Media's Influence on the Interactions and Relationships Involving Young Adults

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Introduction

As I sit and reflect upon the many interactions and incidents I have seen my students involved in with both same sex and the opposite sex I ponder upon the following questions: Is life imitating art; are students behaviors a result of what they are being exposed to via mass media? Is art imitating life; are the various forms of media that I observe on a daily basis the result real world occurrences? I remember hearing one of my male students refer to several of his female peers as multiple unpleasant names. When I comforted and questioned both students one young lady responded, "He always calls me that." He responded, "She lets me."

I also recall one of my male students stating that, "It is okay for a male to date and remarry after being divorce but for a woman, that's just nasty." I hear many students saying that boys should not hit girls. However, I often see girls being extremely aggressive towards young men as well as young ladies. I admit that I reached my breaking point when I saw a young male grab a young lady's backside, was informed by a young lady that a male continuously reached under her dress while in another class, saw three young ladies attempt to pull down a young man's pants and have him deny it because he did not wish to have his "manhood" questioned and heard a students say to another student, "Don't make me Chris Brown you!", a reference to a domestic violence incident involving singers Chris Brown and Rhianna.

As a result of growing up in the microwave informational age today's adolescents are immersed in technology far more advanced than what I was exposed to as a child. They have access to information regardless of its context at the click of a key, push of a button, touch of a screen or turn of a dial.

Objectives

While teaching the unit based on the "Gender, Race and Justice" I will use the following questions to guide the unit: What role does media play in the manner in which adolescents view themselves as well as how they are viewed by others? To what extent does media's impact on the behavior of teen's impact them in various areas of their lives? My long-term goal for this unit is to enhance communication skills, both verbal and non-verbal, while improving their ability to express individual perspectives, increase vocabulary skills, refine critical thinking and argumentative skills and increase

grammatical skills and language usage. The strategies used to achieve this goal will involve a large amount written and verbal communication skills such as persuasive writing and speak while students work in groups as well as individually. I will use multiple instructional tools and strategies which will be presented in a multitude of formats such as creating Photo Stories, evaluating magazines and completing a WebQuest. My long-term goal of communication is extremely vital for my middle/junior high school students who are college bond and future leaders or participants of their communities and professions, serving in these various competencies they must be able to effectively communicate in both a verbal and non-verbal manner, therefore I must take an active role as the form their communication foundation. In many realms speaking and listening is considered the primary indicator when determining one's level of intelligence and skills. Listening and speaking is used in all aspects of our daily interactions at home, in an academic, professional or social setting.

The writing goal for this lesson is that each student will write an argumentative essay that encompasses the key components of an effective persuasive essay. The essay opens with an interesting introduction and the appropriate audience is address throughout the paper. The writer takes a clear position on an issue and supports it with appropriate examples, personal or factual information. Include numerous specific and interesting details that more than adequately supports position. The paper is written in a manner that demonstrates organization and focus that is logical and consistent. The essay ends with a call to action in the closing. A variety of sentence patterns are used. Writing allows an opportunity for the student to brainstorm, utilize and develop reasoning and elaboration skills.

Background

My school is like a needle in a haystack, working diligently to shine as bright as possible in order to stand out in this large urban school district. There are over 1100 students representing 32 nationalities, enrolled in my school which encompasses three programs, International Baccalaureate MYP (1), Exceptional Children and Horizons. According to the International Baccalaureate website, IB is a non-profit educational foundation founded in 1968 that is motivated by its mission, focused on the student. The IB Programme has three academic programmes, Primary Years Programme, the Middle Years Programme and the Diploma Programme. A student attending this school benefits from all programs by actively participating in the components of the IB program which heightens critical thinking, gaining an understanding of issue the impact the world and developing a true concept of the role individuals with disabilities play in the school and the community at large. Some other demographic of the school are 49% female, 48% free or reduced lunch and 74% minority population, 80% of students are at or above grade level in mathematics and reading.

Rationale for unit

 While teaching the unit based on the "Gender, Race and Justice" I will use the following questions to guide the unit: What role does media play in the manner in which adolescents view themselves as well as how they are viewed by others? To what extent does media's impact on the behavior of teen's impact them in various areas of their lives? Propaganda is a key unit in Language Arts, "Gender, Race and Justice" is packed full of propaganda techniques and persuasive techniques.

  In an age of increased global mass media, adolescents are more than ever accessing media as a means of communication, entertainment and information. The internet, music, television, magazine, and motion picture industries all offer their own advice on how to dress, speak and behave to non-discriminating adolescents.   Whether the role of the media is positive or negative, its impact and influence on young people cannot be ignored. The influence of the media on adolescent males and females is not only witnessed on a national level, but also locally. While the media is a valuable information source, not all media are equal in their contribution to adolescent intellectual development.

