Learning and Evaluation Situation

Secondary Cycle one – English Language Arts

Peer Pressure and Sexting

How can what you don't know hurt you?

Teacher's Guide

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"Sixty-one percent of 13-17 year olds have a personal profile on a social networking site and half have also posted pictures of themselves." - Ad Council

"A recent poll by the Pew Research Centre shows 15 per cent of youths between the ages of 12 to 17 have sent or received sexually suggestive photos or videos on their cell phones." -Amanda Ferguson, Global News

Overview of the Learning and Evaluation Situation

Essential Question

How can what you don't know hurt you?

Description of the Learning and Evaluation Situation and Learning Goals

This LES will springboard from three Public Service Announcements created by the Ad Council highlighting the potential risks of posting images online. Students will discuss social networking groups that they subscribe to. Dialogue will focus on the pros and cons of belonging and then edge into their understanding of disclaimers and terms of agreement. A brief look into the practice of sexting will follow. Time will then be devoted to reflecting on the various pressures today's teens face; sources of pressure and how they respond to them are keyed into. The notions of anonymity, context and control over images and words in texting, Facebook, Twitter, etc. are explored in order to round out the inquiry. The students will then in pairs develop an Awareness Campaign for their peers endorsing their personal viewpoint of social networking, peer pressure and today's youth.

Student products and processes

The students will demonstrate their understanding of the LES by creating material for an Ad Campaign which will include a newsprint ad and a podcast highlighting the positive/negative aspects of social networking.

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Learning Activity Overview

Learning Activity/Task	Timeframe
Activity 1 Engage Social Networking and You	1 class
Activity 2 Explore Disclaimers, Terms of Service and You	1 class
Activity 3 Investigate Privacy and You	1 class
Activity 4 Investigate Sexting and You	2 classes
Activity 5 Investigate Pressures and You	3 classes
Activity 6 Investigate Anonymity and You	1 class
Activity 7 Investigate Context, Control and You	2 classes
Activity 8 Create and Share Awareness and You	7 classes (3 print ad, 3 podcast & 1 presentation)
Total:	**18 classes**

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QEP Alignment

1. Broad Areas of Learning
2. Cross-Curricular Competecies
3. Subject-Specific Competency Development and Evaluation
4. QEP Content

Broad Areas of Learning

Health and Well-Being

Educational Intention: To ensure that students develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality

Focus of Development: Awareness of the impact his/her choices on health and well-being
sexuality

Media Literacy

Educational Intention: To enable students to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights

Focus of Development: Knowledge of and respect for individual and collective rights and responsibilities regarding the different media
Intellectual property, freedom of expression, privacy and reputation

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Cross-Curricular Competencies

CCC1: Uses Information

Gathers Information

Selects appropriate information sources
Makes connections between what he/she already knows and new information

Puts information to use

Answers his/her questions using the information gathered
Uses information in new contexts

Evaluation Criteria

Effective research strategies
Logical organization of information
Use of information in new contexts

Evaluation Tools

Reflecting on How I Used Information (CCC1-18)

CCC3: Exercises critical judgment

Forms an opinion

Defines the question under consideration
Looks at various options and considers existing or possible points of view
Bases opinion and considers existing or possible points of view
Adopts a position

Expresses his/her judgment

Articulates and communicates his/her viewpoint
Justifies his/her position

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Evaluation Criteria

Well-reasoned justification of the judgment

Evaluation Tools

Reflecting on How I Exercised Critical Judgment (CCC3-9)

CCC5: Adopts effective work methods

Considers all aspects of a task

Adopts the objective and evaluates its complexity
Identifies the available resources
Plans how to carry it out

Adjusts his/her approach

Employs the necessary resources: materials, time, etc.
Completes the task

Evaluation criteria

Perseverance in performing the task
Appropriate choice of methods
Effectiveness of the outcome

Evaluation Tools

Reflecting on My Work Methods (CCC5-11)

Competency development in ELA

Competency 1: Uses language/talk to communicate and learn

Key Features

Produces spoken texts for a familiar audience in specific contexts
Interacts with peers and teachers in specific learning contexts
Explores the social practices of the classroom and community in specific contexts

Development

From working with a partner to produce an awareness campaign which will involve the oral presentation of a newsprint ad and a podcast, to small group and whole class discussions, the student will be participating in various dialoguing experiences where he/she will be able to express his/her opinion and adopt effective methods of communication.

Evaluation Criteria

Communication of information to a familiar audience
Sharing of a point of view with peers

Evaluation Strategies and Tools

The development of the language/talk competency can be discussed during teacher-student conferences.

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Competency 2: Represents her/his literacy in different media

Key Features

Follows a production process to create media texts for specific purposes and audiences
Deconstructs media texts to understand their meaning(s)/message(s) in specific contexts

Development

The student will produce two media texts: a newsprint advertisement and a podcast based on their personal viewpoint of social media. He/she will immerse him/herself into the media texts, develop an understanding of the required coded and conventions before creating an effective production which will be presented orally to his/her peers.

Evaluation Criteria

Collaboration with peers to produce a media text
Interpretation of meaning(s)/message(s) of a media text
Self evaluation of growth as reader and producer of media texts

Evaluation Strategies and Tools

Media Production Rubric (to be developed with students)

Competency 3: Reads and listens to written, spoken and media texts

Key Features

Integrates reading profile, stance and strategies to make sense of a text in a specific context

Development

The students will read and listen to a variety of texts to gain deeper understanding. As well, they will be exposed to some of the codes and conventions used to shape meaning.

