

PROMOTION OF VIOLENCE THROUGH MEDIA

Intermediate Division (Grade 7-8) Unit

INTRODUCTION

This Intermediate Division Media Unit is designed to assist teachers in delivering a program that will help students develop their critical thinking skills. The seven lessons highlight the media literacy expectations, but reading, writing and oral language opportunities are deeply embedded. It is suggested that teachers use the response journal as a way to track and provide feedback to student thinking. Many reflective questions are posed throughout the lesson, and time should be taken for students to think, make connections, and respond at a deep level.

These seven lessons take students on a journey through media texts and media interactions that promote or result in violence. Starting with their own communication through social networking websites, students will examine how messages can have harmful effects in a personal sphere, and how some messages can escalate and be misunderstood. Students also will respond to the representation of youth in news media, and how statistics can influence how we understand social inequalities. The journey ends with students considering new messages to promote peace in a world that comes together for a global cause. From one-to-one interactions to global interactions, students will read, view, analyze, and critically respond to the representations and issues surrounding violence.

The resources provided in these lessons will contain some sensitive materials that match the realistic viewing experiences to which youth are exposed. Teachers should consider reviewing 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

The purpose of this unit is to encourage Intermediate students to look at how the media promotes and encourages violence, and think critically about the impact media has on their perceptions of violence.

- Lesson 1: How Do You Recognize Electronic Violence
- Lesson 2: Facing Violence on *Facebook*
- Lesson 3: What is the Message Behind the Numbers?
- Lesson 4: Perceptions of Youth Violence
- Lesson 5: Is the News Harmful?
- Lesson 6: Conflict: How Do We Understand and Respond to these Messages?
- Lesson 7: How Can Global Events Become Symbols for Peace?

Lesson 1: How Do You Recognize Electronic Violence?

Students at this grade level spend a great deal of time exploring, communicating, and creating texts for many different on-line environments. Social communication through on-line tools has become increasingly more popular and pervasive among young teens as they search for personal identity, a sense of belonging, and freedom beyond a world supervised by adults. This lesson will consider how students use social networking media, and how different networking forms (e-mail, websites, instant messaging and text messaging) shape how we communicate with each other. Through exploration and analysis, students then will create a list of helpful ideas to improve their on-line communication by reducing the number of threats, put-downs and negative feelings that arise with social and interactive media forms.

Lesson 2: Facing Violence on Facebook

The focus of this lesson deals with the perpetuation of violence that is targeted against students who look different. Students will be asked to discuss and respond to a Facebook group titled “National Kick a Ginger Day.” This Facebook group was started by a 14-year-old student from Vancouver, and was motivated by a “South Park” television episode in which a young character describes kids with red hair as “evil and creepy.” The episode caused a controversy as some groups of students acted violently against others with fair skin, freckles, and red hair. Students will be asked to critically analyse the different perspectives and responses that controversial messages can create. Students will be asked to create electronic postcards as messages against discrimination and violence.

Lesson 3: What is the Message Behind the Numbers?

Understanding percentage is an essential mathematical concept in analyzing and interpreting the messages about social issues. As middle school students explore the issues of poverty, media violence, culture, race and power, they need to understand what these numbers represent and how data might be used to support the message. This lesson also will allow students to explore how new information can be used to pose questions for further inquiry.

Lesson 4: Perceptions of Youth Violence

This lesson will focus on a perception that youth violence is on the rise. Students will investigate their own perceptions, and compare those to Canadian statistics on youth crime. News stories covering local and national crimes committed by youth have created a fear and a perpetuation of youth stereotypes.

By examining different media texts, students will question the creator's intent and possible perspectives in the representation of youth violence.

Lesson 5: Is the News Harmful?

This lesson considers the effects of news media on the audience and fits well as a companion lesson to Lesson 4(Perceptions of Youth Violence). Students will be considering the different forms of news media and how each might contribute to feelings of fear and anxiety. Students first will examine the fears presented in a poem and a song lyric, and then will make connections to how news currently is being reported and represented.

Lesson 6: Conflict: How Do We Understand and Respond to these Messages?

Conflict can take place anywhere and can be represented in many different media forms. This lesson will focus on two National Film Board (on-line) films that illustrate some of the issues related to conflict. These very short films will allow students to understand some of the symbols and other conventions that represent peace and conflict. Both films have strong messages about what happens when people/countries use violence instead of reason and compromise as a solution. Connections will be made to current issues of global conflict.

Lesson 7: How Can Global Events Become Symbols for Peace?

The experience of global events, such as sporting events, social protests, or political conferences can provide feelings of continuity and global solidarity. These feelings are enhanced by the use of easily recognized symbols of peace and harmony in the telecasts, print media, advertisements, and merchandising items. Students will examine some common symbols, and then apply their knowledge to major world events. They will demonstrate their learning by creating new symbols that could be used to reflect and promote peace for a global audience.

LESSON 1: HOW DO YOU RECOGNIZE ELECTRONIC VIOLENCE?

40 minutes

CURRICULUM EXPECTATIONS

- MEDIA LITERACY – AUDIENCE RESPONSES
 - 1.4 – Explain why different audiences might have different responses to a variety of media texts
- MEDIA LITERACY – PRODUCING MEDIA TEXTS
 - 3.4 – Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- Each medium develops its own “language” in order to position readers/viewers in certain ways.
- How do the codes and conventions of social networking forms (e-mail, websites, instant messaging and text messaging) influence the writer and reader to communicate in potentially harmful ways?

INTRODUCTION/OVERVIEW

The purpose of this lesson is to examine the social media of e-mail, instant and text messaging, and blogging. Students will share what they already know, critically examine the activities to discern harassment and cyber bullying, and offer constructive suggestions to create a more positive on-line environment. In the process of these activities, they will use their group discussion skills, assess their own performances, and reflect on the issues presented.

TEACHING/LEARNING STRATEGIES

SOCIAL NETWORKING – Ask students to list some of the best features of the social networking tools they currently use. Focus the discussion on the use of e-mail, instant and text messaging, and blogging, and how these tools encourage teens to stay connected with their friends and to communicate freely.

DEFINITIONS – Ask students: “What are some of the problems teens can encounter on these social networking sites? How do some of these social networking forms represent violence?” Have small groups of students (2-4) choose one of the following social networking forms: e-mail, instant messaging, text messaging, or blogging. Using the handout called **Definitions (1.1 H)**, groups of students will analyse the features of that form of social networking, and how that form contributes to bullying, harassment and other harmful acts.

Ask groups of students to present their analysis and thinking to the rest of the class.

SCENARIOS – Instruct students to choose a partner and read some scenarios that describe on-line harassment and cyber bullying. Have pairs of students choose one example from **Scenarios (1.2 H)**, discuss it, and respond with some possible solutions.

Have students reflect on what they have learned by discussing the role of bystanders in an on-line environment.

- Who are the bystanders and what should they do? *Consider responses that address support for the target or victim, and seeking help from a trusted adult.*
- How does one discourage the bully in an on-line environment?

Hand out the **Group Skills Checklist for Discussion (1.3 H)**, and allow time for the students to assess their performance in the discussions they have just completed. Instruct them to consider the small group discussion about definitions, the pairs discussion about the scenarios, and the whole-class discussion about bystanders. They will hand in these checklists when they are completed.

QUOTE – Write the following quote on the board: “*We shape our tools and afterwards our tools shape us.*” Tell students that this is a quote from Marshal McLuhan (1911-1980) who is a Canadian writer known for his analysis of mass communication. Ask the students how they might connect this quote to the social networking tools they use. For example, how does e-mail shape/change the way we socialize? Have students write in their journals a response to this quote.

ACTIVISM

Have students create a Code of Conduct for on-line social networking sites. In groups, students could create a list of 10 tips that should be incorporated when students communicate on-line with each other. Have students use Web 2.0 tools, such as a wiki, to allow for collaboration in the creation of their tips for on-line safety. Lists should be posted on a class/school Web page or blog.

ASSESSMENT OPPORTUNITIES

- Group Skills Checklist for Discussion (1.3 H)
- Journal Response

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Have students create and distribute an anonymous survey on their Internet use. Have students compare the information they collect with the statistics from the *Media Awareness Network’s Young Canadians in a Wired World-Phase 11* research study.

For more statistics, refer to *Young Canadians in a Wired World – Phase II, Student Survey*: www.media-awareness.ca/english/research/YCWW/phasell/students.cfm

CROSS CURRICULAR CONNECTIONS

- Health
- Information Technology
- Mathematics

MATERIALS AND RESOURCES

- Definitions (1.1 H)
- Scenarios (1.2 H)
- Group Skills Checklist for Discussion (1.3H)
- Links / resources section

IMPORTANT TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Cyberbullying** is the intentional and repeated use of computer and cell phone networks by kids and teens to cause harm or distress to other kids and teens.
- **E-mail**, or **electronic mail**, is a method of exchanging messages across the Internet or other computer networks. E-mail is similar to an ordinary letter; you supply the address of the recipient(s) and the text of the message.
- **Text messaging**, also known as “**texting**,” refers to the exchange of brief written messages between mobile phones over cellular networks.
- **Instant messaging** is a text form of communication that happens in real-time, like a conversation between two people over the Internet. When the message is typed and sent, the recipient receives it instantly.
- **Website** refers to a collection of web content, organized under a single homepage.
- **Blog** is an on-line journal that allows users to post diary entries about personal experiences and topics.

LINKS / RESOURCES

- Media Awareness Network
 - Know the Risks: Challenging Cyber Bullying
www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/risks_bullying.cfm
 - Young Canadians in a Wired World – Phase II, Student Survey
www.media-awareness.ca/english/research/YCWW/phaseII/students.cfm

DEFINITIONS

GROUP WORK:



Definition:

Text Features:

How does this communication tool represent violence? What does it look like? What does it feel like?

SCENARIOS

CHOOSE ONE OF THE FOLLOWING SCENARIOS TO DISCUSS WITH YOUR PARTNER. AFTER READING, DISCUSS WHAT YOU THINK THE PROBLEM IS, AND THEN CREATE A LIST OF SOME POSSIBLE SOLUTIONS.