   Media also has a significant impact on adolescent social and moral development. Many experts argue that teens are heavily influence by peers. However, media is equally as powerful as peers in its ability to mold the minds and social development of teens. Today's youth is exposed to violence and words conveying hate and derogatory comments towards women through various media outlets, such as movies, video games and radio. Within this unit I will have students find the affect and impact of media's influence on their interactions and relationships with their peers and adults as well as the manner in which they view themselves.

Strategies to be implemented during CTI unit

 As part of a technologically advanced generation, pencil and paper is not sufficient as the primary resource for my students, therefore I must incorporate technology or innovative tools whenever possible. I wish to employee multiple strategies and instructional tools during the course of this unit. Prior to starting the unit I will utilize a Socratic Seminar to gain an insight of the thoughts and opinions of my students as it relates to the unit questions which are as follows: What role does media play in the manner in which adolescents view themselves as well as how they are viewed by others? To what extent does media's impact on the behavior of teen's impact them in various areas of their lives?

   Socratic Seminars will be implemented throughout the course of the unit to gain an insight of the students' perspective on the information being presented in the various formats. The lesson is conducted using Paideia Seminar (2), which is a great tool for fostering students' participation in the whole class interaction. According to the National

Paideia Center's website, Paideia increases students' factual recall, develops students' literacy skills and strengthen students' conceptual understanding. This is done through didactic instruction which increases students' factual recall, intellectual coaching which develops students' literacy skills and seminar dialogue which strengthens students' conceptual understanding. Seminar is a student lead activity during which I serve as facilitator. These strategies are appropriate for my students because it allows them an opportunity to enhance peer interaction, writing skills, verbal communication, problem solving and critical thinking skills.

Having a clear understanding of the various capacities technology plays in the role of adolescents' lives, technology will be used as a key resource and tool in this unit. I will incorporate technology by having students conduct internet research on various components of adolescent social behaviors using reputable sources. While working in Corporative Learning Groups students will create PowerPoints Presentations which will be presented before their peers.

Many of the lessons will be conducted using Cooperative Learning which is effective for this lesson because the students feel safe as well as challenged, the groups are small enough so that everyone could contribute and their task while working together was clearly defined. According to Kennasaw State University educational website Cooperative Learning (3) is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Research has shown that cooperative learning techniques, promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills and promote student self-esteem and help to promote positive race relations.

Within this section of the unit groups consist of five members in a group each student will be given a role during group activities. The roles are to be determined by the group members roles are to include a reporter, parliamentarian/facilitator, organizer, researcher/historian and supervisor. Groups containing six members will have two peers at one of the roles. The reporter's role in the group is to report to the instructor any issues within the group that cannot be workout or managed by group members. The parliamentarian/facilitator is in charge of keeping harmony within the group and making sure everyone plays a role an active role within the group as well as making sure members are not socializing outside of the group. The organizer's role entail keeping up with group assignments and materials as well as making sure the group presentation are done in a professional manner. The researcher/historian's is in charge of making sure the group is doing all assignments correctly and following all directions. They act as the fact

checker. The supervisor's role is to have a clear understanding of everyone's position and to assist in all areas as needed or as determined by the group. The students were given the freedom to pick their groups based on their interest.

   Allowing students to select their group enhances their feeling of being a decision maker in their learning process as well as enhancing their thoughts of feeling free and safe to express their opinions and views on the subject at hand. Cooperative Learning is positioned within the Social Constructivist model. Students work on projects or problems in teams with both personal and team accountability for conceptual understanding. Cooperative Learning enhances student learning by providing a shared cognitive set of information between students, motivating students to learn the material, insuring that students construct their own knowledge, providing formative feedback, developing social and group skills necessary for success outside the classroom, and promoting positive interaction between members of different cultural and socio-economic groups. These strategies are appropriate for my students because it allows them an opportunity to enhance peer interaction, verbal communication, problem solving and critical thinking skills while giving them an opportunity to hear various perspectives and justifications regarding the topic at hand. Allowing them the opportunity to discuss things of interest such as music and poetry along with enhancing their comprehension of historical elements is important to my students because it exposes them to educational opportunities they have not been privy to in the past.

   When approaching a group I use the method of, asking questions using the pronoun or nonspecific you, in the statement, "What are you all working on?", "Do you all need any clarification on anything?" or "What have you all discovered so far?". Using the non-direct method as I approach each group encourages student participation and access for all students. When asking questions, I use the pronoun or nonspecific you or you all so I do not target a specific student for the answer. This leaves the floor open for any student in the group to answer. However, if there is a student who wishes to act as the group's spokesperson often dominating the interactions, I then solicit the opinions of other group members.