Evaluation Criteria

Construction of interpretations of spoken, written and media texts for a familiar audience

Strategies and Evaluation Tools

Media Production Rubric (to be developed with students)

QEP Content

Competency 1: Uses language/talk to communicate and learn

Repertoire of Texts

The spoken texts to be produced over the cycle are familiar to the student; they are the same as those given priority in the EELA program, Cycles One to Three. Now in the SELA program for Cycle One, the student works toward greater control of the production process, exercises a more conscious choice of strategies in relation to audience and purpose, and adopts a stance in the role of producer of texts. Also, priority is given to the production of information-based texts (see also Media: Text, Audience, Producer).

- Dramatic and interpretive texts: improvisations, roleplay, monologues, dialogues; scripts from these activities; performances of poetry; responses to spoken, written and media texts

Production Process

- Explores a structure that will help the audience to receive the intended meaning:
  - Selects an organizational structure suitable to function of text
- Examines the relationship between context, producer of text and familiar, intended audience to identify potential problems in communication:
  - Adopts a stance to topic and audience, e.g. as expert on topic
  - Chooses a level of language or register most suitable to the context
- Uses linguistic structures and features to communicate her/his meaning and to influence the audience in the manner intended:
  - Prepares several drafts, if the context warrants it, and rehearses with peers as a simulated audience (See Writing Competency: Writing Process; and Media Competency: Production Process)
  - Uses language with the degree of precision and semantic and syntactic awareness required by the context
  - Selects relevant devices such as emotional or rational appeals to influence the audience
  - Uses transitional words and phrases, e.g. to connect parts to the whole or to rank ideas in order of importance
  - Experiments with intonation patterns, pitch and volume for desired effects
  - Uses stylistic features and devices such as repetition, parody, exaggeration and imagery for emphasis, interest and special effect, and to create a personal style
  - Selects the usage conventions suitable both to the text type and to the expectations of the audience

Aesthetic Qualities of Language

- Examines other uses of language for special effects such as advertising

Competency 2: Represents her/his literacy in different media

Repertoire of Texts

The types of media texts produced over the cycle are familiar to the student; they are the same as those given priority in the EELA program in Cycles One, Two and Three. The student now works toward greater control of the communication process, exercises a more conscious choice of strategies in relation to audience and purpose, and adopts a position or stance in the role of reader and producer of media texts. Since media texts are abundant and varied, and new ones are constantly being produced, we have not included specific texts to be read and/or produced. Teachers should consult the four (4) required media text types listed below, as well as those listed in the Reading competency, and adapt specific texts to the interests and experience levels of their students.

- Visual texts such as: poster, comic strip, photo story, advertisement, spoof ad
- Audio-visual texts such as: television commercial, interview, news report

Production Process

It is understood that the production process is done in small groups, under the guidance of the teacher.

- Preproduction
  - Immerses self in the text type to be produced in order to deconstruct some of its textual features, codes and conventions (See Textual Features, Codes and Conventions below; and Writing Competency: Immersion into Texts)
    - Analyzes samples of text type
  - Rehearses production process:
    - Creates criteria for guiding production, e.g. features of an effective poster or advertisement
    - Discusses the purpose, context, target audience and their needs
    - Decides about medium, mode and code
    - Writes script, storyboard or rough draft
    - Shares draft with classmates and intended audience
    - Gives and seeks specific feedback from others in the class (see Competency 4–Writing: Feedback)
- Production
  - Communicates information, experiences, points of view and personal responses to a familiar audience
  - Reviews and edits text to focus on meaning(s)/message(s)
- Postproduction
  - Presents text to intended audience
  - Evaluates production process and text produced, with group and individually
- Information and Communications Technologies (ICT)
  - Uses different available technologies in order to construct own texts

Text, Audience, Producer

Examines the constructed nature of the media by exploring, through discussion or inquiry, the discourse of texts that communicate information, tell a story, advertise or persuade:

- Textual Features, Codes and Conventions
  - Identifies and deconstructs codes:
    - Captions, credits and titles
    - Dialogue and voiceovers, e.g. how dialects enhance our understanding of character
    - Colour, e.g. what colours symbolize, how they are used to create a specific atmosphere
  - Interprets media texts:
    - Explores the codes that construct media texts, e.g. headlines, captions and photographs in newspapers
    - Constructs message(s) and meaning(s) using familiar codes from media texts
    - Identifies functions of media discourse: to entertain, to persuade, to promote, to inform
    - Makes connection(s) between images, signs, symbols, pictures and printed text and meaning
    - Confirms, by talking with peers and teacher, that a media text can contain more than one message
    - Identifies and discusses some of the ways in which pictures, illustrations, symbols and images enhance the message
- Audience and Producer
  - Examines how media target specific audiences:
    - Identifies subjects of interest for specific audiences, i.e. indicates the target audience
    - Explains how own productions are adapted to interests of familiar audience chosen

Competency 3: Reads and listens to written, spoken and media texts

Exchanges With Other Readers: Response Processes in the Classroom

- Calls upon reading profile, personal experience and the constructed world of the text when discussing responses with peers and teacher (see Reading Strategies in this competency)
- Situates her/his responses within the text, i.e. rereads
- Formulates questions that clarify, expand, reshape and confirm own response
- Assumes an individual voice in responding to texts:
    - Speaks with clarity, openness and confidence in discussions with peers and teacher
    - Acknowledges and supports the different responses, interpretations and points of view of peers
    - Draws on discussions with peers to clarify and confirm own response(s)

Making Sense of a Text: Resources Readers Use

- Repertoire of Texts
    - It is understood that within each of these required text types/genres, the student's own choice will be encouraged and respected, with the goal of cultivating a love of reading all kinds of texts (See also Media, Talk, and Writing: Repertoire of Texts)
        - Nonfiction intended for adolescent readers, e.g. may also include some texts written or produced for adults on topics/subjects that are accessible to an average young adolescent reader, such as might be found in wide-circulation newspapers, community and alternative newspapers, television news, radio interviews