Sharon created a website about her teacher, titled "I hate Ms. W" and invited her classmates and friends to read and respond in a blog. Images, quotes and observations were included, and eventually, Ms. W found out. She was upset and reported this to the office.

Charlene, Debi, and Crystal were friends but one evening, Charlene and Debi decided to play a trick on Crystal by pretending to be another student. They wrote some mean things to Crystal but never revealed their true identities. Eventually Crystal found out and refused to be friends with them anymore.

Charles and Robert were very angry with Chris, and wished to seek revenge. They decided to create a false online identity in order to communicate with Chris and find out some secrets. Their plan worked, and now they have shared with all of their classmates and friends some information that is embarrassing and humiliating. Chris still doesn't know who is behind the deception.

Create your own:

1.3 H

GROUP SKILLS CHECKLIST FOR DISCUSSION

Student Name: _____

Date: _____

DURING GROUP DISCUSSIONS:	EXAMPLES OF MY BEHAVIOUR:
I participate actively in the group.	
I listen carefully.	
I ask questions.	
I connect my ideas to the comments of others.	
I support opinions with evidence.	
I can improve my group discussion skills by doing the following things:	

ADAPTED FROM A GUIDE TO EFFECTIVE LITERACY INSTRUCTION, GRADES 4-6, VOLUME 2

LESSON 2: FACING VIOLENCE ON FACEBOOK

40 minutes

CURRICULUM EXPECTATIONS

- MEDIA LITERACY – POINT OF VIEW
 - 1.5 – Understand that different media texts reflect different points of view.
- MEDIA LITERACY – PRODUCING MEDIA TEXTS
 - 3.4 – Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- All texts contain belief and value messages. Whether oral, print, or visual media, texts contain messages which reflect the biases and opinions of their authors/creators.
- How do the messages about racism and prejudice in pop-culture translate into real life?

INTRODUCTION/OVERVIEW

Lesson 2 examines the influence of a TV program on viewers who may have misunderstood the satire of the presentation. For example, an episode of *South Park*, which first aired in 2005, caused bullying and harassment of red-haired students and resulted in serious situations. Students will examine news reports and blogs about the repercussions of this program, and then will suggest ways to prevent this kind of violence. Finally, students will create electronic postcards with anti-violence and anti-discrimination messages.

TEACHING/LEARNING STRATEGIES

REVIEW – Review with students the ideas learned from Lesson 1, with respect to the power and influence of electronic mail between classmates and friends. Since the examples used in this lesson target a specific group of students, those with fair skin, freckles, and red hair, remind students that they must be sensitive and respectful with their comments and behaviour, both inside and outside of the classroom. Explain to students that they now will be investigating how a television episode motivated the creation of an on-line group encouraging members to kick red-haired students. Encourage students to share any background knowledge they may have about this campaign.

CRITICALLY EVALUATE – Distribute and have students read the news article from the Vancouver Sun, 2008, called “**RCMP investigating Facebook group over ‘Kick a Ginger’ day**” (2.1 H).

When they have finished reading, ask students the following questions:

- What perspectives are represented in this news story?
- What perspectives are missing?
- If you were the reporter for this story, what other questions might you ask?

Ask students about their knowledge of *South Park*:

- What kind of television program is *South Park*?
- Who is the target audience?
- How might other people understand this animated program differently?
- Do you think that some people misunderstood the satire and the intent in the program?
- If the creator of the website said it was a “joke,” how should he ensure that this kind of violence is not perpetuated on his website?

Ask students to respond in their journals to the following question: ***What obligation do I have to ensure that violence in real life is not perpetuated in social networking environments?***

THINK, PAIR, SHARE – Hand out “**25 Students Suspended After Kick A Ginger Day At Halton School**” (2.2 H). Tell the students to read this news article, and then discuss with a partner the reasons why they think “*Kick a Ginger Day*” is still an issue. Do they feel the consequences for the bullies and bystanders were severe enough? What might be some additional solutions? How might a school/community respond? Write these questions on the board for reference. Once they have finished discussing with a partner, have students record their responses to these questions in their journals.

BLOGGING – Hand out **Blog Responses (2.3 H)**. Explain to students that these are the first five blog postings from the CityTV website where the previous news story was posted. Have students read and discuss the different perspectives they see represented in the blogs. How does age, gender, or other life experiences play a role in how people might interpret this on-line campaign? Do you agree with the responses? Why or why not?

JOURNALS – In their journals, have students complete a response that might be included in a television network website. They may choose to respond to one of the writers of the blogs they just read, or may respond by commenting on a different perspective or idea. Students may choose to share their responses on their own class website. Also included in their journals could be a reflective response to the following question: “*How might we use social networking websites to promote equity?*” Alternatively, students may choose to respond to this question: “*How might we use social networking websites to stop the spread of hateful messages?*” When the journal is complete, it will be handed in. To assess, use **Rubric for Journal Response (2.4 REF)**.

ACTIVISM

Have students create an electronic postcard to persuade other students to be strong and independent thinkers who advocate for a world free of discrimination and violence. Messages should be related to the themes discussed in this lesson, or to a theme that is a current issue at your school. Remind students that the front of a postcard is mostly a visual text, with a small amount of print. Have students complete the following tasks:

- Select a topic and focus for the postcard.
- Find or create images, and decide on the text for the postcard.
- Arrange images and texts effectively to attract and persuade the audience.
- Make decisions about the font style, size and colour.

Have students list some ideas for how best to distribute these postcards, both electronically and physically. Could they be posted around the school or distributed at events? Use the **Self and Peer**

Assessment of the Postcard (2.5 H) feedback form to allow students to provide feedback on the postcard.

ASSESSMENT OPPORTUNITIES

- Rubric for Journal Response (2.4 REF)
- Self and Peer Assessment of the Postcard (2.5 H)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Have students create and distribute an anonymous survey on their Internet use. Have students compare the information they collect with the statistics from the Media Awareness Network's *Young Canadians in a Wired World-Phase 11* research study. For more statistics, refer to *Young Canadians in a Wired World – Phase II, Student Survey*: www.media-awareness.ca/english/research/YCWW/phaseII/students.cfm.

Conduct the “Belonging” activity. *Belonging* is a great activity to help students understand what it feels like to be included, rather than excluded for a particular characteristic. In this activity, the teacher places a red, blue or green dot on each student's forehead without letting them see which color they have. On one student's forehead, the teacher will place a yellow dot. Without talking, students must group themselves by the color of dot on their forehead. Once this is done, the class can discuss how it might have felt to be the yellow-dot student who didn't have a group. (**REFERENCE: TEAM BUILDING GAMES FOR SCHOOLS, AVAILABLE ONLINE AT** www.ehow.com/list_5911885_team-building-games-schools.html)

CROSS CURRICULAR CONNECTIONS

- Health
- Information Technology
- Mathematics
- Language Arts

MATERIALS AND RESOURCES

- “RCMP investigating Facebook group over ‘Kick a Ginger’ day” (2.1 H)
- “25 Students Suspended After Kick A Ginger Day At Halton School” 2.2 H)
- Blog Responses (2.3 H)
- Rubric for Journal Response (2.4 REF)
- Self and Peer Assessment of the Postcard (2.5 H)
- Gibbs, J. (2001). *Tribes: A New Way of Learning and Being Together*. California: Center Source Systems.
- Links / resources section

IMPORTANT TERMINOLOGY/BACKGROUND FOR TEACHERS

- "**Ginger Kids**" is the 136th episode (Season 9, episode 11) of Comedy Central's series South Park. It originally aired on November 9, 2005. The episode caused a controversy after its ironic premise was misunderstood by people who acted violently against children with fair skin, freckles, and red hair.

- **Cyber Bullying** is the intentional and repeated use of computer and cell phone networks by kids and teens to cause harm or distress to other kids and teens.

LINKS / RESOURCES

- Media Awareness Network
 - Young Canadians in a Wired World – Phase II, Student Survey
www.media-awareness.ca/english/research/YCWW/phaseII/students.cfm
 - Know the Risks –Challenging Cyber Bullying
www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/risks_bullying.cfm

RCMP INVESTIGATING FACEBOOK GROUP OVER 'KICK A GINGER' DAY

(REFERENCE: ARTICLE TAKEN FROM THE VANCOUVER SUN, NOVEMBER 20, 2008, BY KEN MEANEY, AVAILABLE ONLINE AT www.canada.com/topics/news/story.html?id=49022ee5-66d1-46e0-a057-7707de6e140b)



They say blonds have more fun, but it was redheads who might have got a bigger kick on Thursday, dubbed by some as Kick a Ginger Day.

Across the country, school boards had to contend with a joke from an episode of the satirical animated show South Park that has spiralled into a day of promoting violence.

RCMP in B.C. are investigating the 14-year-old administrator of a Facebook group called “National Kick a Ginger Day, are you going to do it?”

The Vancouver Island boy said the group, which had nearly 5,000 members from across Canada and internationally, was only a joke and he is sorry.

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The page, which urges members to “get them steel toes ready,” had garnered hundreds of messages. Many were from people claiming to have already kicked redheads that day; others expressed outrage.

The page’s teenage administrator said he didn’t make the group, but inherited it after its original creator got in trouble.

“It was a joke,” he said. “I’ll message everybody and say I’m sorry that this offended people.”

Comox Valley RCMP Const. Tammy Douglas said the group is being investigated and those involved could face charges.

“We do treat this sort of thing seriously,” she said. “This is sort of inciting hate. It’s a hate crime really.”

Ironically, the day falls in the middle of the international Bullying Awareness Week.

In St. John’s, N.L., schools warned students they’d be disciplined if they acted on the joke.

Tony Stack, principal of St. Peter’s, a grades 7 to 9 school near St. John’s, said they were told about the event by parents of red-headed kids.

In Flin Flon, Man., an elementary school sent a letter home to parents alerting them and their children to the possibility of disturbances.

And in Sylvan Lake, Alta., one red-haired student said she and her 13-year-old sister were punched and kicked by their peers when they got to school.

In the episode of South Park in question, Ginger Kids, one character - Eric Cartman - begins a campaign against red heads, calling them soulless and inherently evil.

Brenda Morrison, a criminology professor at Simon Fraser University in Burnaby, B.C., said she was “shocked” to find out about the day.