WebQuest

Incorporating the internet, research and critical thinking skills as well as technology, students will complete a Stop the Violence WebQuest individually. A WebQuest (4) is an inquiry based learning activity in which some or all of the information and resources regarding the activity can be found online. All the information regarding the Stop the Violence WebQuest and resources needed by the student to complete this assignment can be found online. The WebQuest used in the unit was developed by this teacher.

WebQuest

Make a Change & Stop the Violence Quest

Introduction

With the growing rate of teen violence on and in the media involving young celebrities like Rhianna and Chris Brown, gang prevalence in schools and neighborhoods, violence within homes and many other factors that has a negative impact on the lives of our leaders of tomorrow, it's imperative that we take steps towards change. In an effort to gain a greater insight of the various components of violence and its impact, you will partake in an interactive internet based challenge that will expose you to key components of violence, offer insight into personal experiences and allow you to demonstrate your creative and critical thinking skills. This is a cumulative assignment that encompasses many of the skills we have covered this school term.

The Process and Learning Advice

You are to complete this assignment individually. Make sure you keep track of and label your assignments, which must be typed and placed in your working portfolio. At the conclusion of the project you will create and submit your portfolio or PowerPoint Presentation which must contain a table of content with all ten components of this assignment labeled and placed in separate dividers or on separate slides.

The Task/Resources

During this process you will explore and respond to expressive material that is read, viewed, heard, etc. You will be able to apply critical thinking skills while discussing, comparing and contrasting, evaluating, analyzing, etc, information discovered while reading. To offer greater assistance during these procedures the resources if and when needed are sited with their corresponding question. Your community service component of this activity involves you presenting your findings to the local Boys and Girls Club or an after school program.

1. What impact does violence have on the relationships of students in an academic and social setting? Why?
2. What role does media play in the amount of violence that is carried out young adults? Site at least four examples. HYPERLINK "http://www.tolerance.org/teach/current/event.jsp?cid=541" \t "_blank" \o "Decrease in teen violence"Click here for more information-Teaching Tolerance - HYPERLINK "http://www.tolerance.org/teach/current/event.jsp?cid=541"http://www.tolerance.org/teach/current/event.jsp?cid=541 (5)
3. What influences violence? How are those developed? HYPERLINK "http://www.tolerance.org/teach/activities/activity.jsp?ar=617" \t "_blank" \o "Media impact on opinions of teens"Click here for more information-

Teaching Tolerance HYPERLINK "http://www.tolerance.org/teach/activities/activity.jsp?ar=617" http://www.tolerance.org/teach/activities/activity.jsp?ar=617 (6)

4. What are some steps that can be taken to decrease violence? How can they be implemented?

5. Write a response to the following article and video. Does game violence make teens aggressive? Site examples
HYPERLINK "http://www.tolerance.org/teach/activities/activity.jsp?ar=617" \t "_blank" \o "Media impact on opinions of teens"Click here for more information HYPERLINK "http://www.msnbc.msn.com/id/16099971/"http://www.msnbc.msn.com/id/16099971/ (7)

6. What are three ways to deal with anger? Have you ever employed any of these strategies?
HYPERLINK "http://www.tolerance.org/teach/activities/activity.jsp?ar=617" \t "_blank" \o "Media impact on opinions of teens"Click here for more information-Center for Disease Control HYPERLINK "http://www.bam.gov/sub_yourlife/yourlife_conflict.html" http://www.bam.gov/sub_yourlife/yourlife_conflict.html (8)

7. Using the internet as a search engine find two pictures that depicts your thoughts after reading the lyrics to KRS One's Stop the Violence. Create captions for those pictures.
Click here for more information HYPERLINK "http://www.metrolyrics.com/stop-the-violence-lyrics-krs-one.html"http://www.metrolyrics.com/stop-the-violence-lyrics-krs-one.html (9)

8. Read the poem Mama Stitches -Click below Houghton Mifflin Company HYPERLINK "http://www.thewritesource.com/studentmodels/wi-poetry.htm"http://www.thewritesource.com/studentmodels/wi-poetry.htm (10)
What are your immediate thoughts following your reading of this poem? Create any type of poem based on your thoughts or experience with violence. Label the poem.