- Organizing and Reporting Information
    - The strategies and types of knowledge listed below are key resources that support the production processes in the Talk and Media competencies, as well as in the students' planning and research of their integrated projects. (See Competency 4 -Writing: Integrated Projects; and Writing: Researching as a Writer)In addition, they are complementary resources to the inquiry process and action research (see Talk) and to the maintenance of the student's integrated profile (see End-of-Cycle Outcomes in this competency). By the end of Secondary Cycle One, the student:
        - Selects a note-taking strategy suited to the task, information source(s) and purpose
        - Selects, records and categorizes information on a topic or subject of personal interest with sustained teacher guidance
        - Begins to develop organizational strategies to report findings, based on needs of familiar audience and context, with some teacher guidance
        - Begins to draw conclusions by focusing on pertinence of main ideas
        - Reports information/research orally to a familiar audience, using resources such as multimedia, classroom drama

Activity 1
Social Networking and You

Description

The teacher can get the students thinking about the topic of social networking by watching this short YouTube video http://www.youtube.com/watch?v=lFZ0z5Fm-Ng&feature=related.

After viewing, a brief class discussion can be held about what they saw and what they were thinking about as they watched.

Have the students discuss in small groups what Social Media they are using and what they feel the pros and cons of such media hold for them.

The teacher can then lead a whole class discussion to share and compare the results found in the class. It would be beneficial to compile the class wide information onto a large chart to help students draw conclusions about their Social Media usage and understanding.

Resources

YouTube clip - Social Media Revolution 2
http://www.youtube.com/watch?v=lFZ0z5Fm-Ng&feature=related

Activity 2

Disclaimers, Terms of Service and You

Description

Have students read a section of the terms of use or a privacy policy for a popular social networking site such as Facebook or MySpace, MSN, Twitter, Flickr, etc. As they read, have them take note of any initial reactions they may have. It may be interesting to check students understanding then discuss why students did or didn't understand the material.

Once initial reactions are shared, ask students to reflect upon the following question:

- Why do many people choose to not read the terms of use or privacy policies for sites like Facebook or Myspace?

Through a "Think-Pair-Share" exercise, students will offer their reflections to their peers and then react to them through a classroom wide discussion.

In pairs, students will then be assigned a paragraph from the selected document (for example Facebook terms of use) and asked to rewrite it in their own words. Once finished, students are to present their paragraphs to the class and explain what this means for the user.

Next, the teacher will present the Ad Council's "Bulletin board" PSA http://www.youtube.com/watch?v=ja8xtQNQYDQ. After viewing a couple of times, ask students in small groups (about 4 students per group) to discuss what they see happening, how it made them feel and what it made them consider.

Students will then return to their copy of a social network's terms of service and locate sections of the terms of use that allow room for appropriation of personal photographs, ideas and text. Encourage the students to focus on how easy/ difficult it was to extrapolate the information required to fully understand what would be done with their personal information. Once completed, students will share and compare what they discovered and then brainstorm, in a whole class setting, how what is hidden within social network policies could harm us.

Resources

Terms of use and privacy policy for popular social networking site; Ad Council's Bulletin Board PSA http://www.youtube.com/watch?v=ja8xtQNQYDQ

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Activity 3
Privacy and You

Description

Based on the previous activity, the teacher will present the students with examples of what may happen to the images, text and videos you post online. For example, when you display a picture or entire album on Facebook, friends of friends can see them.

Divide the class into small groups (about 4 per group). Distribute one example of who can access your posted information to each group. Groups will then read the article, discuss what they discovered, offer their responses on what they have read and discuss the hidden cost of posting personal information online. Each group must prepare themselves to present a synopsis of the article and a brief overview of what was discussed amongst themselves. In order to ease the process, the graphic organizers **Taking Notes** and/or **Common Ground** can be used to support the group's thinking.

At this point, the teacher may want to hold a class discussion over whether or not social networking corporations should produce more accessible terms of use or privacy policies if they are allowing younger users to share their information.

The teacher should then distribute the outline for the performance task of this LES, **Awareness and You**, focusing on and Awareness Campaign for their peers endorsing their personal viewpoint of social networking and today's youth. Time should be taken to briefly go over the outline but a more detailed explanation will follow in an upcoming class.

Resources

Examples to use for small group discussion can be found at:
http://www.cbc.ca/canada/montreal/story/2009/11/19/quebec-facebook-sick-leave-benefits.html
http://www.theglobeandmail.com/news/technology/facebook-backs-down-on-privacy/article1580759/
http://www.pcworld.com/article/196787/goodbye_to_privacy.html

Tools

Taking Notes (CCC1-24)

Common Ground (CCC7-1)

Awareness and You

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Activity 4
Sexting and You

Description

Depending on technology available, the teacher will explore the following sites with the students. It would be preferable for students to surf the sites in either partners or small groups, complete the **Internet Search Plan** graphic organizer and then share their understanding as a whole class. But if need be, the teacher can lead the whole class through an exploration of the sites and have the students complete the graphic organizer along the way.

Possible sites that focus on sexting and awareness geared for teens can be found at http://www.thatsnotcool.com/ and http://www.texted.ca/app/en/.

Resources

ThatsNotCool.com
http://www.thatsnotcool.com/

TextEd.ca
http://www.texted.ca/app/en/

Tools

Internet Search Plan (CCC1-15)

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Activity 5
Pressures and You

Description

Have students engage in a role-playing activity in small groups.

Students will be assigned specific roles through which they will attempt to pressure a "volunteer" group member to do something they might not really want to do. Have the rest of the group try to pressure the volunteer by making compelling arguments. Encourage them to be persistent. Let them make promises, etc.

