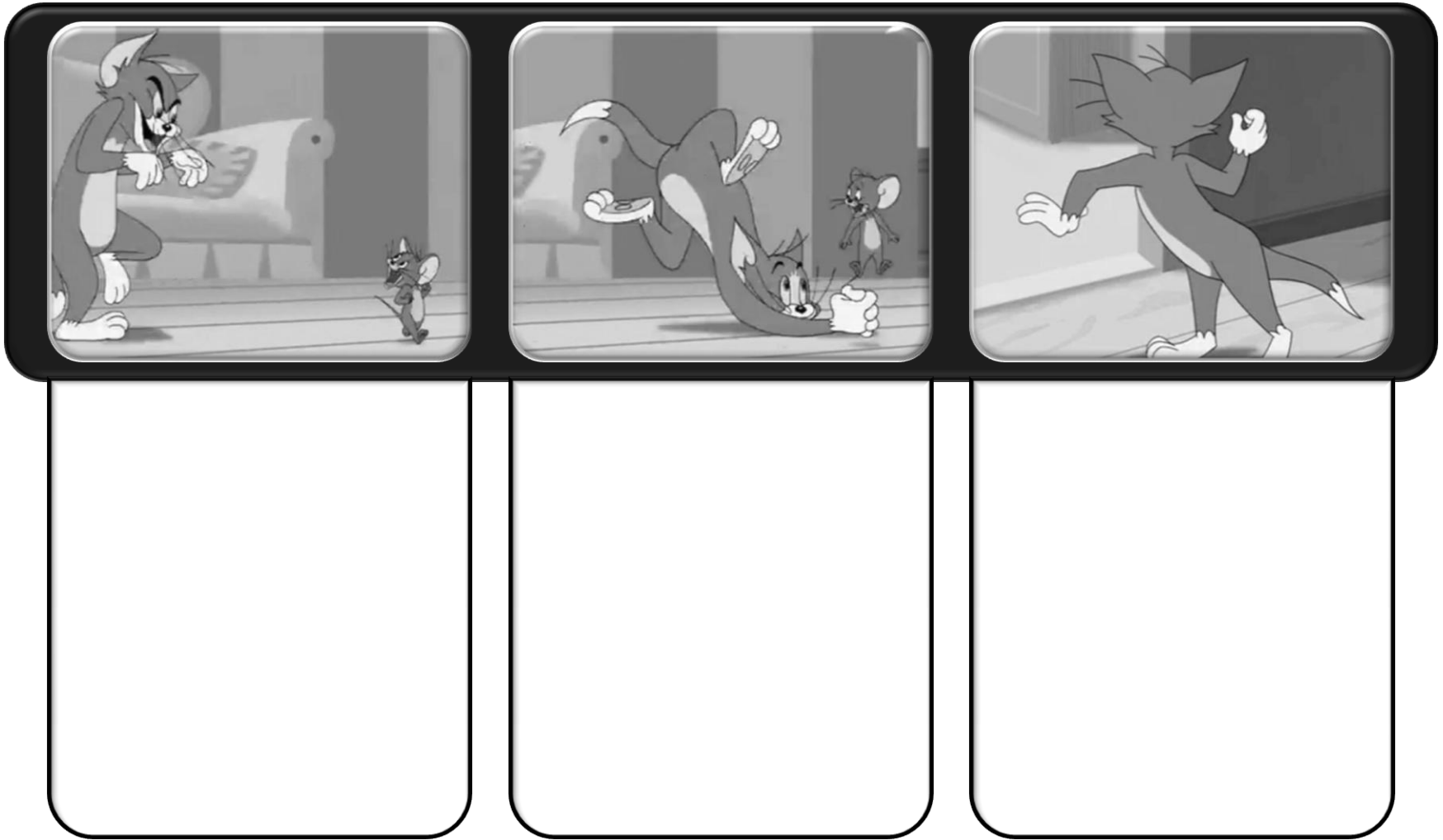
LINKS / RESOURCES

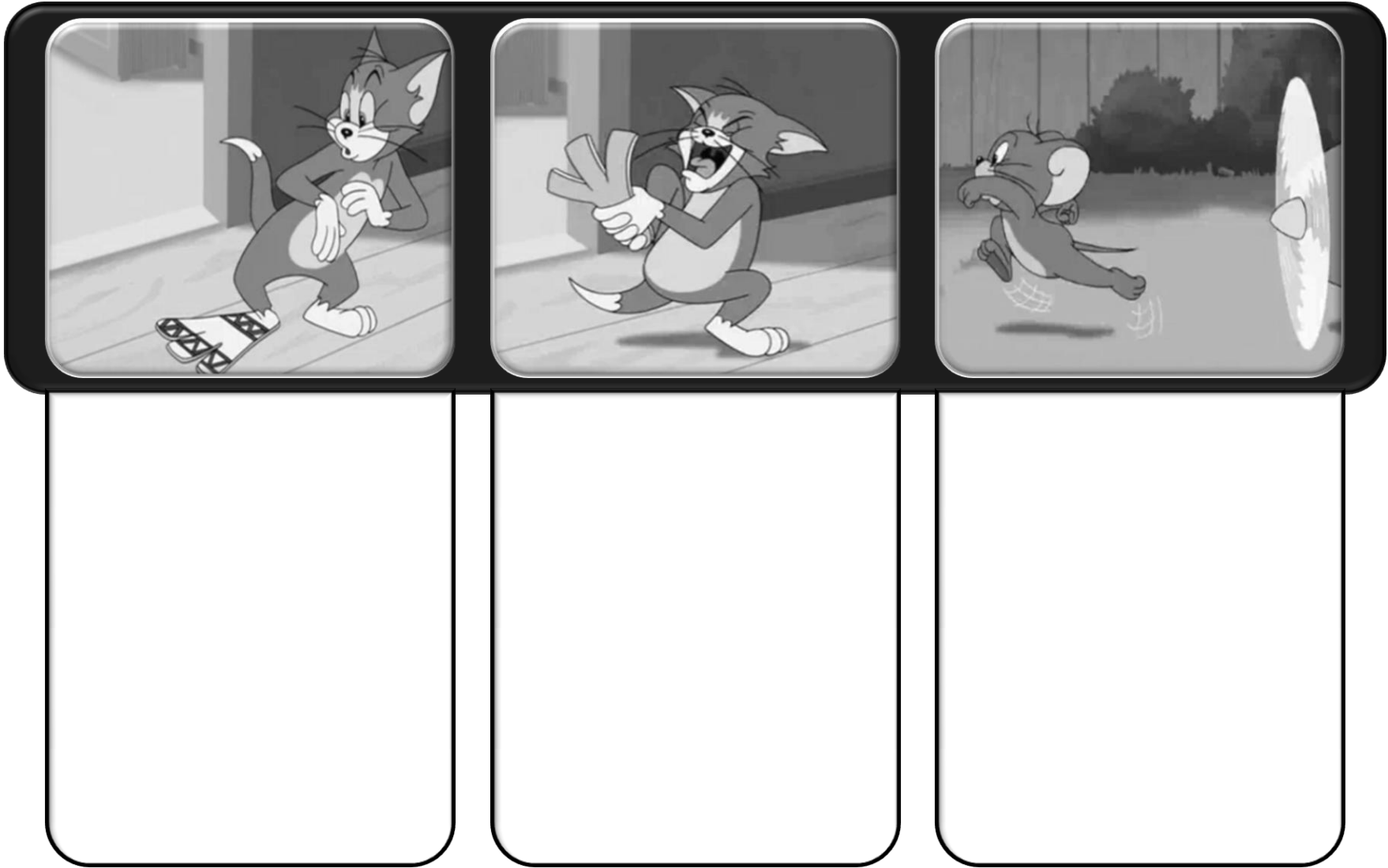
- YouTube
 - Coke GTA Ad
www.youtube.com/watch?v=ieSzsh4hJWI
 - Tom & Jerry “Fast and the Furry” episode
www.youtube.com/watch?v=xeXw2iiAdS4
- Champions Against Bullying – images for repurposing
www.championsagainstabullying.com/index.html

PROBLEM-SOLVING POSITIVELY – PLACEMAT

Group's Main Idea(s):