9. What are some ways you deal with violence? Is there anything on this website you are willing to try? Medline Plus-Teen Violence- Click below HYPERLINK "http://www.nlm.nih.gov/medlineplus/teenviolence.html"http://www.nlm.nih.gov/medlineplus/teenviolence.html (11)

10. Create a Stop the Violence campaign using the criteria of your Propaganda Poster. Click below-Lakeirra DeShaun Booth's CMS WEBSITE HYPERLINK "http://pages.cms.k12.nc.us/lakeirradbooth/propagandaposter.html"http://pages.cms.k12.nc.us/lakeirradbooth/propagandaposter.html (12)

Conclusion

You have completed the critical analysis and creative component of your Make a Change & Stop the Violence Campaign. Now it is time for you to implement change, and it is time for you to Make a Change. This activity has given you the opportunity to exercise and apply many of the strategies you have employed throughout the school year as well as share your findings with others. I hope this has been an enjoyable and meaningful educational experience. Thank you for engaging in this campaign.

MyVRSpot/Teacher Tube
 Students will engage in the ultimate hands on experience, while working in their Corporative Learning Groups students will utilize digital and flip cameras to create Photo Stories comparing teenage fashion of today to that of generations before. A Photo Story (13) is a digital slide show that contains pictures or images, music and voiceovers. The end product will be uploaded on MyVRSpot and Teacher Tube. According to myvrspot.com, MyVRSpot (14) is the most innovative way to connect students and educators with true Web 2.0 technology. This web-based environment provides students with a hosted web space (webspot) to upload their videos, audio files, pictures, and text content, allowing them to become "push button" publishers and to manage their online presence. This system encourages students, teachers, and administrators to upload and publish content to their webspot, allowing others in the district to utilize the published content for other educational purposes. MyVRSpot provides the hosting of the multimedia, the hosted webspot, and all pages are protected with username and password credentials that are required to access all student data. From student-created videos giving book reviews, demonstrating science experiments, or explaining a math formula, to uploading videos of teachers' daily lessons in support of best practices, MyVRSpot will become your district's greatest online resource for both students and educators that they will use on a daily basis.

No More Drama

 Applying a true to life component we will evaluate movies such as Mean Girls, musical artist as well as their craft and products, literary texts and information presented by multi-media. We will focus on shows created practically for teens such as I-Carly, True Jackson VP and Everybody Hates Chris. We will analyze the reason individuals 18 years and older play the role of teenagers such as the stars in the movie Clueless or the television show Glee.

Blast from the Past

Taking a blast from the past students will compare and contrast today's multi-media to that of previous generations. Students will compare movies, music and television shows. We will also analyze the impact of and the reasons for having 20 year-olds playing the

role of teenagers in movies and television shows. Incorporating Elements of Drama students will create a Silent Movie comparing music of today and that of previous generations. Students will also interview their parents to gain an insight and understanding of the type of media the parents were exposed to as a child. Upon completion of the interview students will create a Story Board comparing and contrasting present day media with that of past. Storyboards are graphic organizers containing a series of illustrations or images displayed in sequential order to be used to allow students the opportunity visualize their thoughts.

Sweet Sixteen

Planning ahead for the MTV My Super Sweet Sixteen Birthday Party students will create a guest list for sixteenth birthday party. Students will decided who they will invite to the fictitious party and why, decide what order their guest will be seated in the VIP area and why, and what will be the topic of discussion during their party. Students will then create a dramatization of their Super Sweet Sixteen Birthday Party.

Newsletter

Students must create a newsletter based on how adults and adolescents feel about "Media's Influence on the Interactions and Relationships Involving Young Adults". Within the newsletter the students must interview two students, two adults within the educational system, two adults outside of the educational system and one media source. The students must label the type of High Order Thinking Questions that are being used in the newsletter.

Seven News Values

Students will engage in a seminar based on the Seven News Value in an effort to gain an understanding of, "Why do certain things appear in the media?" The seven news values are impact, timeliness, prominence, proximity, bizarreness, conflict, and currency. The news values determine how much prominence a story is given. According to Guilford County School Technology Services website the purpose of Carousel Brainstorming (15) is to activate students' prior knowledge of a topic or topics through movement and conversation. While Carousel Brainstorming, students will rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students will activate their prior knowledge of different topics or different aspects of a single topic through conversation with peers. Ideas shared will be posted at each station for all groups to read. Through movement and conversation, prior knowledge will be activated, providing scaffolding for new information to be learned in the proceeding lesson activity.

Journaling

In an effort to ignite students' passion for writing students will also maintain a Media's Impact Journal. Students must create at least three entries a week. The entries must be related to and reflect upon experiences they encounter outside of their Language Arts class. The journal will serve as a resource for students while completing their final writing assignment, an argumentative essay for the unit.