Possible scenarios to modify could be as follows:

- You are at school taking a test. The person sitting next to you is cheating and offers the test answers to you.
- Your friends decide they are mad at the teachers and are not going to study for the social studies test. They are also not going to do homework for the rest of the week.
- You are on your way home from school. Your best friend shows you a pack of cigarettes and says, "Let's go over here behind the building and smoke one.
- You are walking to school. Your friend, who skips school a lot, tries to get you to cut with him.
- You are going to the store for your mom and you see two of your older friends hanging around the store. They try to get you to steal a bag of chips for them and promise you a ride on their motorcycle in return.
- It's after dark and you're playing outside. Some of your friends decide it would be fun to throw rocks at some cars. (Susan Carney found at http://lesson-plans-materials.suite101.com/article.cfm/peer_pressure_lesson_plan)

Following the scenarios, have the students divided into groups of four. Hand out a **Placemat Group Discussion** graphic organizer to each group and have them each write down what they believe the definition of "Peer Pressure" to be. Once each person has filled in their corner have the groups discuss the definitions amongst themselves and then come to an agreement on what their understanding of the definition is (remembering to take ideas from all group members) and write a group definition in the centre of the **Placemat Group Discussion** graphic organizer.

The following definitions can be used as a reference:

"Peer pressure is the pressure, stress or strain you feel from friends and classmates to act, behave, think and look a certain way. This kind of pressure can cover everything from fashion through to sex and dating." (http://www.likeitis.org.uk/peer_pressure.html)

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Types of Peer Pressure

1. Positive peer pressure. Any situation in which peers support and encourage constructive actions for one another is positive peer pressure. This is the type of age-appropriate peer pressure that we want to encourage. For example: team members push one another to get psyched up for a big game, or a friend encourages your teen to stay home and study hard for an upcoming exam.
2. Neutral peer pressure. This is the naturally occurring peer pressure to go along with the crowd in a way that's not harmful to others. This type of pressure occurs frequently in the teenage years and should not be considered a problem. For example: your son's friends encourage him to go with them to the movie they're all dying to see, or a friend tells your daughter that everyone's going to the football game Friday night and asks if she's coming too.
3. Negative peer pressure. This undesirable peer pressure to do something that places a teen in danger or is hurtful to others is definitely cause for concern. For example: your daughter's boyfriend encourages her to try using ecstasy and insists it will be fun, or your son's friends ask him to bring his baseball bat when they gather to drive around town so that they can knock down people's mailboxes. (http://www.msnbc.msn.com/id/6867362/)

A class wide discussion can be held to gain a stronger understanding of pressure and the variety of ways it can surface in the life of a teenager.

Have the students complete the **Under Pressure** graphic organizer in order to for them to consider the multiple people in their lives that they feel pressured by such as parents, friends, teachers, siblings, coaches, etc. They can give examples of the three different types of pressures (positive, neutral, negative) each of these individuals place on them. Once this is completed have the students share their examples with their classmates.

Show the students the Ad Council's PSA "Choose What Happens Next" http://www.youtube.com/watch?v=pGkaw44-Ql4

As a class or within small groups, ask students to discuss the following questions:

- Who or what places the most pressure on you?
- Which pressures tend to be more covert? Which pressures are more overt?
- Taking the pressures you experience into account, how much control do you think you have over certain situations? How much control would you have over deciding whether or not to send the picture? How much control would you have over deciding whether or not to show your friends the picture?
- What effects do these pressures have over the choices you make?
- What effects do these pressures have over your identity?

Students will engage in a free-write activity aimed at exploring their identities through two separate lenses:

- Who they are
- Who they feel pressured into being

The teacher may also want to have students describe the key differences between their two selves and explain why they think these differences exist.

Other possible areas of reflection include:

- Whether or not it is possible to satisfy all the pressures you feel
- How they negotiate the choices they make under the pressures they feel
- How they negotiate their identities under the pressures they feel

Finally, ask students to write a brief essay about something that's so important to them that they wouldn't do, change or give it up no matter what their friends think.

Resources

"Choose What Happens Next"
http://www.youtube.com/watch?v=pGkaw44-Ql4

Scenarios
http://lesson-plans-materials.suite101.com/article.cfm/peer_pressure_lesson_plan

Peer pressure definitions
http://www.likeitis.org.uk/peer_pressure.html and
http://www.msnbc.msn.com/id/6867362/

Tools

Placemat Group Discussion

Under Pressure

Activity 6
Anonymity and You

Description

Teacher is to hand out a copy of one photograph of a teenager (from flickr.com) to each student in the class.

Have the students write a short paragraph offering their opinion about this person based solely on the photo. Tell the students that their opinions will be completely anonymous and no one will know what they wrote. Inform students that they can be completely honest about this photo and that they do not have to worry about being nice/mean/etc., just to be honest. Inform the students that the teacher will type the responses to ensure anonymity, but that the photos will be displayed to the class with all of the comments below it. Give the students 5-10 minutes to write. When completed, have the students place their opinions in a box at the front of the class.

Ask students to form small groups of about 4 students. Display the photos again and, this time, ask students to discuss in their groups, their opinions of the person in the photo. Make sure that everyone shares their opinion orally. Give the groups about 10 minutes to share.

Next, have the students discuss the following questions in their small groups and then together as a class:

1. How did you feel about discussing your opinions of the photo verbally with each other as opposed to writing a private opinion?
2. What if the person in this photo was going to see your anonymous opinion, would it change what you wrote? Why or why not?
3. What if the person in this photo was present during your discussion with your group? Would the opinion that you put forth change? Why or why not?
4. Does a person's filter of what they are willing to say change when their name is not attached to what they are saying and they are anonymous? If so, in what way does it change?
5. Does feeling anonymous empower a person to say things that they might not say if their names were attached to their comments or they were face to face? Why or why not?