Morrison, who has written extensively on bullying, said social networking websites such as Facebook or MySpace provide conduits that make bullying in school much easier, as they allow for information to be spread rapidly and with little supervision from adults or authorities.

“Anything that legitimizes (bullying), we should take care to control, as a community, as caring adults,” she said, noting that her husband and son are redheads.

Morrison said school boards should be made aware of the event, so that any abusive incidents can be treated like they would any other day of the year.

“Gingerism” is a growing concern in the United Kingdom, home to the largest proportion of redheads in the world. In 2003, a young man was stabbed repeatedly over a dispute about his red hair.

In 2007, a ruby-headed Newcastle family said they had to move because of endless abuse from their neighbours, and no less than Prince Harry was singled out as the “Ginger Bullet Magnet” when he served a tour of duty in Iraq.

25 STUDENTS SUSPENDED AFTER KICK A GINGER DAY AT HALTON SCHOOL

(REFERENCE: ARTICLE TAKEN FROM CITY NEWS ONLINE, NOVEMBER 24, 2009, AVAILABLE ONLINE AT www.citytv.com/toronto/citynews/news/local/article/64074--25-students-suspended-after-kick-a-ginger-day-at-halton-school)

Nearly an entire classroom of students has been suspended after an incident of bullying at a school in Halton region.

Friday, November 20 was Kick A Ginger Day and it appears that teenagers at Burlington Central High School participated.

A group of 25 children targeted four of their peers in the attack.

“In 2005, there was an episode of South Park where they beat up one of the red-headed kids in the school,” explained Mike D’Abramo on CityOnline.

“Now, South Park is not meant to be taken seriously,” the director of Youthography added.

“But it’s absolutely bullying.”

School officials agreed and everyone involved – from on-lookers to ringleaders – has been suspended.

Administrative staff interviewed students and their parents on Monday and Tuesday.

“Everyone has been suspended in one way or another,” Halton Region Trustee Mary Dilly said on CityOnline.

The length of the suspensions ranges from one to three days.

BLOG RESPONSES

Hmmm and Wow!

Thank you for the responses. Hmmm - I have no particular resentment towards the entire group of people that bullied me. I know that in every race there are people who are nasty; people who walk around with a chip on their shoulder because they think that world is against them. I do, however, find it completely arrogant when people claim that if this school was an inner city school, with predominantly non-white people, they would have been suspended for 12 days. Everyday that I was bullied, in my inner city school with predominantly non-white children, they bullies were not suspended. Not even for one day. Granted, my bullying story never made the news but I'm hoping you understand what I mean.

Comment to D<3

My family moved to Burlington in late 70's. We were one of 2 black families in the whole city. On my first day of school I was bullied, but put a stop to it immediately. I beat the living daylights out of the boy doing the bullying and we became good friends after that. Sometimes the only way to win is to fight fire with fire. I also hadn't realized that this country was owned by white people either!! Also, it did say that these kids were between 12 and 13. Central is junior/high school. I agree that they definitely should have had a more extreme suspension. 1-3 days is not enough.

Oops!

Before anyone jumps on my comment. When I said typical in my last post...I meant to say typical reaction for someone who has been bullied by any group. they tend to hold resentment towards that group.

Once again think about it!

once again media misinforming, if the students are 12 and 13 they are in Junior High not High School yet. Moore importantly it doesn't surprise me that they only got 1-3 days for a violent act. If this happened at an inner city school with a group of kids that were not prodominately white the suspension would have been at least 12 days. I know of high school students that have been suspended for 12 days for not having their id around their neck at an inner city school. Violence should not be tololated in any form, these burlington kids got off easy, very easy.

@d<3

It's always interesting to read your comments. I also grew up in a majority black neighbourhood. However, I never experienced the bullying. I don't think bullying has a colour. Also, I thought this country belonged to the aboriginals, not us whites!!!! Now I understand all your previous comments relating to race. You were bullied by non whites...typical.


(REFERENCE: www.citytv.com/toronto/citynews/news/local/article/64074--25-students-suspended-after-kick-a-ginger-day-at-halton-school)

RUBRIC FOR JOURNAL RESPONSE

LEVEL	CRITERIA
4	<ul style="list-style-type: none"> • Complete entry that addresses all of the questions asked during the lesson • Entry demonstrates a thorough understanding of perspective and makes several connections to own experiences • Opinions and ideas are expressed clearly and effectively
3	<ul style="list-style-type: none"> • Complete entry that addresses most questions asked during the lesson • Entry demonstrates a good understanding of perspective and makes several connections to own experiences • Opinions and ideas are expressed clearly
2	<ul style="list-style-type: none"> • Entry is only partially complete • Uses some evidence of perspective and makes limited connections to own experiences • Opinions and ideas are unclear at times
1	<ul style="list-style-type: none"> • Entry is incomplete • Little evidence of insight into a perspective • Opinions and ideas are not expressed clearly or effectively
LEVEL:	COMMENTS:

SELF AND PEER ASSESSMENT OF THE POSTCARD

This Postcard...			
Is visually appealing and attracts the target audience	Uses images that support the message	Uses effective words that support the image and message	Effectively persuades the target audience



Comments:

LESSON 3: WHAT IS THE MESSAGE BEHIND THE NUMBERS?

40 minutes

CURRICULUM EXPECTATIONS

- MEDIA LITERACY – INTERPRETING MESSAGES
 - 1.2 – Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.
- MEDIA LITERACY – EVALUATING TEXTS
 - 1.3 – Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- Each medium develops its own “language” in order to position readers/viewers in certain ways.
- How do numbers represent ideas and social issues? How can the data in research and databases be used to address inequalities?

INTRODUCTION/OVERVIEW

Lesson 3 presents students with mathematical data which they will use to ask questions and draw conclusions. In these activities, they will examine the percentages of populations that use cell phones, and will connect these facts to the root causes of poverty, or other social issues.

TEACHING/LEARNING STRATEGIES

PERCENTAGES – Place the students in groups of 4-6 for this introductory activity where they will review the concepts of percentage, and start a discussion about what percentages represent. Prepare by photocopying one handout per group of **Young Canadians in a Wired World-Phase 11 (3.1 REF)**, cutting apart the 6 boxes of statistical facts on each handout, and putting these 6 fact boxes into one envelope per group. Each student in the group will choose one fact box to read and discuss with his/her group members. On the board, write the following questions: “*What do these percentages mean to you? Do you agree with these findings? What questions do you have? How could this data be represented in a different way?*” Instruct the students to answer these questions in their discussions.

Each group could choose one statistical data set to analyze and present to the rest of the class. Alternatively, students could choose to respond independently to the above questions, and share within their small group. The purpose is to link their personal use of technology to data collected from Canadian students, and to understand and ask questions.

THINK, PAIR, SHARE –Use a Think-Pair-Share strategy for this discussion. First, each student thinks silently about the answer to this question; then he/she finds a partner with whom to pair and discuss ideas; finally, each pair will share their ideas with the rest of the class. Ask students what they think is the percentage of the global population using mobile/cell phones. Next, have students discuss the what following percentages provided by the *International Telecommunication Union* mean:

- In 2008 that 61% of the world population uses cell phones
- In 2000, only 12% used cell phones

Hand out the **See, Think, Wonder Exercise (3.2 H)**. Tell the students to consider the top section of this sheet, the excerpt from Wikipedia, to be a media text, and to answer the following questions about this text:

- What are the codes and conventions of this on-line text?
- How is data represented?
- What alternate forms could have the creators used?

As students consider the list of top 15 cell phone users, allow them to ask questions and to make predictions about Canada and other countries.

REFLECTION ORGANIZERS – Have students independently complete the reflection organizer called **See, Think, Wonder** on the bottom half of this handout (**3.2 H**).

View the entire list as posted on Wikipedia. This can be done by making an overhead transparency of the information, or by connecting to this site on a data projector or SMARTboard (http://en.wikipedia.org/wiki/List_of_countries_by_number_of_mobile_phones_in_use).

Ask students to list the countries that are not represented on the list. Brainstorm, as a class, some of the reasons why. Have students pick a country to investigate further (either one on the list or one missing from the list) by comparing the information here to that from UNICEF (www.unicef.org). The website provides statistical information by country, and can provide some of the answers to questions the students posed in their organizer called **See, Think, Wonder (3.2 H)**. This kind of investigation “behind the numbers” will allow students to look at root causes of poverty, and to start asking some difficult questions.

EXIT CARD – Hand out **Exit Card (3.3 H)**. When students have completed and handed in this activity, they have completed this lesson.

ACTIVISM

Have students share some of the issues they discovered while investigating the information from the UNICEF website. To share their findings, instruct them to create a PowerPoint presentation. This presentation should clearly answer the question: “*How do numbers represent social issues?*” Students can extend their learning and research from Activity 3 by presenting their findings in this electronic form.

ASSESSMENT OPPORTUNITIES

- See, Think, Wonder (3.2 H)
- Exit Card (3.3 H)
- PowerPoint presentation in Activism section

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Invite students to continue their investigation of percentages by finding news articles that contain this data, and writing about what these numbers mean. Share these mini-projects on-line or on a bulletin board display for others to read, think about, and discuss. This is also an opportunity to consider the use of percentages in other subject areas, like geography and science. Students then could consider other

ideas: “How do numbers help us understand geographical/scientific information? How do advertisers use statistical information to sell their products?”

CROSS CURRICULAR CONNECTIONS

- Mathematics
- Geography
- Science
- Health
- Information Technology

MATERIALS AND RESOURCES

- “Percent as a Tool For Social Justice,” Peterson, Bob. *Rethinking our Classrooms: Teaching for Equity and Justice Volume 2*, page 89, 2002.
- Young Canadians in a Wired World-Phase 11 (3.1 REF)
- See, Think, Wonder Exercise (3.2 H)
- Exit Card (3.3 H)
- Links / resources section

TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Exit cards** are written student responses to questions posed at the end of a class or learning activity. Students put their names on cards, and respond to a question(s) given by the teacher. Students give their Exit Cards to the teacher before they leave the classroom.
- **Think, pair, share** activities provide students with the opportunity to process their thoughts and to check their ideas with a partner. Ask students to do the following things:
 - **Think** for a moment (or read a piece of text or write about an idea or concept).
 - In **Pairs**, discuss their thinking, reading, or writing with a partner, and determine what to share with a larger group.
 - **Share** ideas or responses with a larger group.

