

FACILITATION STRATEGIES

CORE LESSON

1 PREVIEWING ACTIVITY

- Write the word DRUG DEALER on the board.
- Provide each student with a piece of paper.
- Ask half of the class to draw what they think a drug dealer looks like, the other half to describe the drug dealer.
- After a few minutes, collect the papers and discuss your class' drawings.
- Ask:
 - What did you notice about the descriptions and the pictures?
(Note: They will most likely be similar and very stereotypical – male, wearing black, scruffy looking, sneaky, hiding in an alley, etc.)
 - Do you believe that all drug dealers look like this? Discuss.
 - Why do you think most people drew or described the drug dealer in much the same fashion?
 - Does anyone know what that is called? (Stereotyping)

2 LINK TO THE COMMERCIAL

- Ask them if they can think of other examples of stereotyping. (Police officer, teacher, hero, villain, etc.)
- Develop a working definition of stereotyping. (People's perceptions of what something or someone should look like and act like.)
- Explain that they are going to watch a commercial dealing with people's perceptions of teenage drug use.

RATIONALE

The fact is, most young people choose NOT to use drugs. It is important for children to know this and to make their own informed choices about harmful substances.

PURPOSE

To examine perceptions of drug use and to develop positive decision making skills that will provide tools for young people to say no to harmful substances.

FOCUS FOR VIEWING: BE TRUE TO YOU

As you watch this commercial, try to find the message this young boy is telling us.

VIEW THE COMMERCIAL

BE TRUE TO YOU (30 SECONDS)

3 POSTVIEWING ACTIVITY

DRUGS? NO, THANKS! I'D RATHER BE _____

- Discuss the commercial by asking what the boy was trying to tell us. (Just because we are young doesn't mean we are stupid!)
- Ask them to explain how stereotyping fits into this message. (There is a perception that young people are all vulnerable to drug abuse and that they make unwise choices.)
- Explain that in fact, most young people choose NOT to use drugs.
- Tell them today they are going to make posters which illustrate the choices that children are really making about their lives, including drug use. They are to focus on the fact that it is cool and very normal not to want to use drugs.
- Brainstorm several ideas on how they could show their community they prefer to do healthy things (ride their bike, play soccer, read a book, listen to music, etc.).
- Ask them to complete a poster illustrating something they like to do that is a healthy, substance free choice.
- On the bottom of each poster, have them neatly print DRUGS? – NO, THANKS! I'D RATHER BE _____.

CLOSURE

Why do you think some people assume young people will probably get involved with drugs or make other poor decisions?

Where do you think these posters should be displayed? Why?

What did you learn from this commercial and this exercise?

EXTENSION ACTIVITIES

SKILLS EXTENSION ONE

▶ GOOD NEWS!

SUBJECT FOCUS: LANGUAGE ARTS, PERSONAL AND SOCIAL STUDIES

- Discuss the commercial and the statement where the boy says, “I’ll be responsible about _____.”
- Ask them what they think that means.

Educator’s Note: *Although the young man in the commercial is referring specifically to drinking, focus the discussion more around the aspect of responsibility for ANY choices. Students in these early years should not be thinking in terms of drinking responsibly yet, but rather of making choices in all areas of their lives.*

- Explain that today they are going to think about the term ‘responsibility’ and decide what that means to them in terms of choices they make.
- Ask them what responsibilities they have at home (feed the dog, take out the garbage, make the bed, etc.). What about school (complete work, listen, participate, etc.)?
- Discuss what would happen if they didn’t complete their responsibilities for several weeks (the dog would die, the garbage would smell, the bed would be messy and dirty, etc.).
- Divide them into pairs and ask them to come up with their own definition of responsibility.
- Share the responses and devise a ‘class’ definition. Post it on chart paper in the room.
- Tell them that just like the responsibilities they have at home and at school, they will constantly have responsibilities about making wise choices in life as they grow.
- Provide each student with a piece of paper and ask them to select one healthy choice they will have to make (whether to smoke, drink, use drugs, etc.).

- Explain that they are responsible for their own choices and ask them to fold their paper in half. On one side it says, “MY RESPONSIBLE HEALTHY CHOICE IS...” On the other side, “THE REASONS FOR THIS CHOICE ARE...”
- When they have completed the task, ask them to fold the paper in half and decorate the cover to design a card for their families to share their good choice news.
- Share the completed results and have your students take them home to show their families what healthy choices they have made.

CLOSURE

What did you learn about responsibility?

How do you feel about your healthy choice?

Who do you intend to give your GOOD NEWS card to?

A Step Further

Consider sending some of the GOOD NEWS CARDS to members of your community – your local members of parliament, your local television and newspapers, your community Health Unit, etc. Ask them to write letters back to the children to congratulate them on their responsible choices!

SKILLS EXTENSION TWO

▶ ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY

SUBJECT FOCUS: SELF ESTEEM

NOTE: This lesson plan is most appropriate for younger children and could be a peer teaching lesson.

- Gather the students and ask them to listen as you read the story “Alexander and the Terrible, Horrible, No Good, Very Bad Day” by Judith Vears.
- Ask:
 - How many of you have ever had a rotten day?
 - How does it make you feel?
 - What are some of the causes of horrible days?
- Explain that you are going to build a “Terrible, Horrible, No Good, Very Bad Day”. Ask someone to volunteer one thing that could make their day horrible. Move from student to student, adding to the ‘horrible day’.
- Tell them that just because bad things happen to them which make their day horrible, it doesn’t mean that they are bad.
- Ask:
 - What do you think it means when we say someone has low self-esteem?
 - How do people act when they have low self-esteem?
 - What do people act like when they have good self-esteem?
 - Who can help you turn a bad day around by improving your self-esteem? (friends, family, teachers, etc.)
- Explain that you are now going to build a “Great, Wonderful, Awesome, Super Day” as a class.
- Repeat the procedure of asking for a volunteer to start the ball rolling. Move from student to student building this great day. Be creative!
- When you are having a bad day, do your strengths disappear? No! Ask students to write down their best qualities on a piece of paper and tell them to keep it in their pocket. Then, when they are having a bad day, they can refer to this piece of paper to remind them of their strengths.

CLOSURE

What did you learn from this experience? (Just because bad things happen, it doesn't mean we are bad. We can help ourselves and others to build self-esteem.)

List three things you are going to do this day to improve your own self-esteem.

List three things you can do this week to improve someone else's self-esteem.

A Step Further

- Consider hosting a 'Parent Night' to share the commercials and demonstrate the learning through discussion. Explain the purpose of the commercial with practical examples of how to improve self-esteem. See Jack Canfield's "100 Ways to Enhance Self-Concept in the Classroom".
- Search the Internet for information related to self-esteem and boys and girls.
- Visit your local library. Research books related to self-esteem.

SKILLS EXTENSION THREE

▶ COMMERCIAL BOUND!

SUBJECT FOCUS: LANGUAGE ARTS, FINE ARTS

- Discuss the commercial by asking the students to explain the message. (“Just because we’re young doesn’t mean we’re stupid!”)
- Explain that today they are going to have an opportunity to tell the world they are responsible and that they have every intention of making good choices about their health.
- Tell them they are going to design a commercial by developing a storyboard to advertise the fact that young people are making wise choices, just like the boy in the commercial.
- Divide them into groups of two or three and provide them with paper for their plan.
- Review the characteristics of an eye catching commercial – COLOURFUL, SIMPLE, CLEAR, ACTION PACKED, USES MUSIC, USES TECHNOLOGY, COMPUTER EFFECTS, ETC.
- Remind them that a commercial is seen by viewers mixed in with a number of other commercials, so the message has to be short (:15, :30 or :60 seconds) and to the point.
- Give them time to prepare the rough draft. Share with the class for feedback, edit and complete the storyboard.

CLOSURE

Where do you think the best place would be to put your commercial? Why?

What do you hope to accomplish by making this commercial?

How will you know if your message was received?

A Step Further

Consider contacting your local television station or Kids’ Club, i.e., YTV, Global Television Kids’ Club, Baton Broadcasting Kids’ Club, etc., to see about producing your commercial. Have a contest to select a winner for the commercial storyboard. The prize will be to produce and air their commercial.

SKILLS EXTENSION FOUR

▶ TRUE OR FALSE

SUBJECT FOCUS: LANGUAGE ARTS,
PERSONAL AND SOCIAL STUDIES

- Write the title of the commercial “BE TRUE TO YOU” on a piece of chart paper.
- Ask: What do you think this statement means? (Copy down the responses.)
- Explain that they are going to complete a ‘True or False’ quiz about statements that may affect their lives and their choices now and in the future.
- Tell them to be as honest as they can. Explain that this is for their personal use and will not be marked.
- Pass out the TRUE OR FALSE QUIZ (Appendix I).
- Allow students time to reflect on their answers.
- Discuss the statements, one at a time, asking volunteers for their opinions.
- After discussion, provide opportunities for them to change their responses.
- Ask them to glue the quiz in their notebook so that they can reflect on their choices over the course of the year.

CLOSURE

What did you find easy about the quiz?

What did you find difficult?

Do you think identifying some of your life choices will make it easier to “Be True To You”? Explain.

A Step Further

Encourage children to take the quiz home and discuss it with their families. Ask them to try it out on an adult. How do the results compare? There are a lot of issues here that would make excellent ‘springboards for discussion’!

APPENDIX I

TRUE OR FALSE QUIZ

Answer as honestly as you can: (circle T – true or F – false)

- | | | |
|---|---|---|
| 1) Pleasing my parents is very important to me. | T | F |
| 2) Most of the time, I try to do what I believe is right. | T | F |
| 3) Growing up healthy is important to me. | T | F |
| 4) I am worried about peer pressure. | T | F |
| 5) I don't ever intend to take harmful drugs. | T | F |
| 6) I make my own decisions about my life. | T | F |
| 7) My friends have a large influence on me. | T | F |
| 8) I am responsible. | T | F |
| 9) I think I will be a successful person. | T | F |
| 10) I would tell on a friend if I thought they were in danger. | T | F |
| 11) I am pretty knowledgeable about drugs. | T | F |
| 12) It will be harder to "Be True to Me" as I get older. | T | F |
| 13) I care about what others think of me. | T | F |
| 14) I am a good role model for younger children. | T | F |
| 15) I am a happy person and in control of my life. | T | F |
| 16) I make good healthy choices. | T | F |
| 17) I trust my sense of what is right and what is wrong. | T | F |
| 18) If I need help, I will ask for it. | T | F |
| 19) I think that young people are basically good. | T | F |
| 20) I have goals for my future. | T | F |
| 21) If bad things happen to you or you make a mistake, you are a bad person. | T | F |
| 22) If I am confused or do not understand something, I will ask someone I trust for help. If that person does not help me, I will ask someone else I trust. | T | F |

SKILLS EXTENSION FIVE

▶ A 'CHOICE' CELEBRATION

SUBJECT FOCUS: PERSONAL AND SOCIAL STUDIES,
LANGUAGE ARTS

- Watch the commercial a second time asking your students to focus on the positive attitude of the young person, his clear message and his approach to making healthy choices.
- After viewing the commercial, discuss the questions in the Choice Situation Cards (Appendix II).
- Tell them that most young people choose NOT to use drugs and that this is cause for celebration.
- Explain that they are going to host a 'CELEBRATE YOUTH' evening and invite the community to share in their wise choices.
- Tell them they are to plan an evening that will illustrate to parents, media, and other concerned citizens the fact that they are responsible, caring young people who intend to grow into responsible, caring adults!
- Suggest that at least one activity include showing the commercial to the audience and conducting an interactive discussion with the audience about the message, the stereotyping, and the fact that young people are basically good!
- Brainstorm activities that might help to promote positive feelings towards youth (role plays, panel discussions, youth speakers, etc.).
- Elect a chairperson to run the event. Set up committees to handle various responsibilities (decorations, food, program, invitations, speakers, publicity, video technicians, etc.) – something for everybody.
- Allow time for planning. Provide suggestions but leave the agenda to the students.
- Have a 'Dress Rehearsal' to make final changes and work out last minute details.
- Celebrate!

CLOSURE

How would you evaluate the success of the celebration?

Do you think it helped to promote a more positive attitude toward youth?

What suggestions would you have for the next time this is done?

A Step Further

Youth advocacy is a skill that should be promoted as much as possible. If young people truly believe they are basically good, they will act accordingly. Consider extending the 'Celebration of Youth' theme into the community. Suggest it be the theme for the next Education Week, or perhaps a local fair or community sponsored event.

CHOICE SITUATION CARDS

- You and your friend are hungry. You played all morning and missed lunch. There is a bowl of fruit on the counter and a bag of chips. **What is the healthy choice?** Act it out.

- It is a beautiful day. You are on your way home from school to do chores and homework. Your friends stop you and ask you to play basketball instead. **What should you do?** Act it out.

- You have a terrible headache and your friend offers you some aspirin. His parents aren't home, but he says he uses it all the time. **What is the healthy choice?** Act it out.

- You are on medication for an ear infection. Your friend invites you to go swimming. It is hot and you really want to go. **What is the healthy choice?** Act it out.

- Your friend invites you over for the day and suggests the two of you not eat all day so you can look thin at the concert tomorrow night. **What is the healthy choice?** Act it out.

- You and your friend are looking for something in the cupboard when you come across a bottle of baby aspirin. Your friend says, "Let's share it. It tastes great, and it can't hurt us because we are not babies." **What is the healthy choice?** Act it out.

- You have been invited to go camping with your friend. You go exploring and find a quarry full of water. Your friend says, "Come on! Let's dive in!" **What is the healthy choice?** Act it out.

- You and your friend are babysitting and you see a bottle of cough syrup on the table. Your friend says it contains alcohol and tastes great. She wants you to try it. **What is the healthy choice?** Act it out.

- It is a hot day and you are swimming in the back yard. Your friend says, "Let's see how tanned we can get today. Let's not wear sunscreen." **What is the healthy choice?** Act it out.

- You and your buddies have built a tree fort in the back field. You find some wild mushrooms growing near the fort. "Hey, maybe they are 'magic mushrooms'. Let's try them!" says your friend. **What is the healthy choice?** Act it out.

MEDIA LITERACY LESSON

WHAT'S YOUR ANGLE?

1 PREVIEWING ACTIVITY

- Explain that television consists of a set of three elements: picture, sound and movement.
- Ask the students to explain the relationship between these elements.

2 LINK TO THE COMMERCIAL

- Tell them that there are various camera angles that help to create certain feelings for the viewer. For the purposes of this lesson, they need to be familiar with the following:

Wide Shot – used to show the setting and surrounding background

Medium Shot – used to draw the attention closer to the subject of the video

Close-up – used to focus on a particular object or person

FOCUS FOR VIEWING: BE TRUE TO YOU

As you watch this commercial, look for examples of how the camera crew used a wide shot, a medium shot, and a close up shot.

VIEW THE COMMERCIAL

BE TRUE TO YOU

(30 SECONDS)

3 POSTVIEWING ACTIVITY

THE TECHNICAL SIDE

Picture

- Pass each student a 15 cm square picture frame (made from cardboard). Have them find a partner and use their “camera” to practice zooming in and out while their partners act as the subject. Have them experiment with wide shots, medium shots and close ups.
- Tell them you are going to show them a commercial three times: the first time, they are to focus on the picture only (turn the sound off). View the commercial, asking them to raise their hands when they see a wide shot. Pause for each shot – i.e., the wide shot (the group of students sitting in the stands), the medium shot (as the boy sits down), the close-up (at the end, where it focuses on his facial expressions).
- Ask:
 - Why do you think producers use these three types of shots?
 - Do they produce different effects? Explain.

Sound

- Show the commercial a second time and focus on the sound (tell them to close their eyes if they wish).
- Ask them to listen for music, dialogue and other noises.
- After viewing, ask:
 - Was there any music? If so, what kind? What do you think it added to the commercial?
 - Were there any words spoken?
 - If so, why do you think the producer included these?
 - Who did the talking and who was the audience?

Movement

- Watch the commercial a third time, focusing on the movements of the characters.
- Ask:
 - Does the main character move a lot? What do the movements tell you?
 - Do you think the commercial would have the same effect if he was standing still the whole time? Explain.
 - Why do you think the producer had him sit down and face the camera?

CLOSURE

What are the three types of camera angles you learned about today?

Why do you think producers use these techniques?

How would the commercial have lost some impact if only one camera angle was used?

Tell them to watch for camera angles in the commercials they view at home.