Resources

Photos of a teenager
www.flickr.com (search in creative commons)

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Activity 7
Context, Control and You

Description

Part one: Intended versus perceived

Teacher is to pass around an online photo of Miley Cyrus (google Miley Cyrus and racist photo) to the students. Have each person write down what they see going on in the photo.

Then in small groups have the students discuss their perceptions of the photo.

Next, view a Miley Cyrus YouTube clip to demonstrate context. http://www.youtube.com/watch?v=RVA6sTaxES4

Ask the following discussion questions (allow students to discuss in groups and as a class):

- What did Miley claim that she was doing in this photo?
- How was the photo perceived by others?
- Regardless of whether she stated her actual intentions with that photo or whether she is just covering up from a mistake, what happened when she posted that photo online?
- Did your perception of the photo match what she claimed was her intention?
- When you post a photo of yourself online, is it guaranteed to be perceived the way that you intended it?

Part two: control

Have each one of the students make up something about themselves which is not true and have them write it on a piece of paper. Collect what they wrote and hand them out randomly to other members of the class. Inform the class that they can share the messages that they received with their peers.

Next, have the students write a second made up detail about themselves, but inform them that this time, they will choose one person who gets to see what they wrote. Allow the students to pass their details around to each other.

Ask the students the following discussion questions:

- If the things that you wrote about yourselves were in fact true and not made up, would you feel comfortable sharing them with the peers of your choice? What about sharing them with anyone who can find them? Why or why not?
- Still imagining that you wrote real details about yourself, would knowing that you were in control of who saw what you wrote make you feel more comfortable about sharing it?
- Would who can see it make a difference in what you were willing to write?

Show the students the Ad Council PSA “Think before you Post” a couple of times
http://www.youtube.com/watch?v=OhBknvwgfmk&playnext_from=TL&videos=pXnm14tL8Bs

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Present the following discussion questions (in small groups and as a class):

- Even though Sarah made a choice to post everything that she placed online, did she have control over it once it was posted?
- Do websites like Facebook and Twitter give off the impression of control? If so, how do they do so?
- What are some ways to have more control over what you post online?

Have the students do a quick write as a closure to this activity and as a way to see what they are thinking and feeling at this point. Those students that want to share their writing should be invited to do so.

Resources

Photos of a teenager
www.flickr.com (search in creative commons)

Miley Cyrus photo

YouTube clip of Miley Cyrus
http://www.youtube.com/watch?v=RVA6sTaxES4

Ad Council "Think before you post" PSA
http://www.youtube.com/watch?v=OhBknvwgfmk&playnext_from=TL&videos=pXnm14tL8Bs

Activity 8
Awareness and You

Description

The teacher will then revisit with the students the **Awareness and You** outline that they looked at a couple of classes ago. They will understand that as a final performance task for this LES, they will work in pairs in order to create material for an Ad Campaign which will include a podcast and a newsprint ad highlighting the positive/negative aspects of social networking.

Newsprint ad
The students must take time to immerse themselves into examples of successful ad campaigns. The teacher may want to view posters and newsprint ads created by the Ad Council with the class and deconstruct them for elements and effective use of language and media. They can be viewed at http://www.adcouncil.org/default.aspx?id=15. The graphic organizer, **Deconstructing Visual Texts – Still Images,** may be used for this exercise.

To assist the students in the poster/newsprint ad process they should visit Adbusters for some step by step solid advice https://www.adbusters.org/spoofads/printad. In order to keep them on track with their project, they will complete the **Project Timeline** graphic organizer at each step of the process.

Podcast
For the second feature of their Awareness Campaign, the students will be involved in the making of a podcast. The following site http://www.learnquebec.ca/en/content/pedagogy/cil/lead/pod101/podcast.html will assist the teacher and the students to understand, plan and produce an effective and skilful product. Again, the **Project Timeline** graphic organizer can be used to keep the students on track.

When both tasks are completed, the students will be asked to present their Awareness Campaign to their peers. A peer evaluation **Communication - Peer Feedback** as well as a self evaluation **Mission...Accomplished** is to be completed following the oral presentation of each pair of students. If so desired, **Reflecting on How I Used Information, Reflecting on How I Exercised Critical Judgment**, and **Reflecting on My Work Methods** can be completed along with a teacher-student conference and a class developed Media Production rubric in order to evaluate the students' competency with this LES.

Resources

Ad Council campaigns
http://www.adcouncil.org/default.aspx?id=15

Adbusters site
https://www.adbusters.org/spoofads/printad
http://www.learnquebec.ca/en/content/pedagogy/cil/lead/pod101/podcast.html

Tools

Awareness and You
Deconstructing Visual Texts- Still Images
Project Timeline (CCC5-9)
Communication - Peer Feedback (CCC9-1)
Mission...Accomplished (CCC9-4)
Reflecting on How I Used Information (CCC1-18)
Reflecting on How I Exercised Critical Judgment (CCC3-9)
Reflecting on My Work Methods (CCC5-11)

Appendix

Student Tools

Awareness and You

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CCC7-1 Common Ground

CCC9-1 Communication - Peer Feedback

CCC9-4 Mission...Accomplished

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Date : _____

Name : _____

Awareness and You

How can what I don't know hurt me?

Your goal is to develop an Advertising Campaign targeted at your peers. The material you will be creating will include a newsprint ad and a podcast which will be aimed at highlighting the positive and/or negative aspects of social networking. Once completed, you will present your campaign orally to the rest of the class.

Required elements for your **newsprint advertisement**	**Self-check** Once the task is completed, check the box
• Language and argument geared for your **target audience**	☐
• A **visual** that will draw attention to your advertisement	☐
• A short, snappy **headline**	☐
• Clear, precise, and honest **copy**	☐
Required elements for your podcast	**Self-check** Once the task is completed, check the box
• Decide on a **format** (interview, skit, narrative, rap...)	☐
• The **script** should be written out, conferenced with peers and the teacher and then revised	☐
• Include a jingle, sound effects, or other **audio** additions	☐
• Practice so as to have a natural **voice** with good pacing	☐

Social media should improve your life, not become your life!

-Patrick Driessen

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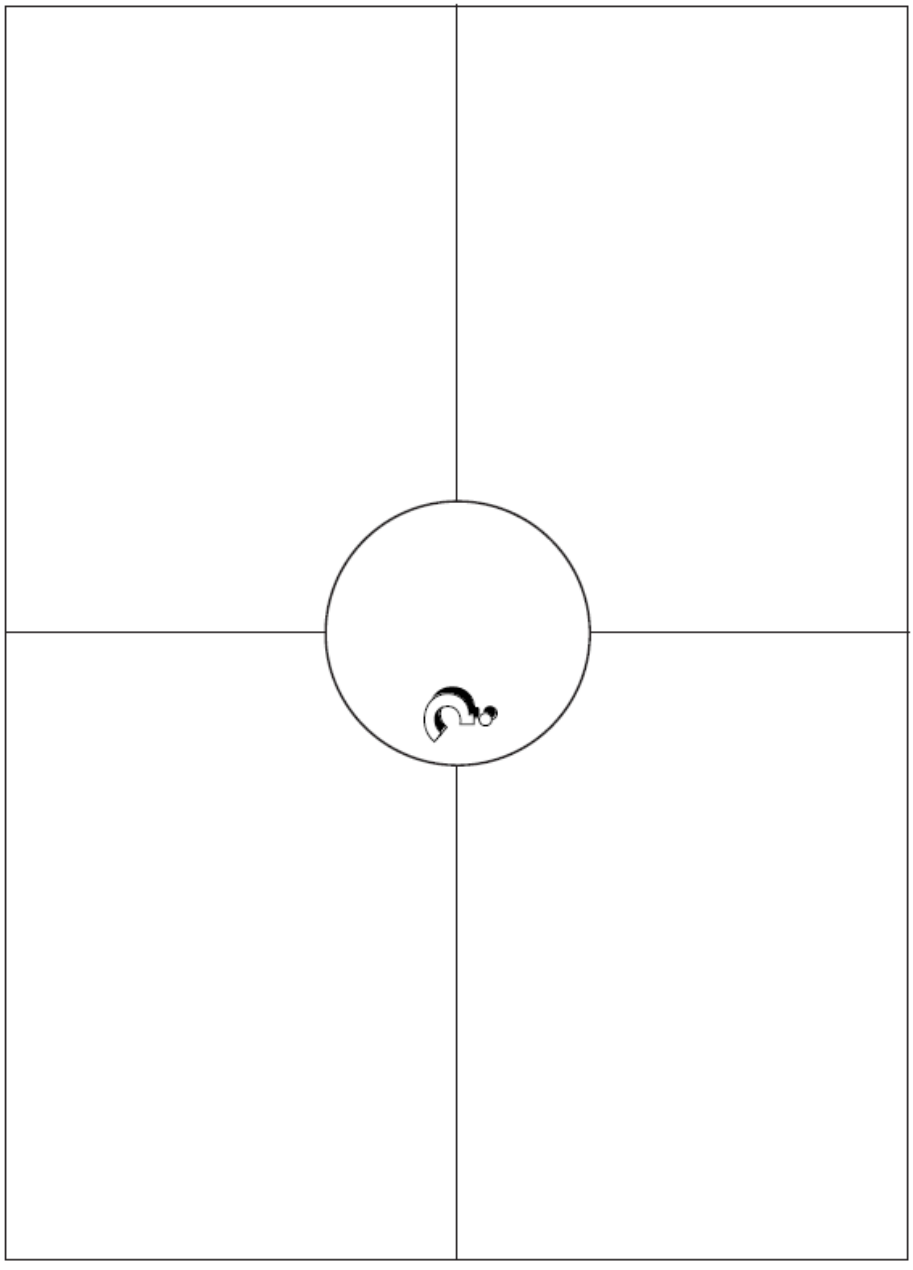
PLACEMAT GROUP DISCUSSION



Name:

Date:

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Elementary Cycle 3

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Date : _____

Name : _____

Under Pressure

Examples of positive, neutral and negative pressure

List the different people in your life that put pressure on you. **Next**, give examples of situations where they have exerted positive, neutral and negative pressure on how you think, act or speak.

I sometimes feel pressured by:	**An example of *positive pressure* would be:**	**An example of *neutral pressure* would be:**	**An example of *negative pressure* would be:**

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Date _____ Subject _____

Name _____

Deconstructing Visual Texts

Identifying elements that contribute to making meaning

Moving or media text video, animation, slideshow

Text for deconstruction >

Include title, creator, date of distribution or release, URL if applicable.

Camera language >
type of shot(s), angle(s), composition, etc.

Codes and Conventions

Who is the intended audience of this text?

How do you know?

What is the purpose or function of this text?

Audio >
ambient noise, music, narration, specific noises or audio effects (ex.: echo), etc.

Codes and Conventions

Lighting >
bright, dark, shadowy, spotlights, significance of lighting, etc.

Codes and Conventions

To entertain, persuade, inform, promote?

Visual symbolism >
patterns, overt symbols, branding, colour

Codes and Conventions

Editing >
transitions, pacing, juxtaposition of shots, sequencing, etc.

Codes and Conventions

Multiple meanings >

What are the possible meanings of the text? What is the main message or idea?

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Name _____

Internet Search Plan

Evaluating pertinence of sources

Which sites were most useful? Why? ▼

Site name _____ **URL: http://** _____ **Information found ►**	**Site name** _____ **URL: http://** _____ **Information found ►**
Site name _____ **URL: http://** _____ **Information found ►**	**Site name** _____ **URL: http://** _____ **Information found ►**

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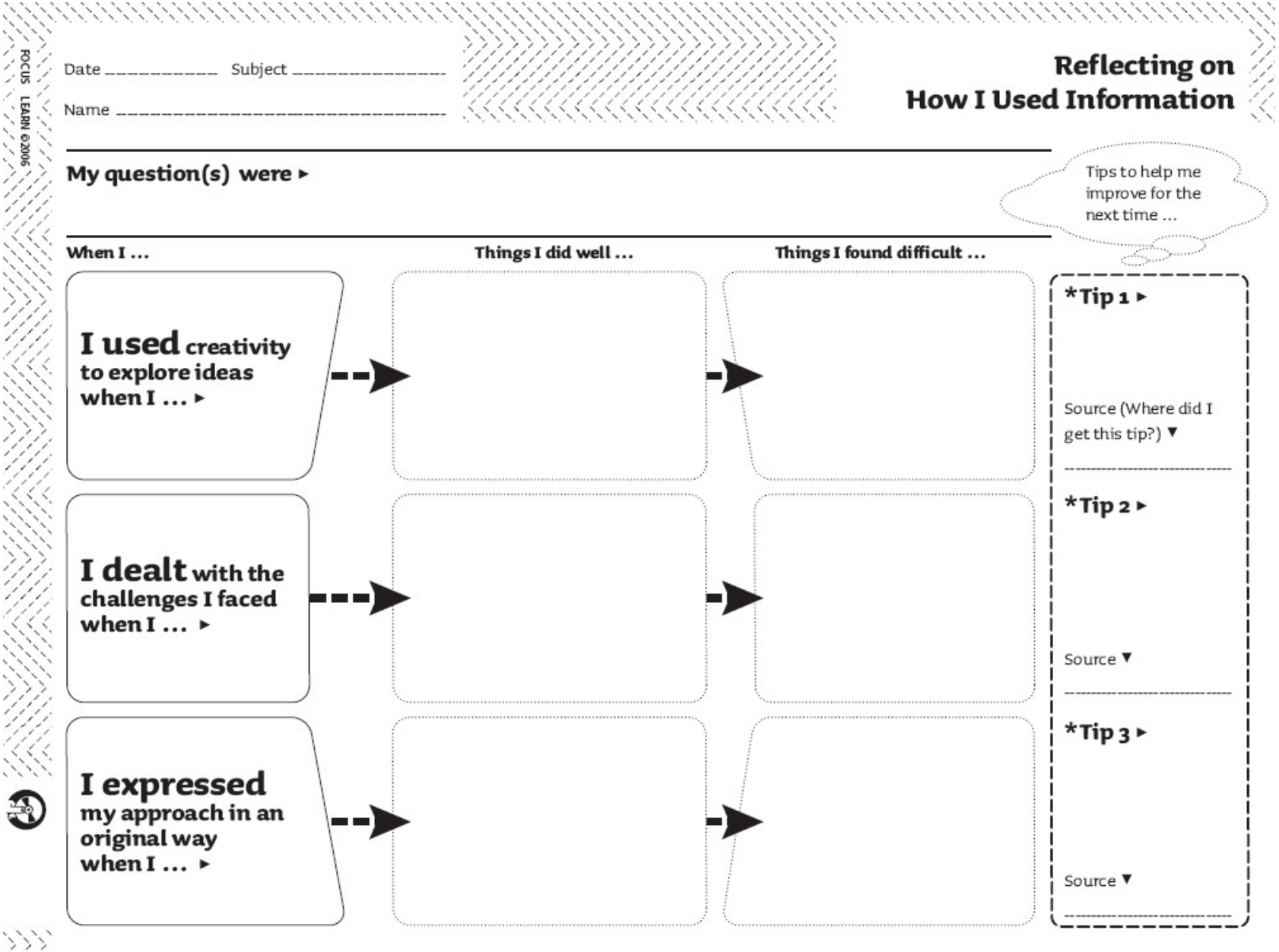

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Reflecting on How I Used Information

My question(s) were ▸

Tips to help me improve for the next time …

When I …	Things I did well …	Things I found difficult …
I used creativity to explore ideas when I … ▸		
I dealt with the challenges I faced when I … ▸		
I expressed my approach in an original way when I … ▸		

***Tip 1 ▸**

Source (Where did I get this tip?) ▼

_____

***Tip 2 ▸**

Source ▼

_____

***Tip 3 ▸**

Source ▼

_____

Date _____ Subject _____

Name _____

Taking Notes

A framework for efficient notetaking

Notes on ▸ _____

Outline ▾	Webbing or Diagrams ▾

Summary or Key Points ▾

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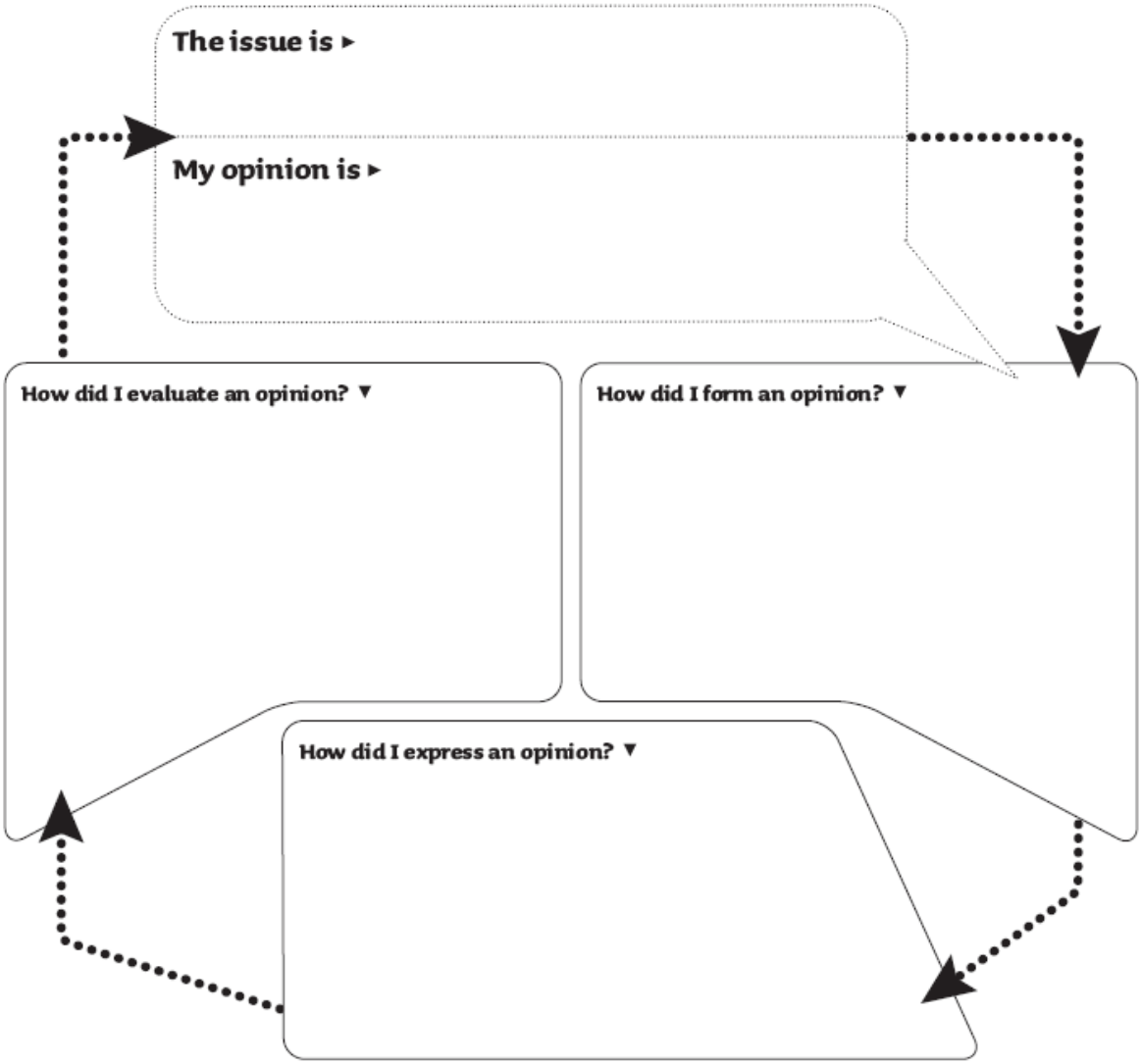
Date _____ Subject _____

Name _____

Reflecting on How I Exercised Critical Judgment



Next time I will work on … ▸

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Date _____ Subject _____

Team Members _____ _____

_____ _____

Project Timeline

Use the timeline below to plan what tasks you will do when. When you are finished, check off what you have completed.
Use a highlighter for what you still need to do. ▼

Date _____ ▼	Date _____ ▼	Date _____ ▼	Date _____ ▼	Date _____ ▼

Start date

_____

Revising the Plan

Are we on track with our plan? ►

Does it need to be revised? ►

Due date

_____

Date _____ Subject _____

Name _____

Reflecting on My Work Methods

Assessing the effectiveness of methods and approaches chosen

Place an X on the 'Needs Improvement – Well Done' line to indicate where you feel you are for each of the points listed on the left. ►

☐ Organizational skills	Needs Improvement — Well Done
☐ Ability to manage my time	Needs Improvement — Well Done
☐ Breaking down the project into manageable sections	Needs Improvement — Well Done
☐ Actively contributing to the final product	Needs Improvement — Well Done
☐ Taking pride in the final product	Needs Improvement — Well Done
☐ Respectful collaboration	Needs Improvement — Well Done
☐ Research skills	Needs Improvement — Well Done

What I would do again? ►

What I would improve? ►

What I would do differently? ►

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Date _____ Subject _____

Name _____

Common Ground

Taking my place among others

Topic ▸

1 ▸ Have each student **brainstorm** his/her ideas or values and perceptions about the topic

2 ▸ As a group, **identify** your common or shared values and perceptions and write them in the box

Student 1 ▸

Student 2 ▸

Common Values or Perceptions ▾

Student 3 ▸

Student 4 ▸

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Date _____ Subject _____

Name _____

Communication: Peer Feedback

Giving feedback based on criteria

This is feedback for (name) _____

On (project, presentation, etc.) _____

Criteria	Comments and/or score
Clarity of the communication Was the communication clear and easy to understand?	
Audience fit Was the communication right for the audience?	
Modes and media chosen Were the modes and media chosen the right ones?	
Clarity of the intention What did the communication try to do? Was it clear? (Did it want to inform you, make you laugh ...)	
Effectiveness Did the communication do what it wanted to do? (Did it inform you, change your mind about something, make you laugh?)	
Strategies used How did the person/people get their message across?	
Class criteria/own criteria	
Class criteria/own criteria	

Suggestions for next time ▸

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Name _____

Mission ... Accomplished

Assessing my communication using self-analysis

The message or idea I communicated was ►

My target audience was ►

The modes of communication I chose were ►

Did the audience understand my message? (Colour the arrow) ►

Not well — Very well

Self Evaluation ▼

The strengths of my communication were ▼

-
-
-

I could have improved my communication by ▼

-
-
-

How effective were my communication techniques? (Colour the arrow) ►

Not effective — Very effective

Explain ... ►

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