Gender Stereotype

The Gender Stereotypes component of the unit will allow students to view various types of media such as movies, magazines and commercials and identify gender biases that are present in the assigned multi-media format. The students will be divided into six groups, magazines, movies, commercials, music, newspaper and radio/broadcast. To insure that I am not imposing any bias within this section of the unit, working as a group students will be able to select their own school appropriate media outlet. Students must present their finding using the media format they were assigned to evaluate. Prior to the Gender Stereotype sections students will view Jackson Katz's Tough Guise: Violence, Media & the Crisis in Masculinity video HYPERLINK "http://www.youtube.com/watch?v=3exzMPT4nGI" http://www.youtube.com/watch?v=3exzMPT4nGI (16) and Sanjay Newton's Sexism, Strength and Dominance: Masculinity in Disney Films video HYPERLINK "http://www.youtube.com/watch?v=8CWMCt35oFY&feature=related" http://www.youtube.com/watch?v=8CWMCt35oFY&feature=related (17). The two selected videos will allow them to view the opinions of others and hear how others view gender bias in mass media.

Check Yourself

Check Yourself Passport is booklet to be used by students to keep track of bias they encounter daily. Students will focus on a different media outlet each day during the five day time period of this activity. Students will chart the type of bias discovered such as gender.

Bullying and Cyber Bullying

Students will watch the three videos listed below, after watching the videos we will conduct a Socratic Seminar to discuss students response to the videos. The link below allows access Teacher's Domain which provides teachers to Digital Media for the Classroom and Professional Development.

HYPERLINK "http://www.teachersdomain.org/browse/?start=0&fq_hierarchy=k12.la.rv.visual&start=0

&fq_grade=6&fq_grade=8"
http://www.teachersdomain.org/browse/?start=0&fq_hierarchy=k12.la.rv.visual&start=0&fq_grade=6&fq_grade=8 (18)

 HYPERLINK "http://www.teachersdomain.org/resource/dgn09.la.rv.visual.elements.tragedy/" One Boy's Online Tragedy
This video segment from *FRONTLINE*: "digital_nation" tells the story of Ryan Halligan who, after being tormented both at school and online, eventually took his own life.
 HYPERLINK "http://www.teachersdomain.org/resource/dgn09.la.rv.visual.elements.socialnet/" The Rise of Social Networking
In this video segment from *FRONTLINE*: "digital_nation," teens talk about why they use social networking sites like MySpace and Facebook.
 HYPERLINK "http://www.teachersdomain.org/resource/dgn09.la.rv.visual.elements.fightinms/" Fighting on MySpace
This video segment from *FRONTLINE*: "digital_nation" tells the dramatic story of a confrontation that began on the pages of MySpace and escalated into a physical fight for all to see.

Diner Menu Activity (19)
Appetizer (Everyone Shares)
• Write about experience you had with bullying.
Entrée (Select One)
• Draw a picture that shows what happens when bullying occurs.
• Write two paragraphs about what happens when bully occurs or as the result of bullying.
• Create a rap or song that explains what happens during bullying.
Side Dishes (Select at Least Two)
• Define respiration, in writing.
• Compare photosynthesis to respiration using a Venn diagram.
• Write a journal entry from the point of view of a bully and someone being bullied.
• With a partner, create and perform a skit that shows the differences between negative and positive peer interactions.
Dessert (Optional)
• Create a test to assess the teacher's knowledge of bullying.

CMS Wiki

According to the Charlotte-Mecklenburg School District Wiki's department, American Heritage dictionary defines a wiki (20) as a "collaborative website whose content can be

edited by anyone who has access to it." The name comes from the Hawaiian word wiki-wiki which means "quick." Teachers and students should think a wiki as a CMS Pages site that anyone can edit. Wikis are being used in education as collaboration tools, where teachers and students can post questions and answers in real-time. Rather than a static webpage that only a few people can edit, wikis draw on the common knowledge of many people to provide the best information available. Users can edit the site to add information at any time, both to provide more worth to the site as well as correct mistakes.

A question or article related to multi-media and adolescent relationships and interactions will be posted on the CMS Wiki once a month. Each student must respond to the original post once, each student must reflect and comment on the statements of at least two peers. Students will be given bonus points when their posting create a thread that generate at least eight responses from their peers.

Adolescent Magazine/Music Evaluations

Working as a group, students will create an Adolescent Magazine Video Evaluation. Each group will be responsible two of the following magazines, American Cheerleader Magazine, Girl's Life Magazine, J-14, M Magazine, Seventeen, Teen Ink, Tiger Beat, Teen Mag, Sports Kids Illustrated and Teen Voices using one of the following technological resources:

Animoto HYPERLINK "http://animoto.com/" http://animoto.com/ (21)
Animoto automatically produces beautifully orchestrated, completely unique
video pieces from your photos, video clips and music. Fast**,** free and shockingly easy**.**
Glogster HYPERLINK "http://edu.glogster.com/what-is-glogster-edu/"
http://edu.glogster.com/what-is-glogster-edu/ (22)
Glogster EDU is the leading global education platform for the creative expression of knowledge and skills in the classroom and beyond. Glogster empower educators and students with the technology to create GLOGS – online multimedia posters - with text, photos, videos, graphics, sounds, drawings, data attachments and more.
Prezi HYPERLINK "http://prezi.com/" http://prezi.com/ (23)
Create astonishing presentations live and on the web.
Voice Thread HYPERLINK "http://voicethread.com/" http://voicethread.com/ (24)
A VoiceThread is a collaborative, multimedia slide show that holds HYPERLINK "http://voicethread.com/about/features/media/" images, documents, and videos and allows people to navigate slides and leave HYPERLINK "http://voicethread.com/about/features/commenting/" comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam). HYPERLINK "http://voicethread.com/about/features/sharing/" Share a VoiceThread with friends, students, and colleagues for them to record comments too.

Teacher Resources

Teaching Tolerance

Developing a Media Portfolio created by Melissa Cameron of Casa Roble High School which is located in Orangevale, Calif. Teaching Tolerance (25) HYPERLINK "http://www.tolerance.org/activity/developing-media-portfolio" http://www.tolerance.org/activity/developing-media-portfolio

   Cameron's lesson helps students understand how media influence their decisions. The lesson consists of four steps: **Step One:** Students define media. Have students discuss the vehicles used by media to feed images to consumers. Possible answers: commercials on television, radio advertisements, magazines, billboards, newspapers, junk mail, computer images, television shows, movies, music videos and lyrics. **Step Two:** In small groups, students are given magazines and asked to pick out the ads that appeal to them. They write responses to the questions: Why do you like this ad? Does it make you want to purchase the product?, Is the ad fair to the people pictured in it?, Are they depicted as real-looking, or are they too skinny or muscular?, Are they posed in natural ways or in strange positions? and Is this image positive, negative or neutral? Why? **Step Three:** The whole class analyzes the ads of each group. What are they selling? Who is the target audience? Are the images real-looking or obviously posed? **Step Four:** Making the

Portfolio.

Beauty is Skin Deep (26)

HYPERLINK "http://www.tolerance.org/activity/beauty-skin-deep" http://www.tolerance.org/activity/beauty-skin-deep

   This media literacy lesson helps students analyze the ways media representations about size and appearance can impact our attitudes and behaviors. Students reflect on the ways in which they have experienced or participated in bias based on physical size and appearance, and the ways in which expectations about body image and appearance in our society affect us. They learn about media literacy and examine media images for "attractiveness messages" that consciously and unconsciously impact our attitudes and behavior toward others. Students conclude the lesson by exploring ways to get beyond appearance as a dominant force in their social lives.

Checking on Stereotypes (27)

HYPERLINK "http://www.tolerance.org/activity/checking-stereotypes"
http://www.tolerance.org/activity/checking-stereotypes

Always guard against the tendency to believe that everyone within a given identity group believes the same way. Within this unit students will identify stereotypes they've experienced or heard, discuss how these stereotypes are not always true and identify specific ways to break down stereotypes.

Critical Viewer (28)

HYPERLINK "http://www.tolerance.org/activity/critical-viewer-activity"
http://www.tolerance.org/activity/critical-viewer-activity

Help your students take a critical view of advertising. In this lesson students will be introduced to some of the hidden tactics often used by advertisers in marketing their products and will discuss their opinions of these tactics. Students will be asked to consider the impact of these tactics on self-esteem and body image and come up with some alternative advertising styles that could send healthier messages.

PBS Parents (29)

Find tips and strategies for raising children in a digital age.

HYPERLINK
"http://www.pbs.org/parents/childrenandmedia/?gclid=CJzZq7zJlqUCFate7AodUi8GNQ
"
http://www.pbs.org/parents/childrenandmedia/?gclid=CJzZq7zJlqUCFate7AodUi8GNQ
PBS parents: Children and media: TV Views Guide: Teens (30)
 HYPERLINK "http://www.pbs.org/parents/childrenandmedia/tvviewersguide-
teens.html" http://www.pbs.org/parents/childrenandmedia/tvviewersguide-teens.html
Milestone (31)
 HYPERLINK "http://www.pbs.org/parents/childrenandmedia/milestones-teens.html"
http://www.pbs.org/parents/childrenandmedia/milestones-teens.html
Digital and Technology Resources
 HYPERLINK "http://www.epals.com/" \o "Open this link" \t "_blank" ePals Global
Community (32)
 HYPERLINK "http://www.epals.com/" http://www.epals.com/
ePals is the leading provider of safe collaborative technology for schools to connect

and learn in a protected, project-based learning network. With classrooms in 200

countries and territories, ePals makes it easy to connect learners locally, nationally or

internationally.

Classroom 2.0 (33)
 HYPERLINK "http://www.classroom20.com/" http://www.classroom20.com/
Classroom 2.0 is a free, community-supported network. We especially hope that those who are "beginners" will find this a supportive comfortable place to start being part of the digital dialog.

 HYPERLINK "http://www.wkcd.org/specialcollections/adobeyouthvoices/index.html" \o "Open this link" \t "_blank" What Kids Can Do Adobe Youth Voices (34)
 HYPERLINK
"http://www.wkcd.org/specialcollections/adobeyouthvoices/index.html/"
http://www.wkcd.org/specialcollections/adobeyouthvoices/index.html/
The program's goal is to empower young people, 13-18 years old, to create with purpose and to comment on their world by using multimedia and digital tools. Youth are expressing what they care about through documentary film-making, photography, print journalism, and radio diaries, Web communications and other media to underserved communities around the globe. The Adobe Youth Voices (AYV) global network now includes more than 158 sites, grantees, and organizations, in 31 countries engaging over 15,000 youth and 500 educators in schools and out of school programs. What Kids Can Do (WKCD) is one of five founding partners with Adobe Youth Voices. In 2006-2007, we teamed with youth and educators in New York City, San Francisco and San Jose, Seattle, London, Delhi, and Bangalore to produce a rich array of multimedia and book projects. In 2007-2008, WKCD collaborated with youth in Beijing, Hungary, Prague (Czech Republic) and Beijing.

ESL Resources
Compleat Lexical Tutor (35)
 HYPERLINK "http://www.lextutor.ca/" http://www.lextutor.ca/
Create by Tom Cobb this website contains a wide range of computer based resources that assist with vocabulary.
Hot Potatoes (36)
 HYPERLINK "http://hotpot.uvic.ca/" http://hotpot.uvic.ca/

The *Hot Potatoes* suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes is freeware, and you may use it for any purpose or project you like. It is not open-source.

Lesson Writer (37)

http://www.lessonwriter.com/default.aspx

Lessonwriter is a free website for teachers that creates lesson plans and instructional materials for teaching English language skills from any reading passage

Indexing

International Baccalaureate http://www.ibo.org/

National Paideia Center Website. HYPERLINK

"http://www.paideia.org/content.php/system/index.htm"

http://www.paideia.org/content.php/system/index.htm

Cooperative Learning Kennasaw State University educational website
        HYPERLINK "http://edtech.kennesaw.edu/intech/cooperativelearning.htm"
http://edtech.kennesaw.edu/intech/cooperativelearning.htm
WebQuest HYPERLINK "http://webquest.org/index.php" http://webquest.org/index.php
Teaching Tolerance HYPERLINK
"http://www.tolerance.org/teach/current/event.jsp?cid=541"http://www.tolerance.org/teach/current/event.jsp?cid=541
Developing a Media Portfolio Teaching Tolerance HYPERLINK
"http://www.tolerance.org/activity/developing-media-portfolio"
http://www.tolerance.org/activity/developing-media-portfolio
Does game violence make teens aggressive? MSNBC.COM HYPERLINK
"http://www.msnbc.msn.com/id/16099971/"http://www.msnbc.msn.com/id/16099971/
BAM! Guide to Getting Along HYPERLINK
"http://www.bam.gov/sub_yourlife/yourlife_conflict.html"
http://www.bam.gov/sub_yourlife/yourlife_conflict.html
Stop the Violence by KRS One lyrics HYPERLINK "http://www.metrolyrics.com/stop-the-violence-lyrics-krs-one.html"http://www.metrolyrics.com/stop-the-violence-lyrics-krs-one.html
Mama's Stitches Poem HYPERLINK
"http://www.thewritesource.com/studentmodels/wi-poetry.htm"http://www.thewritesource.com/studentmodels/wi-poetry.htm
Teen Violence Medline Plus HYPERLINK
"http://www.nlm.nih.gov/medlineplus/teenviolence.html"http://www.nlm.nih.gov/medlin

eplus/teenviolence.html

Propaganda Poster Project HYPERLINK
"http://pages.cms.k12.nc.us/lakeirradbooth/propagandaposter.html"http://pages.cms.k12.
nc.us/lakeirradbooth/propagandaposter.html

Photo Story
http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx

MYVRSPot HYPERLINK "http://www.myvrspot.com/" http://www.myvrspot.com/

Carousel HYPERLINK
"http://its.guilford.k12.nc.us/act/strategies/carousel_brainstorming.htm"
http://its.guilford.k12.nc.us/act/strategies/carousel_brainstorming.htm

Tough Guise: Violence, Media & the Crisis in Masculinity video HYPERLINK
"http://www.youtube.com/watch?v=3exzMPT4nGI"
http://www.youtube.com/watch?v=3exzMPT4nGI

Sanjay Newton's Sexism, Strength and Dominance: Masculinity in Disney Films video
HYPERLINK "http://www.youtube.com/watch?v=8CWMCt35oFY&feature=related"
http://www.youtube.com/watch?v=8CWMCt35oFY&feature=related

Teacher's Domain Bullying HYPERLINK
"http://www.teachersdomain.org/browse/?start=0&fq_hierarchy=k12.la.rv.visual&start=0
&fq_grade=6&fq_grade=8"
http://www.teachersdomain.org/browse/?start=0&fq_hierarchy=k12.la.rv.visual&start=0
&fq_grade=6&fq_grade=8

Diner Menu HYPERLINK
"http://farrintegratingit.net/Trainings/Differentiate/Diner%20menu.pdf"
http://farrintegratingit.net/Trainings/Differentiate/Diner%20menu.pdf

Charlotte Mecklenburg School Wiki HYPERLINK
"http://www.cmswiki.wikispaces.net/" http://www.cmswiki.wikispaces.net/

Animoto HYPERLINK "http://animoto.com/" http://animoto.com/

Glogster HYPERLINK "http://edu.glogster.com/what-is-glogster-edu/"
http://edu.glogster.com/what-is-glogster-edu/

Prezi HYPERLINK "http://prezi.com/" http://prezi.com/

Voice Thread HYPERLINK "http://voicethread.com/" http://voicethread.com/

Creating a Media Portfolio Teaching Tolerance HYPERLINK
"http://www.tolerance.org/activity/developing-media-portfolio"
http://www.tolerance.org/activity/developing-media-portfolio

Beauty is Skin Deep HYPERLINK "http://www.tolerance.org/activity/beauty-skin-deep"
http://www.tolerance.org/activity/beauty-skin-deep

Checking on Stereotypes HYPERLINK "http://www.tolerance.org/activity/checking-
stereotypes" http://www.tolerance.org/activity/checking-stereotypes

Critical Viewer HYPERLINK "http://www.tolerance.org/activity/critical-viewer-
activity" http://www.tolerance.org/activity/critical-viewer-activity

PBS Parents HYPERLINK
"http://www.pbs.org/parents/childrenandmedia/?gclid=CJzZq7zJlqUCFate7AodUi8GNQ

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http://www.pbs.org/parents/childrenandmedia/?gclid=CJzZq7zJlqUCFate7AodUi8GNQ
PBS parents: Children and media: TV Views Guide: Teens HYPERLINK
"http://www.pbs.org/parents/childrenandmedia/tvviewersguide-teens.html"
http://www.pbs.org/parents/childrenandmedia/tvviewersguide-teens.html
Milestone HYPERLINK "http://www.pbs.org/parents/childrenandmedia/milestones-teens.html" http://www.pbs.org/parents/childrenandmedia/milestones-teens.html
 HYPERLINK "http://www.epals.com/" \o "Open this link" \t "_blank" ePals Global
Community HYPERLINK "http://www.epals.com/" http://www.epals.com/
Classroom 2.0 HYPERLINK "http://www.classroom20.com/"
http://www.classroom20.com/
 HYPERLINK "http://www.wkcd.org/specialcollections/adobeyouthvoices/index.html"
\o "Open this link" \t "_blank" What Kids Can Do Adobe Youth Voices HYPERLINK
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http://www.lessonwriter.com/default.aspx

Resources

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    Sexual Initiation by Young Adolescent.* American Medical Association. April 2006.

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        Hogan, Marjorie, MD. *Media Education Offers Help on Children's Body Image*

        Problems. American Academy of Pediatrics. May 1999.

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Van Hoose, John, David Strahan, and Mark L'Esperance. <u>Promoting Harmony: Young Adolescent Development and School Practices</u>. Weserville, Ohio: National Middle School Association. 2001.