LINKS / RESOURCES

- Media Awareness Network: For more statistics, refer to Young Canadians in a Wired World – Phase II, Student Survey:
www.media-awareness.ca/english/research/YCWW/phasell/students.cfm
- UNICEF
www.unicef.org
- Wikipedia: List of Countries by Number of Mobile Phones in Use
http://en.wikipedia.org/wiki/List_of_countries_by_number_of_mobile_phones_in_use).

YOUNG CANADIANS IN A WIRED WORLD – PHASE 11

Young Canadians in a Wired World-Phase 11 is a 2005 study that looks at the online behaviours and attitudes of more than 5,000 Canadian students from grades 4-11. The following statistical information illustrates some of the key findings related to the kinds of technology students are using, and some of the challenges they encounter online. Provide one envelope per group with the following 6 boxes cut up. (**REFERENCE:** www.media-awareness.ca/english/research/YCWW/phasell/key_findings.cfm)

Use of email has increased since 2001. Eighty-six per cent of students report that they have email accounts, compared with 71 per cent in 2001. Seventy-two per cent of these are free Web-based accounts such as Hotmail.

Twenty-three per cent of students report having their own cell phone, 44 per cent of which have Internet capability. Fifty-six per cent of students' cell phones have text messaging and 17 per cent have cameras.

Twenty-eight per cent of Grade 4 students use instant messaging on an average school day, a number that jumps to 43 per cent in Grade 5; by Grade 11 that number is 86 per cent.

Young people use the Internet to access traditional media content. By Grade 8, three-quarters (77 per cent) of young people download and listen to music on their computer, and one-third (33 per cent) download TV shows and movies from the Internet.

When kids were asked to describe a memorable Internet experience, the largest category of experiences (15 per cent) involved connecting with friends and making new friends. (Eighty per cent of those experiences were described as good ones.)

The Internet offers young people a place where they feel anonymous. In this environment, a majority (59 per cent) say they have assumed a different identity. Of those students, 17 per cent say they pretended to be someone else so "I can act mean to people and not get into trouble."














SEE, THINK, WONDER EXERCISE

LIST OF COUNTRIES BY NUMBER OF MOBILE PHONES IN USE

(REFERENCE: WIKIPEDIA, AVAILABLE ONLINE AT

http://en.wikipedia.org/wiki/List_of_countries_by_number_of_mobile_phones_in_use)

Here are the top 15 countries from a list of 49 that represent the highest percentage of cell phone use. How do you understand these numbers? Write down your ideas in the organizer below.

Rank	Country or region	Number of mobile phones	Population	% of population	Last updated
—	World	4,600,000,000	6,797,100,000	67.6	2009 ^[1]
1	 China	785,524,000	1,337,960,000	59.6	June 2010 ^[2]
2	 India	635,510,000	1,180,166,000	53.8	June 2010 ^[3]
3	 United States	285,610,580	308,505,000	91.0	Dec. 2009 ^[4] ^[5]
4	 Russia	213,900,000	141,940,000	147.3	Jun. 2010 ^[6] ^[7]
5	 Brazil	185,135,000	191,480,630	96.6	Jun. 2010 ^[8]
6	 Indonesia	140,200,000	231,369,500	60.5	Dec. 2008 ^[9]
7	 Japan	107,490,000	127,530,000	84.1	Mar. 2009 ^[10]
8	 Germany	107,000,000	81,882,342	130.1	2009 ^[11]
9	 Pakistan	97,579,940	168,500,500	59.6	Dec. 2008 ^[12]
10	 Italy	88,580,000	60,090,400	147.4	Dec. 2008 ^[13]
11	 Mexico	83,500,000	111,212,000	75.0	Apr. 2010 ^[14]
12	 United Kingdom	75,750,000	61,612,300	122.9	Dec. 2008 ^[15]
13	 Vietnam	70,000,000	87,375,000	80.1	2009 ^[16]
14	 Philippines	67,900,000	92,226,600	73.6	Dec. 2008 ^[17]
15	 Turkey	66,000,000	71,517,100	92.2	2009 ^[18]

See, Think, Wonder...

What do you see?

What are you thinking?

What are you wondering about?

EXIT CARD

EXIT CARD:

Draw an illustration or a symbolic representation of the most important idea you gained from understanding the message behind numbers?

LESSON 4: PERCEPTIONS OF YOUTH VIOLENCE

40 minutes

CURRICULUM EXPECTATIONS

- MEDIA LITERACY – INTERPRETING MESSAGES
 - 1.5 – Demonstrate understanding that different media texts reflect different points of view.
- MEDIA LITERACY – EVALUATING TEXTS
 - 1.6 – Identify who produces various media texts and determine the commercial, ideological, political, and/or artistic interests or perspectives that the texts may involve.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- All texts are constructions. What is written is the product of many decisions and determining factors. Much of our view of reality is based on messages that have been constructed in this way, with the author’s attitudes, interpretations, and conclusions already built into the texts.
- How do different media texts construct different perceptions of youth violence?

INTRODUCTION/OVERVIEW

In this lesson, students will explore their own perceptions about the topic of youth violence, and then compare these with a variety of media texts. Through the examination of news reports, statistics and graphs, and a study, students will discover the concepts of bias or stereotyping. Their final activity will be a journal entry in which they suggest how media texts construct our understanding.

TEACHING/LEARNING STRATEGIES

ANTICIPATION GUIDE – Explain to students that before they examine different media texts related to information of youth crime in Canada, they need first to think about their own perceptions. Distribute the **Anticipation Guide (4.1 H)**, and instruct the students to complete it independently. After this Anticipation Guide is complete, you may choose to have them discuss their attitudes and beliefs in small groups.

Debrief the Anticipation Guide statements by discussing which of the statements are facts, and which are myths. You will need to examine the information from “*Myths About Youth Crime in Canada: Fact Sheet*” (see Links/Resources) to find the correct answers.

JIGSAW STRATEGY – Explain to students that they will be using a Jigsaw Strategy to read and analyze three texts related to youth crime. Divide the class into groups of three students. Within this group, each student will be given one article to read. They may choose the article based on their preferences (learning style or interest), and will become an “expert” on that text.

Introduce the three texts in the following manner:

- Text 1 is news article from the Toronto Star, titled “**Crime rate continues to drop, StatsCan finds**” (4.2 H). Explain that this article is short and describes the statistics related to crime using words.

- Text 2, **Charts of Crime Rates (4.3 H)**, consists of two graphs produced by Stats Canada, which present the statistics in a very visual but mathematical form.
- Text 3 is an excerpt from a news article from the Globe and Mail, titled **“Toronto’s new murder capital” (4.4 H)**. This article gives very specific information about the victims and perpetrators of youth crime, and describes some of the gangs in Toronto.

When students have chosen the text with which they will work, organize them so that they are sitting in their expert groups to read and discuss their chosen texts.

Have the following questions available (on chart paper, blackboard) to focus their discussion and responses:

- What kind of media text is this?
- Who produces this text?
- What clues help you understand what values and beliefs are contained in this text?
- What information is missing from the text?
- How is the information in this text “news”?
- Is it news for you?
- Who decides what is considered “news”?

Everyone in each group is expected to make notes about the discussion points or answers explored, to take back to the home groups. These expert groups will be large, as each contains 1/3 of the class. The teacher will want to walk around to ensure that focus is on the task, that notes are being made, and that everyone is getting a chance to participate in the discussions.

GROUP SHARING – After students have read and discussed the questions in their expert groups, have them return to their home groups to share the information about their texts.

JOURNALS – After this group-share, have students independently summarize in their journals the key ideas that have been explored by answering this question: *“How do these texts construct an understanding of youth violence?”*

Remind students that their journal summary should include the following:

- a clear statement of the student’s opinion
- details in text and image that support the opinion
- powerful and persuasive words and images that present a strong argument

EXPLORING NEWSPAPERS – Share the following statistics from a study conducted in 1996. The study sampled three major Toronto newspapers, and found that 94% of youth crime stories involved violent offences. During this time, the reality indicated that less than 25% of Ontario youth court cases involved violence. Ask students:

- How can you explain this discrepancy?
- Are incidents of violent youth crime being sensationalized by being reported over a number of days?

Have students further explore this question by examining several newspapers over the course of a two-week time frame. Do the statistics from 1996 still reflect the reporting of violent youth crime today?

ACTIVISM

Invite students to challenge any false perceptions of youth crime and violence by contacting local news media institutions when they come across sensationalized stories about youth crime. Encourage students to use statistics and their own personal research to support their opinions.

ASSESSMENT OPPORTUNITIES

- Responses to discussion prompts and journal questions
 - Student responses may include the following:
 - a clear statement of the student's opinion
 - details in text and image that support the opinion
 - powerful and persuasive words and images that present a strong argument

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Invite students to demonstrate their understanding of this lesson by creating an editorial cartoon. An editorial cartoon expresses an opinion using a dominant visual image, combined with a few words. Have students study some examples from newspapers and on-line news sources to understand how effective cartoons create their messages. The editorial cartoons that students create can be in response to the ideas in this lesson, or in direct response to a current news story. Alternatively, students could write an editorial based on the same issue. Students would need to consider their opinion, the arguments that would be most convincing, and the supporting information.

CROSS CURRICULAR CONNECTIONS

- Mathematics
- Geography
- Science
- Health
- Information Technology

MATERIALS AND RESOURCES

- Math that Matters: Teacher Resource Linking Math and Social Justice, Stocker, David. 2006. Pages 32-36.
- Anticipation Guide (4.1 H)
- (Text 1) "Crime rate continues to drop, StatsCan finds" (4.2 H)
- (Text 2) Crime Rate Charts (4.3 H)
- (Text 3) "Toronto's new murder capital" (4.4 H)
- Links / resources section

TERMINOLOGY/BACKGROUND FOR TEACHERS

- **ANTICIPATION GUIDE** is usually structured as a series of statements with which students can choose to agree or disagree. It includes controversial statements related to the big ideas of a unit. Anticipation guides are used with a lesson or unit before learning a new concept to activate

prior knowledge and promote interest and after learning the new concept to reinforce learning and to check for understanding.