FREEZE FRAME: FAST AND THE FURRY







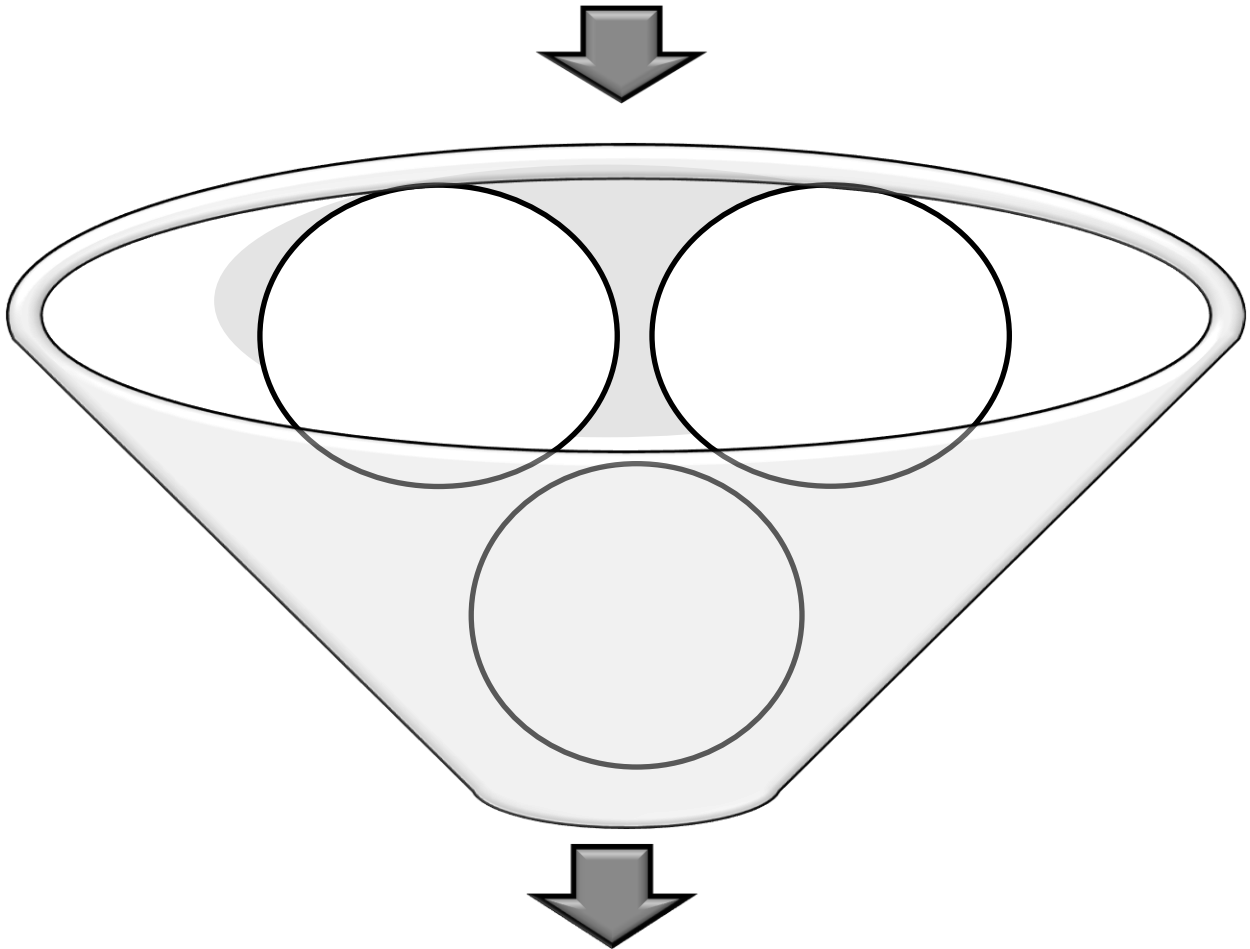
A large, empty rectangular box with rounded corners, intended for a student to write a description or analysis of the first image.

A large, empty rectangular box with rounded corners, intended for a student to write a description or analysis of the second image.

A large, empty rectangular box with rounded corners, intended for a student to write a description or analysis of the third image.

WHAT'S THE PROBLEM?

THE PROBLEM:



WHAT COULD HAVE BEEN DONE DIFFERENTLY?

IMAGES FOR REPURPOSING





REPURPOSE AND REWRITE

What is the problem? _____

- How do you know?

Repurposed story: