

FACILITATION STRATEGIES

CORE LESSON

1 PREVIEWING ACTIVITY

- Post a large piece of mural paper around the room. On the top of the paper, print the words, 'I CAN_____.'
- Explain that you will provide markers for the students to come up to the mural and print as many SINGLE WORDS that they can think of which will complete the sentence for them. Tell them that they will only have 30 seconds to complete the task.
- Assign groups to a space to ease congestion and provide each person with a marker. Time the exercise and ask the students to return to their seats when the 30 seconds has expired.
- Conduct a 'Walkabout' and allow the students to see the variety of words inscribed on the mural.
- Ask the students to return to their seats and discuss by asking:
 - Approximately how many words do you think we have generated on our mural in just 30 seconds?
 - What do you think the purpose of this exercise is?

2 LINK TO THE COMMERCIAL

- Explain that as they have just illustrated, there are many things that they are capable of doing, partly because they have chosen to do so.
- Tell them that they will be watching a commercial that asks young people to think about the choices they have.

R A T I O N A L E

The human race has been blessed with the power to make choices. The key issue to be considered is how to make informed choices that will help our young people to grow to become healthy, contributing citizens.

P U R P O S E

To examine the process of decision making and apply it to situations which affect young people.

FOCUS FOR VIEWING: CHOOSE

As you watch this commercial, listen for what these young people can choose to do.

VIEW THE COMMERCIAL

CHOOSE

(30 SECONDS)

3 POSTVIEWING ACTIVITY

A 'CHOICE' DECISION

- Discuss the commercial by identifying what choices the young people on the video have made.
- Talk about what is good about having the ability to choose. The discussion may include:
 - It allows us some control over our own lives.
 - It teaches us responsibility.
 - It makes life more interesting.
- Ask them to think about what might be difficult about having the ability to choose. The discussion might include:
 - We need to make the 'right' decisions.
 - Sometimes decisions aren't easy to make.
 - Sometimes we make bad decisions.
- Explain that today, they will work in groups of four to examine a situation that might come up for students their age.
- Print the following 'Steps to Good Decision Making' Model on the board and review each step.
 - STEP ONE: State the problem.
 - STEP TWO: List the possible solutions.
 - STEP THREE: Identify the positive and negative consequences for each choice.
 - STEP FOUR: Choose the best solution.
 - STEP FIVE: Evaluate your decision.
- Divide the students into groups of four and provide each group with one of the 'Choice Decisions' from Appendix I.
- Allow time for the groups to discuss the problem and complete the decision making process (Appendix II).
- Share situations and 'Choice Decisions' with the class.

CLOSURE

What did you find the most difficult part of making your group decision?

Do you think that you might have made a different choice if you had been working alone? Explain.


What did you find helpful about the 'Steps to Good Decision Making Model?' Would you use it again? Explain.

Who might you consult if you were having trouble making an informed decision about something?

APPENDIX I

CHOICE DECISIONS

Instructions: Cut the following 'Choice Decisions' up and distribute one to each group, along with a copy of 'Stepping In To Good Decisions', Appendix II.

 Situation You are tired and your favourite television program is about to come on. You have homework to do, and your bed time falls right after the television program. What do you do?
Situation 2 Your relatives are coming for supper and as the doorbell rings, your mom asks you to go upstairs and change. She says that she has set out some clean clothes for you to wear. You are feeling quite comfortable in your jeans and sweatshirt. What do you do?
Situation 3 You have been told to be home before dark and the sun is just about to go down. It will be your turn to bat in about ten minutes. What do you do?
Situation 4 A good friend is expecting you to come over and hang out on Friday after school. Later in the week you get an invitation from another friend to go to a movie that you really want to see. What do you do?
Situation 5 You saw your best friend cheat on a math test. The marks come back and you do not do very well, but your friend brags about her great mark. What do you do?
Situation 6 You strongly suspect that a certain person is stealing the cookies out of your lunch every day, although you have not actually seen it happen. What do you do?

APPENDIX II

STEPS TO GOOD DECISION MAKING

Instructions: Using the steps below, work with your group to arrive at a solution to your problem.

Step One: State the problem.

Step Two: List possible solutions.

1) _____

2) _____

3) _____

Step Three: List consequences for each solution.

1) _____

2) _____

3) _____

Step Four: Choose the best solution.

Step Five: Evaluate your choice. (Leave this section blank until class discussion.)

EXTENSION ACTIVITIES

SKILLS EXTENSION ONE

▶ SEE WHAT I MEAN?

SUBJECT FOCUS: MEDIA LITERACY,
ASSERTIVENESS SKILLS, LANGUAGE

- Draw an arrow pointing in a certain direction on the board. Ask the students what they would do if they walked into a room and this was all they saw.
- Illustrate the universal sign for choking (hands on throat, arms crossed). Ask the students what you are trying to tell them.
- Ask the students to put their hands up if they think they can explain what the term 'body language' means. Explain that sometimes messages can be enhanced or strengthened by using certain non-verbal communication.
- View the commercial again, without sound and ask the students to watch the various facial expressions and body language that the young people use.
- Discuss the body language employed in the commercial. Include the following:
 - serious expression
 - staring straight at the camera
 - using arms to express a great feeling
 - smiling
 - frowning
 - looking sad
 - jumping
 - running
 - walking away
 - lying down
 - pointing
- View the commercial again with sound and ask the students to identify how the use of body language enhanced the messages the young people were sharing.

- Discuss how body language:
 - helps to strengthen a point
 - can create a mood
 - can help to express feelings
- Explain that you are going to give them an opportunity to show each other how important body language can be. Using “See What I Mean” (Appendix III), ask for volunteers to come to the front of the class and pantomime an emotion or situation. Repeat several times.

CLOSURE

Ask the students to turn to a partner and discuss what happens when your verbal message does not match your body message. Illustrate by telling the class that you have just won a million dollars. Use a monotone and look disappointed – shrug shoulders, look at the ground, shake your head, frown, etc.


Be sure that the discussion includes the fact that people receive mixed or confused messages when the two don't match. It is important to use body language to make your message clear and to the point.

A Step Further

Think about ways that we communicate messages to others. Select a message about the positive qualities of youth that you would like to share with others. Divide into teams and make your point using various means of communication. Think about an article for the newspaper, a radio commercial, a television commercial, a painting or picture, a discussion, or dialogue between two people, a telephone message, a computer e-mail and any other methods of communication that you can use to send your message!

SEE WHAT I MEAN?

Instructions: Cut out the following and ask volunteers to pantomime them in front of the class:

 You are at a restaurant and you try a food that tastes absolutely awful.
You just passed a math test and you are thrilled with your efforts.
Your best friend just moved away and you are sad.
You step on a nail and really hurt your foot.
You are watching television and see something that frightens you.
You are surprised when your parents bring home a new puppy.
You are looking in a mirror and are not happy with what you see.
You are really worried about something.
You are nervous about going to a new school for the first time.
You are trying to be nice to a friend who just got a terrible haircut.
You are talking to someone on the phone who you really don't like.
You are really bored with your science lesson.
You are really interested in what the teacher is saying.

SKILLS EXTENSION TWO

▶ A 'SOUND' IDEA!

SUBJECT FOCUS: MEDIA LITERACY, LISTENING SKILLS, LANGUAGE

- Take the students on a ten minute walk outside or through the school. Tell them to bring a paper and pencil and to be very quiet as they participate in this event.
- Explain that the task is to record every sound they hear during the ten minute walk. They are not to discuss this with their friends, as they will have time to share when they get back.
- Complete the walk and share the 'sounds', round robin style, asking each student to share one thing they heard. Copy them on the board.
- Ask:
 - How many of you heard all of these sounds? How many only heard some of these sounds?
 - How many of you were surprised at the number of sounds you heard on our walk? Why do you think this is so?
- * *Explain that we are often too busy with our own thoughts and actions, or too wrapped up in our activities that we don't hear everything that is going on around us.*
- Ask them to turn to a partner and take one minute to discuss what they think the world would be like without music. Share their answers.
- Cover the television screen and replay the commercial, asking the students to listen very carefully for all the sounds they hear. (You may be asked to play it several times.) Share the responses, including, soft 'beat' music, drums, voices, echoes, laughter, remote control switching off, silence, whispering.
- View the commercial again with the picture and the sound, and ask the students how they feel the sounds contributed to the delivery of the message in the commercial.

- Explain that they will have an opportunity to see how sound can affect the quality and clarity of a message.
- Divide each group into four or five and explain that they are to write a short paragraph about one of the following topics:
 - being happy
 - appreciating nature
 - enjoying pets
 - being proud of a hobby
- Tell them they are to work as a group to complete the following task:
 1. Write a paragraph or poem about the topic of your choice.
 2. Audiotape appropriate background sounds to enhance the delivery of the message.

Note: Students may prefer to use their own 'home made' sound effects!
 3. Rehearse the reading of your paragraph or poem with the sound effects.
 4. Deliver the message twice to the class – the first time without sound effects, the next time with them.

CLOSURE

Do you feel that the sound effects enhanced the messages? Discuss.

What type of sound effects would you expect in the following situations: a horror movie, a soap opera, a cartoon, a baseball game. What would happen if the sound effects got mixed up? For example, how would you feel about a horror movie that had crickets, birds and mice happily chirping in the background? Explain your answer.

A Step Further

Consider inviting a sound technician from your local television or radio station to come in and speak to you about the challenges involved with the blending of sound and picture.

MEDIA LITERACY LESSON

WHAT A JOLT!

1 PREVIEWING ACTIVITY

- Ask the students to show you with their bodies what the word 'jolt' might look like. Share several examples.
- Explain that, just like they illustrated with their bodies, a jolt is a 'quick or jerky movement.'
- Tell them that in the film industry, the word jolt is also used. Ask them what they think it might be used for in that sense.
- Tell them that 'jolts' in the film industry refer to the number of times the viewer sees a new image. Fast-moving commercials often have many jolts, whereas slower-moving commercials often stick to fewer images, for longer periods of time.

2 LINK TO THE COMMERCIAL

- Tell them that the commercial 'Choose' is 30 seconds long. Ask them to predict how many 'jolts' this commercial has.

FOCUS FOR VIEWING: CHOOSE

As you watch this commercial, count the number of jolts you see.

VIEW THE COMMERCIAL

CHOOSE

(30 SECONDS)

3 POSTVIEWING ACTIVITY

A JOLTING EXPERIENCE

- Explain that there are over 30 'jolts' in the 30 second commercial. Compare this with their predictions.
- Discuss how complex the editing process would have to be in order to cut and paste 30 different shots together in just 30 seconds!
- Explain that they are going to have an opportunity to write a script with 30 different 'jolts'. They can model their script on Choose and use some of the ideas generated from the commercial or from the mural. The object is to have 30 people (or however many students there are in the class) making a one second statement about choices, in a specific order from different locations in the classroom. They can be positioned high, low, medium, in various places around the room, under desks, through outside windows, in the closet, in a chair, on the floor etc.. The challenge is to have the 30 second script so organized that each person knows exactly when to clearly call out their statement. Encourage them to use different tones of voice which may make their message stronger.
- When they feel that they are ready, have the class run through the experience and time it as you go. See how closely you can match the 30 second time line!

CLOSURE

What did you find the most challenging about this task? Think about the additional challenges for lighting and camera crews, sound technicians, set and costume designers and editors. Share your thoughts.

Who do you think a commercial, with this many jolts, would be aimed at? Why do you think so? Explain that young people traditionally enjoy high action multi jolt media, whereas older people enjoy fewer jolts per second.

A Step Further

Try audio-taping your 30 second script. How has the quality of the voices been altered by the different positioning around the room? Are you able to locate each voice?