- **JIGSAW** consists of students in “home” groups of three to five to address a topic of study. Each student from the home group meets with a member from each of the other home groups to form an “expert” group. Each expert group is assigned a particular aspect of the topic to explore, discuss, and summarize. Students then return to their “home” groups and teach what they have learned to their group members. Individual accountability is created by requiring students to complete a summary, or do a report or quiz. Group accountability is created by having the group share or present a summary for others.

LINKS / RESOURCES

- Media Awareness Network: “Youth Stereotyping and Its Impact”
www.media-awareness.ca/english/special_initiatives/toolkit/stereotypes/youth_stereotypes_news.cfm
- Centre for Research on Youth at Risk: “Myths About Youth Crime in Canada: Fact Sheet”
www.stthomasu.ca/research/youth/myths.htm
- John Howard Society of Alberta: “Youth Crime in Canada; Public Perception vs. Statistical Information”
www.johnhoward.ab.ca/pub/C16.htm#ptions

ANTICIPATION GUIDE

What are your perceptions about Youth Crime in Canada? Respond to each statement by placing a check mark in the appropriate box.

STATEMENT	TRUE	FALSE
Locking up young offenders is the most effective way to deal with young offenders.		
Enforcing a curfew would keep the crime rate down.		
Teenagers are the major cause of crime in Canada.		
Most youth charged with an offence are not found guilty.		
More youth than adults commit murder.		
Most youth would like to help their community in some way.		
The increase in the crime rate in Canada is directly related to the increase in youth crime.		
The elderly are most likely to be the victims of youth crime.		
There is nothing that can be done to prevent youth crime.		
<p>DO YOU FEEL THAT YOUTH CRIME IS ON THE RISE?</p>		

TEXT 1: “CRIME RATE CONTINUES TO DROP, STATSCAN FINDS”

(REFERENCE: THE STAR ON JULY 20, 2010, AVAILABLE ONLINE AT www.thestar.com/printarticle/837802)

OTTAWA—The numbers, rates and severity of crimes reported to police dropped again last year, continuing a 10-year trend, Statistics Canada reports.

The numbers fly in the face of the federal Tory government's fretting about crime and the need for tougher laws and sentences.

The agency said nearly 2.2 million crimes were reported to police in 2009, about 43,000 fewer than in 2008.



Car thefts, break-ins and mischief cases accounted for most of the decline.

The crime rate, measure of the volume of crime reported to police, fell 3 per cent last year and was 17 per cent lower than a decade ago.

The crime severity index, which measures the seriousness of incidents reported, declined 4 per cent last year and was down 22 per cent from 1999.

Violent crimes, from harassing phone calls to homicide, accounted for about 1 in 5 crimes in 2009.

The report said violent crime is declining, but to a lesser extent than overall crime.

Police identified about 165,000 youth aged 12 to 17 accused of a criminal offence in 2009, a slight drop from 2008. Both the numbers and the seriousness of youth crimes have generally been declining since 2001.

While the statistics show a long-term decline in crime rates, the federal government continues to stress the threat.

Public Safety Minister Vic Toews own web site says: “Unfortunately, our safe streets and healthy communities are increasingly under threat of gun, gang and drug violence.”

Statistics Canada said its data are drawn from a census survey of all crimes known to, and substantiated by, police services, which uses a national standard of common categories and definitions.

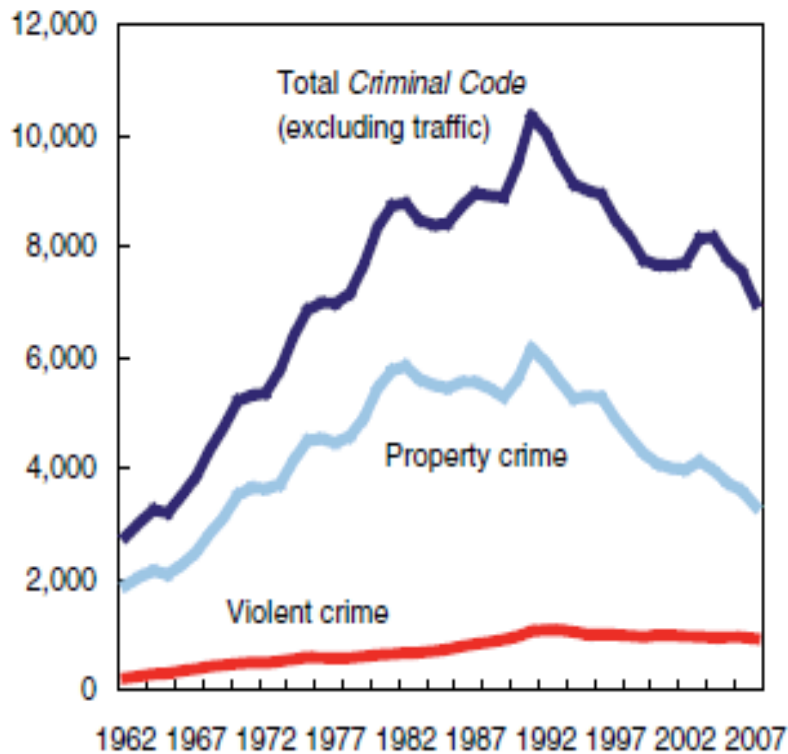
The crime severity index weighs the seriousness of offences in accordance with court sentences; the higher the average sentence, the higher the weight for that offence.

TEXT 2: CRIME RATE CHARTS

(REFERENCE: STATISTICS CANADA, AVAILABLE ONLINE AT: www.statcan.gc.ca/pub/85-002-x/2008007/article/10658-eng.htm)

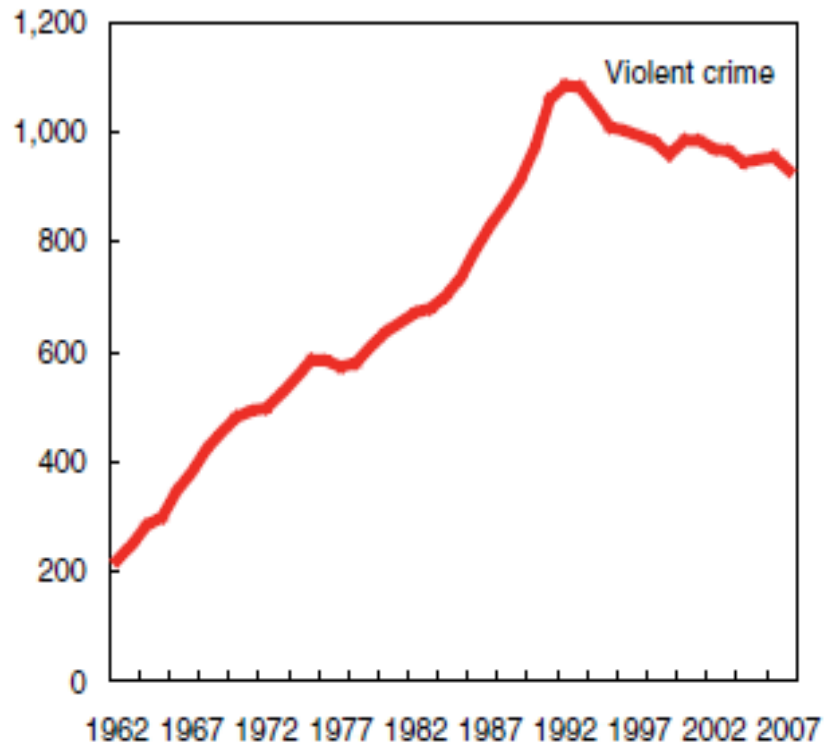
CRIME RATE, CANADA, 1962 TO 2007

rate per 100,000 population



VIOLENT CRIME RATE, CANADA, 1962 TO 2007

rate per 100,000 population



TEXT 3: “TORONTO’S NEW MURDER CAPITAL”

(REFERENCE: **GLOBE AND MAIL ON JULY 17, 2009** WRITTEN BY **JOSH WINGROVE**, AVAILABLE ONLINE AT www.theglobeandmail.com/news/national/toronto/torontos-new-murder-capital/article1222907/)

Note: The following is an excerpt from the original news article.

“...The murders started last fall, when Stephen (Frost) Barton was shot on Eglinton Avenue. You'll see "RIP Frost" spray-painted all over this part of town. The slaying drew some police attention. Things calmed down. Supt. Smollet thought that was that.

But in January, Kevin (Kasa) Boateng, a suspected Gator, was stabbed outside an Old Weston Road home. (His mother denies he was a gang member.) It was around the time of that death that police searched another home and found illegal guns and a three-foot-long alligator, thought by police to be a Gator mascot.

Jahmelle Grant, who police believe was a 5PG member, was shot and killed at a Weston Road booze can on Feb. 1. After that, Daniel (Dizzle) Da Silva, a 22-year-old Portuguese man who police say had gotten into drug dealing, was robbed and shot inside his luxury BMW SUV. A suspected 5PG member was arrested.

There was Danny (Goon) Lewis, shot and killed off Keele Street. He was Frost's best friend, a suspected General, and into dealing, police say. The gun that killed him was dropped in a dumpster at a youth centre where he'd sought help writing a resume.

A day later, Omar Waite, allegedly a Gator, was gunned down nearby. Mr. St. Remy's death came a week later. Ten days after that, Adrian Johnston, a 14-year-old suspected to be a Gator associate, was shot in a field near Woolner Avenue, still wearing his school uniform.

All told, the violence this year has claimed six homicide victims linked to the Gatorz and 5PGz, the latter of which is also linked to the high-profile killing of Ephraim Brown, the 11-year-old shot and killed two years ago this month.

"My gosh, they [the 5PGz] have done so many things," says Amiga Taylor, Ephraim's sister. "If they have been involved in so many things, why does it take my brother dying for them to be in jail?"

The division has had about a dozen non-fatal shootings, but none since June 29, when a drive-by shooting outside 2468 Eglinton Ave. W. left a 16-year-old with a wounded leg.

Police believe the violence is largely drug-related. "You get shootings, you get stabbings, you get robberies, this is all part-and-parcel of the drug trade," Supt. Smollet says..."

LESSON 5: IS THE NEWS HARMFUL?

40 minutes

CURRICULUM EXPECTATIONS

- MEDIA LITERACY – AUDIENCE RESPONSES
 - 1.4 – Explain why different audiences might have different responses to a variety of media texts
- MEDIA LITERACY – PRODUCING MEDIA TEXTS
 - 3.4 – Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- Each person interprets messages differently. Demographic factors such as age, culture, gender and socio-economic status, as well as prior experience and knowledge, play a role in how we interpret a message.
- What effect do violence and graphic images in the news have on their audience?

INTRODUCTION/OVERVIEW

This lesson examines the sources of news stories, and considers the presentations of violence and conflict that appear in the news. A poem and a song lyric address the issues of anxiety and fear created by news stories, and students are encouraged to examine their own conclusions about the news they see, and to write a journal expressing these ideas.

TEACHING/LEARNING STRATEGIES

CLASS DISCUSSION – Ask students from where they receive their information about news stories. Continue the class discussion with the following questions:

- How is television journalism different than other forms (i.e., print, radio, on-line)?
- What kinds of events or stories are considered “news” on television, in print or on radio?

SMALL GROUPS – Divide the class into small groups and assign each group one of the following news media to discuss further: television, radio, newspaper and on-line.

OPTIONAL: samples of television, radio, newspaper and online journalism can be provided to students as they discuss these forms in their groups.

Give each group a piece of chart paper and a marker so that brainstormed ideas can be recorded. They need to consider the following two questions with respect to their medium:

- How is conflict represented in the news?
- What techniques are used to report on conflict or violence?

Invite some of the groups to present their ideas to the rest of the class.

OPTIONAL: *If time, you could conduct a gallery walk (see instructions in “Terminology / Background for Teachers” section) and have students fill in a gallery walk organizer where they record information about each of the journalism forms in a graphic organizer.*

VENN DIAGRAM – Divide the class into pairs of students to read the poems “**It is Dangerous to Read Newspapers**” (5.1 H) and “**T.V. War**” (5.2 H). Explain that Margaret Atwood is a Canadian author, poet, and critic. She wrote “**It is Dangerous to Read Newspapers**” (5.1 H) in 1968. “**T.V. War**” (5.2 H) is a song written and performed by the Heavy Metal band “Accept” in 1986. Both these texts describe the effects of news media.

Have students continue to work in pairs as they interpret the messages in these texts. Hand out and instruct students to complete the **Poems Venn Diagram (5.3 H)**. The details that are specific to one text only will go in the outside circles of the diagram, under the appropriate headings, and the details that the texts share will go in the middle section of the diagram. Once the Venn Diagram is complete, instruct students to continue their analysis by responding to the following questions:

- Have the effects of some news media changed over the years?
(Remind them again that one poem was written in 1968, and the other in 1986)
- How are some people affected by the violent images and content they see and read?

Play the soundtrack to the song lyrics from “**T.V. War**” (5.2 H) (www.youtube.com/watch?v=FevrfoiNkeE). Ask students how the soundtrack changed the overall feeling and message of the lyrics. Invite pairs of students to choose one of the texts to read out loud, experimenting with a different voice, tone, and pacing. Have students provide sound effects and describe how sound supported the message.

JOURNALS – Using “**Journal Response**” (5.4 H), students will choose one or two of the questions presented to write a journal response. Provide students with time at the end of class to start writing, otherwise it can be given as homework. See “**Rubric for Journal Response**” (2.4 REF) for assessment.

ACTIVISM

Have students consider the different ways that they can respond to news stories that they feel sensationalize the events. Encourage students to respond on-line to news stories they feel offer an inaccurate picture of reality. Alternatively, a letter to the editor of a newspaper is also another means to take action.

ASSESSMENT OPPORTUNITIES

- Poems Venn Diagram (5.3 H)
- Journal Response (5.4 H) and Rubric for Journal Response (2.4 REF)
- Readings and sound effects for poetry and lyrics
- Gallery Walk organizer – optional

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Have students create images that might be used to support the messages from both of the poems, or for the soundtrack. Students also could collect and create an anthology of song lyrics and poems that illustrate war, conflict and violence in our society.

CROSS CURRICULAR CONNECTIONS

- Information Technology
- Music

MATERIALS AND RESOURCES

- Chart paper and markers for brainstorming activity
- “It is Dangerous to Read Newspapers” (5.1 H)
- “T.V. War” (5.2 H)
- Poems Venn Diagram (5.3 H)
- Journal Response (5.4 H)
- Rubric for Journal Response (2.4 REF)
- Newspaper samples – optional
- Radio samples – optional
- On-line news sources – optional
- Links / resources section

TERMINOLOGY/BACKGROUND FOR TEACHERS

- **News reporting** must compete for viewers, readers, and listeners. Time limitations make it necessary for news stories and events to be simplified, without the detailed account of the circumstances surrounding the event. Episodic crime stories and global conflict stories can be repeated with the same images and sound effects, giving the viewer the notion that these events are close by and are happening in real time. The language and visuals sometimes can give an inaccurate picture of reality.
- **Gallery walk** is a teaching strategy that enables students to explore multiple texts or images that are placed around the room. Have students work in groups to generate information on particular topics. This information should be displayed on chart paper. Once groups have finished recording their information, have students display their work “gallery-style” – in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. Have students walk with their groups through the gallery, allowing time for them to stop and read at each station. Teachers can provide students with instructions for recording information from each station, or can just allow them to pass through and read the content.

LINKS / RESOURCES

Facing History and Ourselves – Gallery Walk Teaching Strategy

www.facinghistory.org/resources/strategies/gallery-walk-teaching-strateg

Soundtrack for “T.V. War” by Accept

www.youtube.com/watch?v=FevrfoiNkeE

IT IS DANGEROUS TO READ NEWSPAPERS

While I was building neat
castles in the sandbox,
the hasty pits were
filling with bulldozed corpses
and as I walked to the school
washed and combed, my feet
stepping on the cracks in the cement
detonated red bombs.
Now I am grownup
and literate, and I sit in my chair
as quietly as a fuse
and the jungles are flaming, the under-
brush is charged with soldiers,
the names on the difficult
maps go up in smoke.
I am the cause, I am a stockpile of chemical
toys, my body
is a deadly gadget,
I reach out in love, my hands are guns,
my good intentions are completely lethal.
Even my
passive eyes transmute
everything I look at to the pocked
black and white of a war photo,
how
can I stop myself
It is dangerous to read newspapers.
Each time I hit a key
on my electric typewriter,
speaking of peaceful trees
another village explodes.

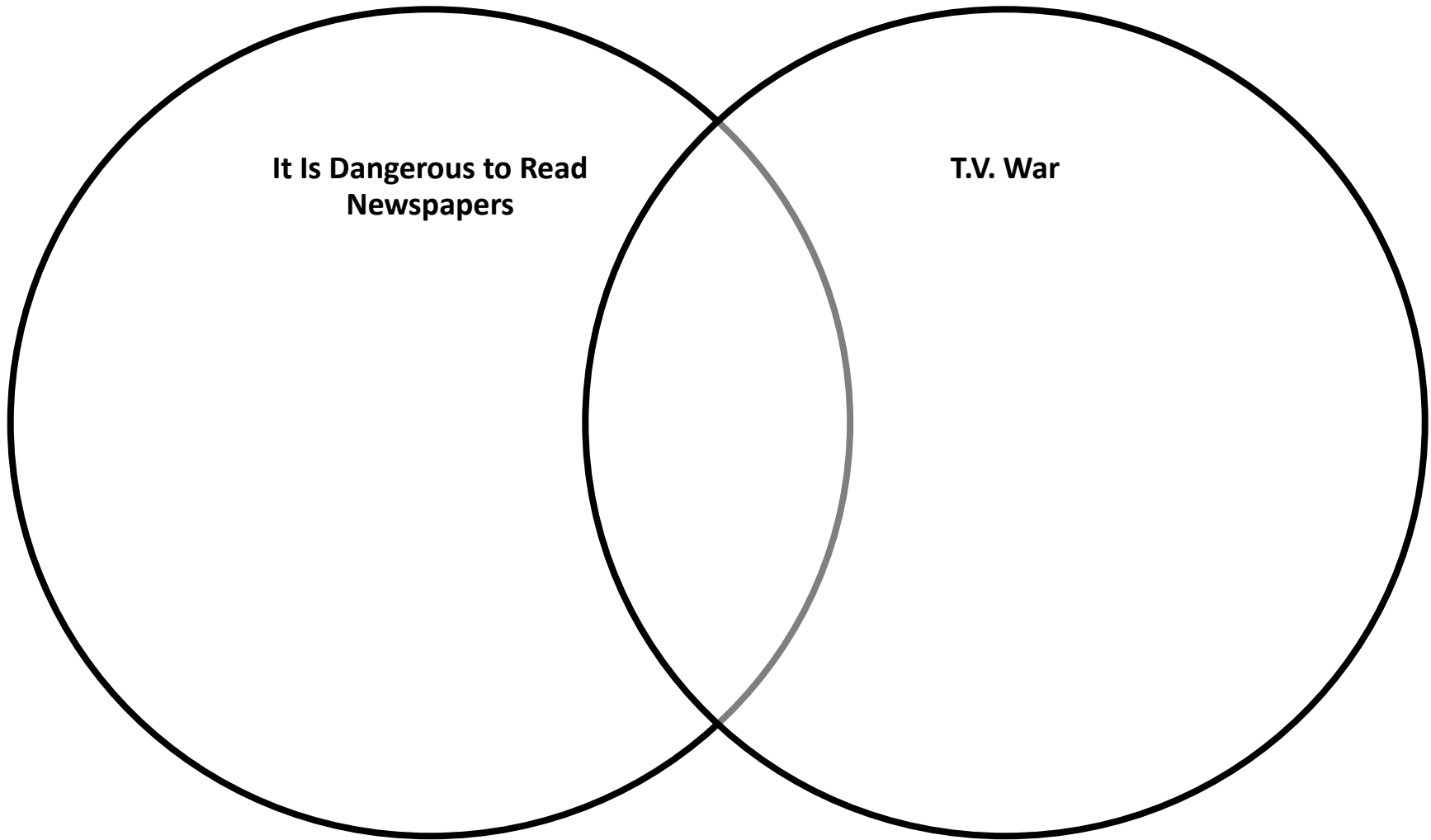
(BY MARGARET ATWOOD, 1939-)

T.V. WAR

T.V. war is part of life
Entertaining and far, far away
What a story and how they fight
Let's gamble and guess who will win
Danger is nowhere
We still got the chance to switch off
Remote control and the guarantee
It's somewhere else
T.V. war - T.V. war
Bloodless but deadly and cruel
T.V. war - T.V. war
We are eating, while we're watching
People die on the screen
Toasted and roasted and scrambled and fried
We are greedy and pay
Information - in between
Missiles are in the air
You can hear them and see
They're already here
T.V. war - T.V. war
Bloodless but deadly and cruel
T.V. war - T.V. war
Oh, yeah !
According to informed sources
Of the defense ministry:
There is now confirmation
That enemy missiles have penetrated our airspace
Impact is estimated in a matter of minutes
Good evening !
T.V. war - T.V. war
Bloodless but deadly and cruel
T.V. war - T.V. war
Bloodless but deadly and cruel
T.V. war - T.V. war

SONG LYRICS BY ACCEPT (1986)

POEMS – VENN DIAGRAM



JOURNAL RESPONSE

CHOOSE ONE OR TWO OF THE FOLLOWING QUESTIONS TO CONSIDER FOR A WRITTEN JOURNAL RESPONSE.

1. In your opinion, what are the harmful effects to viewing, listening or reading about violence as it is represented in news media? How might you explain to a young viewer that news stories are constructed?
2. What might be some of the challenges that news reporters and news producers encounter when reporting on violent incidents or events?
3. In Margaret Atwood's poem, the writer feels that she is the cause of terrible events. What does she mean by this? How might you connect this idea to the production of news media?
4. Both texts deal with a feeling that they do not have a "voice". How might consumers of news media be given a voice? How do on-line news stories offer this opportunity?
5. What are some examples of conflict and violence that recently have been reported in the news that may have contributed to feelings of fear? How have different news media represented these stories?

LESSON 6: CONFLICT – HOW DO WE UNDERSTAND AND RESPOND TO THESE MESSAGES?

40 minutes

CURRICULUM EXPECTATIONS

- MEDIA LITERACY – FORM
 - 2.1 – Explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning.
- MEDIA LITERACY – CONVENTIONS AND TECHNIQUES
 - 3.4 – Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- All texts contain belief and value messages. Whether oral, print, or visual media, texts contain messages which reflect the biases and opinions of their authors/creators.
- How can we understand the messages about conflict in films and the connection to real world issues?

INTRODUCTION/OVERVIEW

Conflict and its peaceful resolution are topics of this lesson. The study uses two very short online films to illustrate the key ideas, and to explore the connections between medium and message. Students will be provided with a variety of choices, based on Multiple Intelligences, for a culminating activity that encourages them to demonstrate what they know and have learned about conflict and possible peaceful resolutions.

SHORT FILMS – For this lesson you will use two very short films, both of which can be found on-line. The first is called “*Balablok*,” and it is an animated film that uses visuals and sound rather than dialogue to present its ideas. The second is called “*Vistas: Crossing the Line*,” and it is a dramatization of the conflict that occurs in a playground sandbox. See below, in **Materials and Resources**, and **Terminology / Background for Teachers** for more information about these films.

Before viewing the films, ask students the following questions:

- Is conflict bad, or is it sometimes necessary?
- In what situations would conflict be acceptable?

Write the following words on the blackboard: **Protest**, **Strike**, and **Rebellion**. Ask students to define these words, and to think of some examples from their history class to illustrate each of them (e.g., Rebellions of 1837, The Winnipeg General Strike etc.).

View the two films, “*Balablok*” and “*Vistas: Crossing the Line*,” and have students focus their initial viewing on finding examples of a protest, a strike, and a rebellion. After this first viewing, have students discuss in pairs the following question: “What were the conflicts really about?” As a class, discuss the conclusions from both films, and ask students to relate these issues to some current issues.

ORGANIZERS – Prepare students for a second viewing of the films by distributing **Focused Viewing Notes Organizer (6.1 H)**. Divide the class into six groups. Assign each group one element from the left-hand column of this handout, on which to focus their viewing (camera angles and movement, composition, sound and music, audience and message, construction and symbols).

- Before the films begin, group members will discuss the focus questions for their topic, and then as they view the films, they will take notes. These notes should be written in the right-hand column of the handout sheet.
- After viewing, allow students to discuss in their groups, their observations and analyses. Ask groups to share their conclusions with the class by providing a brief summary of their discussions. As each group presents, the rest of the class will add notes to their organizers.

WORD LIST – View the films for a third time. This will allow students the opportunity to consolidate their learning about how the individual elements of a short film combine to create and enhance meaning. Ask students to create a word list based on the key ideas of the two films (i.e., power, tolerance, escalation, etc.). After this final viewing, ask students to brainstorm a list of human differences that cause conflict (language, habits, customs, etc). Challenge students to suggest other ways of preventing and settling disputes.

A final question for a response journal entry might be: “How can we eliminate conflict?”

CHOICE BOARD – Hand out **Choice Board (6.2 H)**, and together read over the details. This chart allows students the opportunity to choose a culminating activity to complete. It is a Choice Board based on Multiple Intelligences, and students should be encouraged to use their interests or learning preferences to make a decision about the best activity to complete.

The activities are varied, but the learning goal remains the same: to respond to the ideas in this lesson by creating a media text using the codes and conventions appropriate to the form. This activity can be handed in for assessment.

ACTIVISM

Have students use the ideas based on the third activity, the Choice Board, to create a list of school scenarios that have resulted in conflict. Encourage students to find ways to provide peaceful solutions for each of these scenarios. Determine with your class the most effective ways to communicate peaceful solutions, and then create the product together. Ideas might include the following formats:

- School announcement
- Hallway display board
- Informational brochure
- A school-wide challenge

ASSESSMENT OPPORTUNITIES

- Response to journal question: How can we eliminate conflict?
- Participation in group viewing activity
- Choice Board activity
- Activism activity

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Future lessons related to conflict, and the way it is represented on the playground, in the school, and through media messages, should be on-going as teachable moments arise. Current news stories provide opportunities to use the ideas from this lesson to connect to larger world issues. The viewing guide is created to be generic, and could be used as you view films, documentaries and commercials in class and across the curriculum.

CROSS CURRICULAR CONNECTIONS

- Oral Language
- Writing
- Visual Arts
- Information Technology
- History

MATERIALS AND RESOURCES

- Data projector or SMARTboard, to show on-line films
- Focused Viewing Notes Organizer (6.1 H)
- Choice Board (6.2 H)
- Links / resources section

TERMINOLOGY/BACKGROUND FOR TEACHERS

- **Balablok** is an award-winning animated film that uses strong visual and sound elements, without dialogue or commentary, to tell the story. This is a story about what happens when characters fight. It connects to global conflicts, and offers the opportunity for students to consider what war is all about.
- **Vistas: Crossing the Line** is a short dramatization of the politics and conflicts in a playground sandbox. It connects to the issues of global conflict that result from how nations treat each other, and the harm that borders can create.

LINKS / RESOURCES

- National Film Board of Canada (on-line Films)
 - Balablok – animation by Bretislav Pojar (1972) 7 min. 27 sec
www.nfb.ca/film/balablok_english
 - Vistas: Crossing the Line-short film by Tracey Deer (2009) 3 min 5 sec
www.nfb.ca/film/vistas_crossing_the_line/

FOCUSED VIEWING NOTES ORGANIZER

TITLE OF FILM: _____

FOCUS	NOTES
<p>Camera Angles and Movement What kinds of camera angles are used? What feelings and mood do they create? What is the effect on the viewer?</p>	
<p>Composition What elements are included? What is missing? Why do you think the creators did this?</p>	
<p>Sound and Music What sounds or music are used (or not used)? How does what you hear help to communicate the message of this film?</p>	
<p>Audience and Message Who is the target audience? How do you know? What message did the creators want the viewer to understand? What helped you to draw that conclusion?</p>	
<p>Construction How have the producers of this film constructed reality for the viewer?</p>	
<p>Symbols What symbols do you recognize in this film? What effect do these have on the viewer?</p>	

ADAPTED FROM A GUIDE TO EFFECTIVE LITERACY INSTRUCTION GRADES 4 TO 6 VOLUME 7-MEDIA LITERACY (2008)

CHOICE BOARD

<p>Verbal/Linguistic: Write a poem about a human difference that resulted in conflict. Or Create a crossword puzzle for a younger audience to teach them about peaceful solutions.</p>	<p>Body Kinesthetic Make up a co-operative game that involves a degree of conflict, and challenges the players to create peaceful solutions. Or Construct a model that you might use in the creation of the game described above.</p>	<p>Musical Rhythmic Create a song list that might be used to promote awareness about peace and brotherhood. Or Create a dance routine that uses the themes of conflict and peace.</p>
<p>Logical/Mathematical Create a timeline of significant historical events that illustrate conflicts that did not resolve peacefully, and the result was violence. Or Design a game for a younger audience to teach them about peaceful solutions.</p>	<p>Free Choice Discuss your idea with the teacher before beginning your work.</p>	<p>Naturalist Create a proposal for a reality show that takes place in an outdoor environment. Choose the target audience, and use the theme "man against nature." Include a list of challenges. Or Take a field trip to a place in your community in order to create a documentary to promote awareness about violence prevention.</p>
<p>Visual/Spatial Draw a map of the locations of some current global conflicts that have resulted in violence. Collect images and quotes, and arrange these on your map. Include a message for a peaceful solution. Or Create a comic strip about conflict, for a specific target audience. Create a message about peaceful solutions.</p>	<p>Interpersonal Role play the sandbox scene from the film, "Vistas: Crossing the Line." Change the scene to reflect girls playing instead of boys. Or Tell/Record a personal story about conflict and the resolution. Use voice, sound effects, or music to enhance your message.</p>	<p>Intrapersonal Keep a personal journal to document your experiences, thoughts and reflections about conflicts in everyday life. Include some global images that connect to your personal observations. Or Think about and plan the dialogue that might be used to accompany the two boys in the sandbox in the film "Vistas: Crossing the Line." Incorporate what you feel the boys are thinking.</p>

LESSON 7: HOW CAN GLOBAL EVENTS BECOME SYMBOLS FOR PEACE?

40 minutes

CURRICULUM EXPECTATIONS

MEDIA LITERACY – CONVENTIONS AND TECHNIQUES

2.2 – Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience.

MEDIA LITERACY – CONVENTIONS AND TECHNIQUES

2.3 – Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.

KEY CONCEPTS AND QUESTIONS TO CONSIDER

- Texts serve different interests. Most media messages are created for profit or to persuade, but all texts are produced intentionally for a purpose. These interests can be commercial, ideological or political.
- What are the political messages in global events?

INTRODUCTION/OVERVIEW

This final lesson examines symbols of world peace. Students will discuss the symbols with which they are familiar, and explore the key aspects of creating meaningful symbols. They then will read about global initiatives, and suggest symbols that would represent the efforts at peace demonstrated by these events.

TEACHING/LEARNING STRATEGIES

POSTERS – Collect and display posters that represent the theme of Peace and Brotherhood. Sample links or search ideas are provided in **Links/Resources** section. Ask students, “*How are symbols used to communicate globally with people?*”

CREATING DEFINITIONS – Hand out **Symbols Representing Peace (7.1 H)**. Ask the students to identify the meanings and origins of the symbols represented in the organizer, and then to identify some of the different places they have seen these symbols. Together, create a definition of a symbol. Have students research and draw other symbols of peace that they have found. Ask students:

- What makes an effective symbol?
- What codes and conventions are used to represent peace?
- How might you create a new symbol that represents peace?

GLOBAL EVENTS – Ask students to brainstorm to create a list of recent or historical global events that achieved a wide viewing audience (e.g., G20/G8 Summit, parades, the Olympics, etc.). Tell students that this activity is intended to analyze how global events might be used to represent and promote peace. Ask them to suggest how the events they listed represent and promote peace.

Note to teacher: *In any global event, especially political gatherings, there could be conflict and violence as well as peace. While you can acknowledge some of the problems that may have arisen at any of these events, the focus should remain on the positive aspects of the gathering.*

- Hand out “**Earth Hour – The World Coming Together for a Global Cause**” (7.2 H), and “**World Cup Reaches One-Third of All U.S. TV Viewers**” (7.3 H). Have students read the statistical information provided about the two events. Have students review and talk about the statistical information using the “**Discussion Questions**” (7.4 H) handout. Conclude this segment of the lesson by discussing as a class the following questions:

- Who is the target audience?
- What are the opportunities in the promotion of this event that might connect to peace and brotherhood?
- What kind of symbol can I create to reflect peace within the context of this event?

INVESTIGATION – Have students investigate other global events, or use the ones from this lesson, to create a symbol that promotes peace. Start with the example of the Olympic rings, and ask the class how this symbol combines the idea of competition and peace. *For more information about the history of the Olympic rings, see Terminology/Background for Teachers.*

As a class, create some guidelines in the creation of effective symbols. Some suggestions may include the following ideas:

- Keep it simple
- Make sure the symbol can be recognized from a distance
- Use familiar shapes
- Use colour carefully
- Make a design that is bold and stands out

For this assignment, the symbol also should reflect the global event, so that the audience can see how this event is also associated with peace.

REFLECTION – Have students reflect on their learning, using the handout **3-2-1 Reflection (7.5 H)**.

ACTIVISM

Have students consider opportunities to create symbols for various events at school and within their community. Encourage students to find some creative ways to display their symbols of peace, thinking about the target audience and the product format.

ASSESSMENT OPPORTUNITIES

- Whole-class discussion
- Symbol “product”
- Discussion Questions (7.4 H)
- 3-2-1 Reflection Sheet (7.5 H)

IMPLICATIONS FOR FUTURE LESSONS/HOMEWORK / EXTENSION ACTIVITIES

Have students collect and analyze the images for some of the global events that are being studied. Television, newspapers, magazines, and the Internet are all visual media that use images to evoke an emotional response. Challenge students to locate vivid images, and then describe the role they play in the communication of ideas and information. Present to the class a selection of news images that illustrate different ways that images communicate about global events.

CROSS CURRICULAR CONNECTIONS

- Reading
- Writing
- Oral Language
- History
- Geography
- Visual Arts

MATERIALS AND RESOURCES

- Collect and display as many posters as possible that represent the themes of peace and brotherhood. Have students bring in media texts that use these symbols (i.e., t-shirts, flags, signs) – see *google image search links in “Links/Resources” section*
- Symbols Representing Peace (7.1 H)
- “Earth Hour – The World Coming Together for a Global Cause” (7.2 H)
- “World Cup Reaches One-Third of All U.S. TV Viewers” (7.3 H)
- Discussion Questions (7.4 H)
- 3-2-1 Reflection (7.5 H)
- Links / resources section

TERMINOLOGY/BACKGROUND FOR TEACHERS

- A **Symbol** is an object or person that stands for something else, often a concept or principle. It is widely recognized to mean something beyond its literal significance. It can be as simple as the golden arches for MacDonald’s, or as complex as fire as a representation of life, spirit, and knowledge.
- The **Olympic Rings** hold great significance. The 5 rings represent the 5 continents. They are interlaced to show the universality of Olympism and the meeting of the athletes of the whole world during the Olympic Games. At first, the way the rings were interlaced was sometimes a little odd compared with what we are use to today. Nowadays, the Olympic symbol is subject to very strict rules. Graphic standards have been set down, which determine, for example, the exact position of each ring. The colors of the rings also represent the whole world, as there is not a national flag in the world that does not have at least some red, green, blue, yellow, or black in it.

LINKS / RESOURCES

- Google image search terms:
 - Peace and Brotherhood:
www.google.com/images?hl=en&gbv=2&tbs=isch%3A1&sa=1&q=peace+and+brotherhood&aq=f&aql=&oq=&gs_rfai=
 - Hope for Haiti:
www.google.com/images?hl=en&source=imghp&q=hope+for+haiti&gbv=2&aq=f&aql=g5g-m2&aql=&oq=&gs_rfai=
 - Earth Hour:
www.google.com/images?hl=en&gbv=2&tbs=isch:1&sa=X&ei=xsKPTKpgGoGuvGOWILXPCw&ved=0CCAQBSgA&q=earth+hour&spell=1
 - Global Cause
www.google.com/images?hl=en&gbv=2&tbs=isch%3A1&sa=1&q=global+cause&aq=f&aql=&oq=&gs_rfai=
 - Peace and Unity:
www.google.com/images?hl=en&gbv=2&tbs=isch%3A1&sa=1&q=peace+and+unity&aq=f&aql=&oq=&gs_rfai=
 - World Peace:
www.google.com/images?hl=en&gbv=2&tbs=isch:1&q=world+peace&revid=605328499&sa=X&ei=LMOPTLX4HYvIvQOez5y-Cw&ved=0CCAQ1QIoAA
- WikiAnswers.Com – Significance of the Olympic Rings
[http://wiki.answers.com/Q/What is the significance of the 5 rings in the Olympics emoji](http://wiki.answers.com/Q/What_is_the_significance_of_the_5_rings_in_the_Olympics_emoji)

SYMBOLS REPRESENTING PEACE

For each symbol, write down its origins, and where we find these images. You may need to do some research. Locate other symbols of peace and include them in this organizer.

EARTH HOUR – THE WORLD COMING TOGETHER FOR A GLOBAL CAUSE

(REFERENCE: ARTICLE AVAILABLE ONLINE AT: www.earthhour.org)

Earth Hour started in 2007 in Sydney, Australia when 2.2 million individuals and more than 2,000 businesses turned their lights off for one hour to take a stand against climate change. Only a year later and Earth Hour had become a global sustainability movement with more than 50 million people across 35 countries participating. Global landmarks such as the Sydney Harbour Bridge, CN Tower in Toronto, Golden Gate Bridge in San Francisco, and Rome’s Colosseum, all stood in darkness, as symbols of hope for a cause that grows more urgent by the hour.

In March 2009, hundreds of millions of people took part in the third Earth Hour. Over 4000 cities in 88 countries officially switched off to pledge their support for the planet, making Earth Hour 2009 the world’s largest global climate change initiative.

On Saturday 27 March, Earth Hour 2010 became the biggest Earth Hour ever. A record 128 countries and territories joined the global display of climate action. Iconic buildings and landmarks from Asia Pacific to Europe and Africa to the Americas switched off. People across the world from all walks of life turned off their lights and came together in celebration and contemplation of the one thing we all have in common – our planet.

Earth Hour 2011 will take place on Saturday 26 March at 8.30PM (local time). It will continue to be a call to action to every individual, every business and every community throughout the world. This is a call to take a stand, get involved, and lead the global journey to a sustainable future.

WORLD CUP REACHES ONE-THIRD OF ALL U.S. TV VIEWERS

(REFERENCE: JULY 1, 2010, ARTICLE AVAILABLE ONLINE AT:

http://blog.nielsen.com/nielsenwire/media_entertainment/world-cup-reaches-one-third-of-all-u-s-tv-viewers/)

World Cup soccer telecasts aired on all English and Spanish language networks have reached an estimated 34% of all U.S. TV viewers, according to figures released today by The Nielsen Company.

A total of 99.2 million U.S. viewers have watched at least six minutes of World Cup action through Tuesday. The figure already surpasses the 91.4 million viewers who watched at least some of the games throughout the entire 2006 World Cup.

“The audience reach measurement is a good indicator of how many viewers are at least curious enough to see what all the buzz is about,” said Stephen Master, VP of sports at Nielsen. “Even with the World Cup’s most crucial games still to come, a reach of 99.2 million viewers suggests that there’s a big American appetite for world class soccer.”

DISCUSSION QUESTIONS

How well does television cover these events?

To what extent do you feel like a participant at these events?

How do these events contain political messages?

How does publicity and media hype maintain interest before and during the event?

3-2-1 REFLECTION

Student Name: _____

Date: _____

3 strategies/ideas that helped me create my symbol of peace:

2 literacy skills that helped me understand the impact of Global Events on their audience:

1 question I still have: