

PREFACE

***Breakout!* is a series of T.V. Shorts that focus on global issues and highlights Canadian youth activists and their work around the world.**

The four part structure of each 8 minute episode flows seamlessly as the viewer first **understands** the theme(**Feature**), **hears** about a firsthand experience(**Speakout**), **learns** about the hard facts on the issue(**FACTS**) and then **watches** a role model(**Breakouter**) in action. Stylish animated openings and transitions link dynamic interviews using footage shot in Kenya, Tanzania, Nigeria, Peru and India. There is an online website www.breakoutonline.ca which contains a comprehensive activism kit and resources for activists who are inspired by the TV series. The range of resources include sophisticated Flash games which can be linked to the themes of the TV series. The resources also include urls of NGOs and a step by step guide to activism. Viewers are also encouraged to upload their own videos of activism to **cbc.ca/breakout**.

Breakout's educational goal goes beyond the classroom- The ultimate aim is to move from global awareness to Real Life Activism. The TV series, the website and the games combine to instill values of empathy without being pedantic or preachy. By profiling young role models, Breakout! demonstrates the power of one. By profiling youth from different cultures, countries and socio-economic backgrounds, **Breakout!** also affirms and validates the diversity and complexity of our world. The pedagogical objectives of Breakout are combined with a style and delivery that appeals to the target audience.

The Breakout! offering is positioned to tie in with broad educational values but also ties in directly with the formal curriculum. This Study guide provides lesson plans directly linked to specific episodes of Breakout, but which can be extended across curricula and grade levels.

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Sponsors:

The Canadian Broadcasting Corporation

The Canadian International Development Agency

The Bell Broadcast New Media Fund

The Canadian Independent Film and Video Fund

The Government of Ontario Film and Television Tax Credit

The Government of Ontario Interactive Digital Media Tax Credit

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INTRODUCTION

How to Use the Breakout Study Guide:

The Breakout Study Guide allows teachers to link Breakout on video and online to specific curriculum for grades from 5-10. There are 3 examples of lesson plans, each using different Breakout! themes and aimed at a different grade level. The themes included are Child Poverty (5/6), Environment (7/8), and Girls' Rights (9/10). Though each lesson plan is specific to the theme and grade level, the format can be used for any Breakout! theme or episode and for any grade as shown by the grade extensions provided for each .

Each plan is complete with:

- Rationale
- Objectives
- Big Ideas
- Curriculum Expectations
- Episode Summaries
- Lesson Structure
 - Before Viewing
 - During Viewing
 - After Viewing
 - Activities and assessments throughout
- Further Information, Investigation and Links
- Grade extensions for 5/6, 7/8 or 9/10

The guide also includes a comprehensive Appendix which includes literacy strategies, media literacy tools, core learning concepts, and technical film and documentary language

Director's Cut Media Literacy Workshops

BREAKOUT resources can be enhanced with an in class Field Trip with the Director's Cut Media Literacy Workshops. For more information or to book a workshop, contact workshops@directorecut.ca or call 1-877-747-2964.

BREAKOUT STUDY GUIDE: CHILD POVERTY GRADE 5/6

Rationale

Poverty is a crucial and important issue that affects people of all ages locally and globally. It is a problem that can be greatly changed so that suffering doesn't have to occur. Students can be the change towards making a difference by critically analyzing how poverty is represented in the media and taking action to ensure that change can be made for the people in the world whose voice is not being represented.

Objectives

Students will:

- gain awareness and understanding of poverty and its effects locally and globally
- begin to develop empathy skills for people of varying economic situations
- begin to develop the social activism skills required to take action
- begin to develop deep viewing skills to better understand media techniques used to convey messages
- begin to understand the concept of representation and ethics in the media portrayal of social justice issues
- gain the knowledge of media conventions
- begin to develop the media skills required to produce media texts that communicate a message

Big Ideas

- What is poverty and how is it different around the world?
- How does poverty affect the quality of life?
- Does poverty affect different cultural groups differently? How so?
- What can we do to bring about positive change on both a local and global level?

Curriculum Expectations: (Grades 5 and 6, Ontario)

Language Arts (5/6)

Reading: Students will

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing: Students will

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

Oral Communication: Students will

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Media Literacy: Students will

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Social Studies (5/6)

Early Civilizations (5): Students will

1. identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment

First Nation Peoples and European Explorers (6): Students will

1. describe characteristics of pre-contact First Nation cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups

Episode Summary

Feature: Constancia is raised in a high priority neighbourhood but realizes her own privileges when she travels to India and meets street kids. Music is an important part of her life and its helped her stay out of trouble. Constancia realizes that no matter what your circumstance, you can overcome it with hard work.

Speakout: Students at John G. Diefenbaker PS talk about Poverty in the world.

Facts: Staggering numbers of people and children who live in poverty.

Breakouter: Ryan Tremblay was asked to make a promotional video for an orphanage in Kenya. The trip changed his life and now he's an activist and a filmmaker.

Lesson Structure

<p>Before Viewing (Activation) monitoring of</p>	<p>Vocabulary: poverty, homelessness, welfare, clean water access, push / pull factors in migration, immigration</p>	<p>Assessment * Ongoing</p>
<p>small class</p>	<p>Brainstorm with your class to access prior knowledge about vocabulary poverty: What is poverty? What does poverty look like? Where does poverty happen? Who is affected by poverty?</p>	<p>student's use and integration of</p> <p>* Participation in group and whole</p>
<p>Share</p>	<p>Activate Prior Knowledge: With a computer and using a search engine, have students look for images of poverty: cultural people are presented? Are the images (or location of poverty) stereotypical in representation? Is more than one cultural group represented? What groups of people are missing?</p> <p>Anticipation Guide: Help students to access their prior knowledge by agreeing or disagreeing with statements about poverty. Students are to review their answer after viewing and lesson has concluded to affirm or change their answers. To see an example of an Anticipation Guide, see Appendix Anticipation Guide.</p>	<p>discussion</p> <p>* Note-making</p> <p>* Observation</p> <p>* Checklists</p> <p>* Think Pair</p>
<p>Share</p>	<p>Read Alouds: Some great books to help illustrate poverty and to help students make connections are:</p> <ul style="list-style-type: none"> ▪ Tiger Woman by Laurence Yep ▪ Stone Soup by Marcia Brown ▪ Slake's Limbo by Felice Holman ▪ The Giving Tree by Shel Silverstein ▪ Fly Away Home by Eve Bunting 	<p>* Think Aloud</p>
<p>During Viewing (Processing) Share</p>	<p>Content Questions: Feature: What is the purpose of hearing Constancia's voice over the different video scenes? What is her message? Why is a close up of Constancia used when she is talking? How do the images of poverty portrayed confirm or challenge your pre-conceived notions of poverty? What feelings does the message intend to communicate in the viewer? What might the people in the video montage say? What might be their perspective about poverty? How do the camera angles used in the video montage support the content of the video?</p>	<p>* Think Pair</p> <p>* Note-making</p>
<p>small</p>	<p>Speakout: How are the student messages and video clips of India</p>	<p>* Participation in</p>

class	connected? What underlying message is communicated by showing the students on mini televisions? Compare camera angles used for the student messages versus camera angles used to depict the children in India? What message does the viewer receive?	group and whole discussion * Retell, Relate,
Reflect	<p>Breakouter: What different camera angles are used to illustrate poverty in Kenya? How does the music used in these series clips effect audience perception? What talents, technologies and affluence does Ryan have and use to help create change? How would Ryan's contribution look differently if one of these aspects were missing?</p>	* Personal * Participation in group and whole discussion
Comparison small class	<p>Content Questions: Conduct a classroom discussion to bring out key points in the video: What were the key ideas presented in the episode? What do we, as Canadians take for granted? What does poverty in our community look like? What cultural groups were missing from the episode and why? What initiatives are presently helping to combat poverty locally and globally? What can I do to make a difference?</p>	* Participation in group and whole discussion
After Viewing small (Consolidation) class	<p>Research and Data Collection: Have students conduct research to learn more about poverty and the effects that it causes. Students may want to look at who is affected, how it is caused, where it occurs, and what is being done to combat poverty.</p> <p>Quality of Life Collages: Have students create a collage showing the difference between a life of poverty and one that is not. Magazines offer many images that represent lifestyles. Images of poverty are harder to obtain in magazines (a classroom discussion in itself!) but may be found on the internet. Discuss with students the artistic techniques involved in making a collage (comparison divider, overlapping images, gluing techniques, use of words and images).</p>	* Note-making * Rubric
evaluation created	<p>Public Service Announcements (PSA) (video, radio or print): Pick an issue within child poverty (education, homelessness, hunger) and create a 30-60 second PSA or print ad.</p>	*Peer and self using student rubric
	<p><i>Mini Lessons:</i> Video PSA – show students how to use camera, record, shoot in sequence (leaves for minimal editing), and camera angles. A lesson in script writing may be needed. Radio PSA – show students how to use audio recorder, edit (Audacity is a free sound editing program), script writing, and use of sound effects. Print PSA – show students how to create effective print ads using Rule of Thirds, logos and slogans, images, colour, design and placement.</p>	* Rubric

Fundraiser Event: Have the class organize a fundraiser that will help * Personal
 Reflection / to support a cause that is associated with local or global poverty. For Metacognition
 Journal example, students may want to raise funds for a breakfast program in their school or collect basic necessities for the local shelter or fundraise money to send for overseas help. Once students have brainstormed their ideas and decided how to help, students will then have to organize, promote/advertise, volunteer and launch their idea. See Further Information, Investigation and Links to access list of organizations that currently combat poverty.

Volunteer: Many organizations are a success due to the hard work of * Personal
 Reflection / volunteers. It is a great way to meet people, become involved, and Metacognition
 Journal help make a difference. Volunteer at a local food bank, shelter or as part of a letter writing campaign some organizations may have. See * Rubric for letter
 Further Information, Investigation and Links to access list of organizations that currently combat poverty.

Reflection / Metacognition: How does my knowledge and * Personal
 Reflection / understanding of poverty around the world effect how I act locally Metacognition
 Journal and/or globally? Analyze the effectiveness of your actions in making a difference in the fight against poverty. Why are some actions more effective then others?

Further Information, Investigation and Links

- Websites:**
www.ladybugfoundation.ca
www.freethechildren.com
www.oxfam.com
www.unicef.com
www.dailybread.ca

- Books:**
 Tiger Woman by Laurence Yep
 Stone Soup by Marcia Brown
 Slake's Limbo by Felice Holman
 The Giving Tree by Shel Silverstein
 Fly Away Home by Eve Bunting

CHILD POVERTY: GRADE 7/8 EXTENSIONS

This section of the Study Guide offers suggestions about adapting and extending the ideas and issues introduced in *the Child Poverty Study Guide 6* for the middle school classroom. The teacher would introduce additional resources, activities, comprehension tools and strategies, assessment tasks, and frameworks for analysis appropriate to her/his students and their learning needs.

Subject: Geography, Math 7/8

Resources: Protest songs from various eras. Some recent suggestions could include:

“Stand by Me” – Playing for Change
“Do They Know it’s Christmas”/ “Tears Are Not Enough
“Bad Time to Be Poor – “Rheostatics”/ “We Are The World”

Film: *The Grapes of Wrath*

Activity 1: After viewing the Breakout segment on Child Poverty, students could undertake an examination of how popular music has been used to heighten public awareness of the issue of poverty. Some possible points of entry could be the way technology was used to re-create a virtual “real time” performance in “Stand By Me”; “Do They Know it’s Christmas”/ “Tears Are Not Enough”/ “We Are The World” can be examined as examples of how the role of celebrity is used raising awareness of social issues, specifically, poverty. “Bad Time to Be Poor – “Rheostatics” can be used as a springboard into a discussion about the indifference of society when it comes to poverty, particularly in an age of conspicuous consumption. In addition, students could do individual research into the history of the protest song and its place in modern music. They could examine the social reasons behind the decline in protest songs in mainstream media, compared to the 50’s and especially the 60’s. What has changed?

Production Tasks: Once students have deconstructed the protest song, they could create their own protest song on poverty and compose a bed track using Garageband. Students could initiate social action on their own by creating a Facebook group devoted to poverty.

Activity 2 Students could undertake an examination of how film has dealt with the issue. From an historical perspective, “The Grapes of Wrath” might be viewed to gain an understanding of the Great Depression. They could then compare poverty in the 30’s to poverty today. What did it mean to be poor in the 30’s as opposed to now? Has the nature of poverty changed?

Production Task Students could conduct an investigation into poverty rates locally, nationally and internationally over time. They could graph the data for comparison purposes.

Comprehension Strategies and Tools A Venn Diagram may be used to compare songs. The teacher might have students use the *RAFTS* strategy, which helps students to make connections and consolidate their understanding through writing. For example, a student might use *RAFTS* to determine the kind of lyrics that could be written, depending on the intended target audience. .

Technology

Students should be encouraged to extend their examination of the issues raised in this activity by conducting research online, and using a computer to record, sort, analyze, and construct their graphs using a spreadsheet. .

Framework for Analysis

In addition to examining and using resources such as videos and websites for their content, students should critically evaluate them to determine how reliable they are as sources of information. To do this, students will use the Five Key Concepts.

CHILD POVERTY: GRADE 9/10 EXTENSIONS

This section of the Study Guide provides some ideas about adapting and extending the ideas and issues to the 9/10 classroom.

While the Breakout Study Guide based on the theme Poverty focuses on elementary grade, it can be applied to other grades through adaptation and extension. The teacher would introduce additional resources, activities comprehension tools and strategies, assessment tasks, and frameworks for analysis appropriate to her/his students and their learning needs.

English, Drama, Civics

Resources

There are various websites teachers can consult. They are as follows:

1. Statistics Canada
www.statcan.gc.ca
2. Taking It Global
www.orgs.tigweb.org
3. Canadian Feed the Children
www.canadianfeedthechildren.ca
4. Toronto Youth
www.torontoyouth.com
5. Poverty.Com
www.poverty.com
6. World Bank & Poverty
www.worldbank.org/poverty
7. Canada without Poverty
www.cwp-csp.ca
8. Take Part
www.takepart.com
9. Global Issues
www.globalissues.org

The following are key documentaries that are key resources. They are as follows:

1. Doni Documentaries (on world issues, including poverty)
www.donimusic.com/truth/documentaries/
2. *Enjoy Poverty*
3. *Running on Empty*

Activities

Comparison/Contrast: After viewing the Breakout episode “Poverty”, have students create a Comparison Chart in which, in one column, they identify 3-5 ways in which they examine how North American youth have more rights than youth in other developing countries. Then have students view a documentary or evaluate a website and compare their findings to the information in their chart in the other column. When students have completed their chart they can share their findings in pairs.

Working with Picture/Thought Tracking: Teacher gathers a series of photographs illustrating global and local poverty and places them at various points in the room. Students silently move to stand beside a photo in the room that speaks to them. Teacher instructs students that a maximum of 4 students may stand at one photo. Teacher asks the following questions as students share with group members: - *“Why did you choose this picture? Who are the people in the photo? What is the problem these people are facing?”*

Teacher instructs students to take on the role of one of the characters in their photo. Students use **thought tracking** to share their inner thoughts and feelings in role. **Thought-tracking** helps inform an audience about a character / person. You see it in action when a character speaks out loud about his/her inner thoughts at a particular moment in dramatic action, in a freeze frame/still-image. This can be accomplished through having students freeze in a tableau of the picture and then tapping them individually on the shoulder to share. The teacher asks *“How do you feel? Describe what you were doing just before this picture was taken”* *“How are you going to cope? Who are the people with you? What happened to them?”*

After this activity the teacher can engage in a **consolidation** process. Teacher invites students to write a reflective piece by asking the following questions to provoke response. *“How do you feel after today’s lesson? What was significant for you? What did you learn today? What questions do you have? Why is this important?”*

Comprehension Strategies and Tools

A Comparison Chart is a very useful learning tool that supports the strategy Identifying Similarities and Differences. The teacher might also have students use a Venn Diagram to assist in comparing difference and similarities.

Another tool the teacher might have students use is RAFTS, which helps students to make connections and consolidate their understanding through writing. For example, a student might use RAFTS to write a letter in role as a concerned voter to the Prime Minister requesting that Canada give more aid to developing nations or those in need in North America.

The following are some additional Comprehension strategies and tools:

- Field Trips:
 - out of country experiences (e.g. www.care.org)
 - in town experiences (e.g. daily food bank, fundraising for an organization)
- Guest Speakers:
 - Reps from an organization that focus on poverty – e.g. Canada Feed the Children, Ontario Coalition Against Poverty)
- Other:
 - Letter writing /editorials
 - essay writing/contests
 - article reading/writing (examples from www.suite101.com)
 - form an extra-curricular committee
 - create storybook/picture book (extension: share with feeder elementary school)
 - debates
 - creating PSAs, websites, blogs, Facebook/Twitter/MySpace, etc... communities

Technology

Students should be encouraged to extend their examination of the issues raised in this activity by conducting research online, and using a computer record, sort, analyze, and report their findings by means of a software program such as PowerPoint.

The following are other areas technology can be incorporated into the classroom:

- Ability to use video camera with technical language taught
- Ability to create websites (or paper form of them)
- Ability to create and maintain blogs
- Ability to create and maintain a community on a social networking site (e.g. Facebook)

BREAKOUT STUDY GUIDE: THE ENVIRONMENT GRADE 7/8

Rationale: We all impact the environment by means of our actions, activities and attitudes. Through exposure to various episodes of **Breakout** -- a resource that contains a range of informational material about global and local issues tailored to the learning needs and interests of young adolescents -- students will increase their knowledge and gain a better understanding of the impacts and consequences of human interaction with the environment. In addition, students will develop their thinking skills by critically analyzing the information presented, conducting research, reflecting on their personal roles in protecting the environment, and responding in various ways, including through media production. As indicated in the Ontario curriculum, “environmental education is the responsibility of the entire education community - it is an approach to critical thinking, citizenship, and personal responsibility.”

-- *Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario Schools* (June 2007), p. 10

Objectives

Building Knowledge and Thinking Skills: Through activities like **deep viewing**, individual note-making, pair and small group sharing, and whole class discussion of the Breakout episodes, students will learn facts and examine various opinions about a range of environmental issues. Students will use the information provided in Breakout as the basis for their own investigations, engaging in both individual and collaborative inquiry. They will gather data and explore differing points of view in order to arrive at their own understandings of key ideas; this knowledge will serve as a platform for writing, oral communication and media production. It is hoped that through critical reflection on their learning, students will gain a greater understanding of the global implications of their own choices, which will empower students to take action in raising awareness of environmental issues in their own communities.

Building Literacy Skills: In the context of literacy, students will read, write and communicate orally, as well as develop their media literacy by examining the production conventions germane to the documentary genre as well as to the media texts they will create. As noted, they also will explore critical concepts such as **bias** and **point of view**.

Cross-curricular Application: Specific connections will be made to Science and Geography, but other cross-curricular links are implied, such as to Art and Social Studies.

The Big Ideas

- * What impact are humans having on the environment? To what extent is that impact negative? What are some examples of a positive impact?
- * How might individuals change a negative into a positive impact?
- * How do I personally interact with the natural world? Is that interaction positive or negative, or a bit of both? Is my interaction with respect to the environment influenced by others such as my friends, family, teachers, and classmates?
- * How do visual images such as photographs contribute to an awareness and understanding of environmental issues?
- * What are the advantages and disadvantages of using visual images to communicate information? Can an effective story be conveyed through visual images?
- * If I had a chance to send a message about the environment to friends, classmates, family, or others in my community, what would I say? How would I present it? Which medium and what form would I choose (e.g. letter, website, public service announcement, etc.)? What words, sounds and/or images would I use?

Curriculum Expectations: (Grades 7 and 8, Ontario)

Language (7/8) Students will

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

Media Literacy

1. demonstrate an understanding of a variety of media texts
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Science (7/8) Students will

Ecosystems (7) -- 1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts

Fluids (8) --1. assess the impact of human activities and technologies on the sustainability of water resources

Geography (7/8) Students will

Geographic Inquiry (7) -- 3. analyzes current environmental issues or events from the perspective of one or more of the themes of geographic inquiry

Economic Systems (8) -- 3. compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets

Episode Summaries:

5. Sustainable Living

Feature: The Indigenous people in Peru have lived in harmony with nature thousands of years. Two young girls in the community are maintaining this sustainable lifestyle.

Speakout: North Americans eat a lot of Burgers! Do you know how much energy and resources it takes to make just one hamburger?

Facts: The Amazon Rainforest is a very important part of the earth's eco-system, and it is gradually being depleted.

Breakouter: How much energy does your house consume? We'll take you to a house in Ontario that has its own well and recycles water.

6. Endangered Species

Feature: Reptiles and amphibians are key indicators for changes in our environment and they need to be protected.

Speakout: Simon Jackson from British Columbia started the Spirit Bear Youth Coalition to protect the Kermode Bear from extinction.

Facts: Mountain Gorillas are an endangered species. There are fewer than 650 of them in the world. Rare footage debunks myths about mountain gorillas and reasons why they are in danger of extinction.

Breakouter: Tendekai takes people on a Safari in Tanzania. His mission is to teach young people to respect the environment that animals need to survive in the wild.

11. Environment

Feature: A photographer from Toronto goes to Peru and learns the importance of preserving the Amazon Rainforest.

Speakout: Severn Cullis-Suzuki was fortunate to be raised in a household where she was aware of the environment from a young age; she uses her knowledge to motivate others to do the same.

Facts: Tips on what you can do every day to help save the environment.

Breakouter: Ronaldo is the protector of butterflies at remote sanctuary in the Amazon. Despite his poverty, he manages to keep a smile on his face and works at preserving the biodiversity of the Amazon.

17. Biodiversity

Feature: Meet Joel, he's a spider monkey that lives in a sanctuary in the Peruvian Amazon.

Speakout: James Brooks is an ape fanatic. He's working hard to keep them safe and you can help!

Facts: The Amazon Rainforest is like the lungs of the earth. So why is it in danger of being completely destroyed by humans who need it to breathe and survive?

Breakouter: Carlos Daniel is a biologist and activist working to conserve the Peruvian rainforests and way of life.

Lesson Structure – What follows is a possible lesson outline that is meant to be descriptive, not prescriptive. Teachers should adapt the lesson to meet the specific learning needs of their students, not follow it verbatim. Similarly, the teacher might change the order of the assessment tasks/tools, or omit some and add others, etc., based on the classroom context. In general, the suggested list is best considered as recursive not linear.

Before Viewing (Activation)

Vocabulary: biodiversity, indigenous, deteriorate, petroglyphs, deforestation, interaction, grassroots movement, amphibian, vulnerable, endangered, threatened, extinct, species, podcast, documentary, documentation, point of view (POV), photo essay, subject, comprehension strategy, theme, annotation.

Content Questions: What does the title of the episode suggest about the content? What do you know about this topic?

Codes and Conventions: The elements of documentary: (real life representations (people, issues, events), use of narration, fact-based reporting

Deep Viewing/Listening: Information in Breakout is provided in various ways, through:

- language that is written and spoken,
- sounds such as sound effects, voices and music,
- visual images such as photographs, charts, graphics, video clips.

To get the most information from the episode(s) and increase your learning, use the *comprehension strategy* Deep Viewing/Listening. (See Appendix.) It will help you to find, sort, summarize, and record information. Using a strategy such as Deep Viewing/Listening helps us to comprehend, which is why we call them *comprehension* strategies.

During Viewing (Processing)

Content Questions: What is the main environmental issue addressed in this segment? What key facts and information are presented? How is the information presented? Who presents the information? How do the visual images help you to understand the information?

Point of View/(POV) Reportage: Whose points of view are being presented? Are there points of view that are not represented? Is your point of view represented?

Critically examine the gender (male/female) of the *narrators* (through voice over) and the *experts* (who are seen on camera). Do you notice any patterns? How might gender influence the audience's response to the segments – both the gender of the people in the program such as narrators, experts and *subjects*, but also of the viewer?

Format: Each program segment is organized in exactly the same way: Introduction, Speak Out, Facts, and Breakouter. And within

Assessment

Ongoing monitoring of student's use and integration of vocabulary

* Note-making

* Observation

* Participation in small group and class discussion

* Think Aloud

* Oral and Written Summaries

* Checklists

* Contribution of ideas to discussion

* Note-making

* Sharing in pairs and small groups – use of placemat to gather, summarize and synthesize key ideas

* Comparison Chart

	each segment, certain elements are used to convey ideas and information. What are those elements (e.g. interviews)?	* Concept mapping
	How does this format help the audience to make sense of the segment? To what extent does it engage the viewer personally? How might it be improved?	* Think-Pair-Share
	Editing: The target audience is students aged 10-13 – how does the title sequence reflect that? How might editing choices affect the flow of the piece? Why do you think were these choices made?	* Personal Response/Journal
	Music/Sound: How is music used in the body of the episode? What kind of music is it? Is more than one kind used? Is any of the music repeated or used as a <i>theme</i> ? Is natural sound used? How does the use of music and sound in a documentary differ from their use in a feature film?	* Deep Listening
After Viewing (Consolidation)	Content Questions: How has your understanding of the issues changed based on your viewing of the Breakout episodes? What questions do you still have about the issues? In order to better understand the issues, what other type(s) of information would you need and where might you find it? What resources are available to you?	* Student-generated questions
	Critical Reflection: <i>Content</i> -- What kinds of information (facts, statistics, experts, examples, personal stories, etc.) were included? Do you feel you have enough information to make an informed opinion about the key issues? If you had produced this resource, what additional or other kinds of information would you have included to make the episode more valuable as a teaching tool?	* Question/Answer sheet – to help student to check and consolidate understanding
	<i>Point of View</i> -- Does the episode explore differing opinions about the issues or just present one perspective? Do you feel the information in the story is balanced and fair? Why or why not? How might the story change if a different point of view were presented or added?	
	<i>Format</i> -- Analyze the format and how it is used to structure or shape your viewing experience so that you come away with a certain kind of understanding of the main ideas. To what extent does this format <i>broaden</i> your comprehension and expand your own thinking on the topic? To what extent does the format limit your understanding because of its <i>bias</i> ?	* Teacher-student conference (informal or formal)
	Research and Data Collection: Select a topic from the episode to research more in depth. For example, investigate more fully the effects of raising cattle on the environment. You may work with a partner. Start with a visit to the school library. Write a 1-2 page report of your findings to share in class. In your report, compare your research data with the information provided in Breakout.	* Research Report – using a graphic organizer to compare; checklist
	Scrapbook: Each student will create a scrapbook of photographs and <i>clippings</i> related to the theme of environmental awareness.	* Peer and self-evaluation
Constructing Media: a) Photo Essay: Using digital photography, design a photo essay that illustrates human interaction with the natural world or a specific ecosystem (backyard, a park, conservation area, urban landscape, etc.).	* Rubric	

b) Podcast/PSA/Poster: Promote the concept of sustainable living through as topic such as recycling, composting, water/energy conservation; make a 30-60 second Public Service Announcement. * Rubric

Production Considerations:

What message do you want to send?

What essential information must you include in your message?

Who is your target audience?

How will written text be used into the photo essay? Do you need text at all to tell your story?

Will you incorporate music and/or natural sound?

How will you use and organize images, text and graphics to create an effective poster?

Reflection/Metacognition: Write a reflection that explains the production choices you made for the construction of your media piece and why you made those specific choices. How do they combine to create an effective message?

* Personal Reflection/Journal

Global Citizenship/Character Development:

Letter Writing: Select a local environmental issue and write a letter to the editor, taking a specific position on that issue (e.g. expanding recycling, promoting greater use of /improving public transit, cleaning up an environmental ‘hotspot’).

* Checklist (for variety of types of information, and annotation

Research/Profile: Gather and record information to create a biography/profile of a young environmental activist such as Severn Cullis-Suzuki.

* Rubric for format

Further Information, Investigation and Links

Field Trips: Contact your local Conservation Authority to find out about its interpretive programs, arrange a visit and/or scout locations for a photo shoot.

Guided Neighbourhood Walk: Use the area immediately around your school to investigate human interaction in an urban setting.

* Inventory or Checklist

Websites *From the Breakout series:*

URKU: <http://www.orkuperu.org/english>

Spirit Bear Youth Coalition: <http://www.spiritbearyouth.org/>

1000 Classrooms: <http://www.1000classrooms.org/>

Other Selected Websites:

The Angry Kid: (Greenpeace video) – part of the integrated environmental unit in the new Elementary Drama curriculum
http://www.youtube.com/watch?v=BY7875_rv1s

Greenpeace: <http://www.greenpeace.org/international/>

Children of the Earth: <http://www.childrenoftheearth.org/>

Rainforest Heroes: www.ran.org/new/kidscorner/home

THE ENVIRONMENT: GRADE 5/6 EXTENSIONS

This section of the Study Guide provides some ideas about adapting and extending the ideas and issues to a Grade 5 or 6 classroom.

While the Breakout Study Guide based on the environment focuses on Grade 7/8, it can be applied to other grades through adaptation and extension. The teacher would introduce additional resources, activities, comprehension tools and strategies, assessment tasks, and frameworks for analysis appropriate to his/her students and their learning needs.

Subject: Reading/Writing/Media/Science/Visual Arts

Activity 1

After viewing the Breakout episode, “Sustainable Living”, have students research energy conservation strategies from Powerwise (www.powerwise.ca/). In small groups, have students record the strategies that they could implement in their own lives using a graphic organizer and why each strategy is applicable to their daily lives. Have students discuss their choices as a class. As a class, view the David Suzuki commercials presented by Powerwise (<http://www.powerwise.ca/features/videos/>). Use the **media triangle** to deconstruct the messages presented in the Powerwise commercials. Have students discuss whether the commercials are effective in communicating the intended messages. In pairs, students can create posters using the **rule of thirds** (http://en.wikipedia.org/wiki/Rule_of_thirds) to communicate to other students the various energy conservation strategies that children can implement in their daily lives.

Comprehension Strategies and Tools

The media triangle is a useful tool that examines and deconstructs media texts. The triangle looks at text, production, and audience and gives students a critical lens when making judgments about what they are viewing. Graphic organizers are a practical tool to record and organize information from various sources. The rule of thirds is an advertising technique that creates a more visually appealing image. The rule of thirds states that an image divided by two vertical lines and two horizontal lines, creating nine equal squares; then placing the image within or across three of the nine squares rather than directly in the centre creates a more dynamic image.

Technology

Students should be encouraged to use the media triangle when examining media texts as a way of increasing the depth of their viewing. Students can use mind mapping computer software such as Smart Ideas or Inspiration to record and organize their research from various sources. Students can use Microsoft Publisher to create their posters.

Framework for Analysis

Students should be using questioning, research, analysis, and the media triangle when looking at the content and presentation of the media text. Students will be investigating the various choices they have as responsible citizens in preserving our environment. Students will also explore the immediate and long term effects of their choices in creating a society that is more energy conscious.

Subject: Physical Education/Writing

Activity 2

After viewing the Breakout episode, “Endangered Species” or “Biodiversity”, have students share their thoughts and opinions in a **Think-Pair-Share** (www.eworkshop.on.ca/edu/pdf/Mod36_coop_think-pair-share.pdf). Have students watch the episode a second time in small groups using **deep viewing strategies** to focus on one section of the episode; *Feature*, *Speakout*, *Facts* or *Breakouter*. Encourage students to analyze the sections of the episode using the **media triangle** to guide their analysis. Students share their findings in their groups and record interesting facts in a **concept map**. Guide students in a discussion on the effectiveness of the episode in conveying the message and what techniques make the episode effective. To further consolidate the concepts presented in the episode, it is useful to examine these concepts across the curriculum. The messages presented in these Breakout episodes can be simulated through active participation in gym class. Students can play **co-operative games** that focus on how the environment is interconnected. An example of a co-operative game that highlights these issues is called the Biodiversity Game by Dr. Martin Willison, Professor of Biology at Dalhousie University. An explanation and

instructions can be located at the following link:

http://plato.acadiau.ca/courses/educ/reid/games/Game_descriptions/biodiversity_game.htm. After playing the game, encourage students to share their experiences and make connections to what they learned about either endangered species or biodiversity. Students can **retell, relate, reflect** (www.markville.ss.yrdsb.edu.on.ca/mm/UBC/510/Retell.pdf) upon their experiences in a journal to highlight important aspects of the lesson and communicate new insights on the topic.

Comprehension Strategies and Tools

Think-Pair-Share is a focused oral language strategy that gives every student a chance to share their opinion. It is a safe way for all students to be included in the conversation. Concept maps help students to organize and reflect upon information. It provides a structured way to compare, contrast and relate information or ideas. Co-operative games allow students to learn in a kinesthetic way and consolidate information by using various modes of learning. Retell, Relate, Reflect is a structured way for students to communicate their learning in written format. It encourages metacognition; for students to think about their thinking, which is critical in developing skills.

Technology

Students should be encouraged to use the media triangle when examining media texts as a way of increasing the depth of their viewing. As well, students are encouraged to participate in the co-operative games as it further consolidates their learning.

Framework for Analysis

Students will learn that the health of our planet is dependent on the interconnectedness various ecosystems. Students will also learn that these ecosystems are fragile and need to be protected.

Subject: Math/Drama/Writing

Activity 3

After viewing the Breakout episode, “Sustainable Living”, brainstorm the different strategies used in the episode to conserve the environment and determine what strategies can be easily implemented into our daily lives. Categorize the strategies into different sections, such as garbage disposal, energy conservation, transportation and brainstorm different strategies for each section. In small groups, students can create a tally chart that focuses on one category and strategies (each group focuses on a different category). As a class, tally the students in the school on the different environmental strategies that they use in their daily lives at home. After the data has been collected, the students graph the data in their small groups and present the graph to the class by explaining what the data tells us about the use of environmental conservation strategies used by students in our school. After analyzing the graph and data, students write a radio public service announcement or a television commercial that promotes each environmental conservation strategy. Students can record the radio public service announcement on a digital audio recorder and import into **Audacity** (audacity.sourceforge.net) software or record the television commercial on digital video recorder.

Comprehension Strategies and Tools

Co-operative group work is a useful learning strategy that allows students to use the skills and strategies that they are most confident using. Assigning roles and responsibilities will emphasize accountability within the group.

Technology

Students will have to be taught how to use the digital audio and video recorders, as well as the accompanying software that is needed to edit the recordings. Free sound editing software can be found at audacity.sourceforge.net

Framework for Analysis

Students will learn that math is applicable across the curriculum and is useful in decision making skills by providing the real life evidence needed to make important decisions.

THE ENVIRONMENT: GRADE 9/10 EXTENSIONS

This section of the Study Guide provides some ideas about adapting and extending the ideas and issues to the 9/10 classroom.

While the Breakout Study Guide based on the theme of the Environment focuses on elementary grade, it can be applied to other grades through adaptation and extension. The teacher would introduce additional resources, activities comprehension tools and strategies, assessment tasks, and frameworks for analysis appropriate to her/his students and their learning needs.

English, Drama, Civics

Resources

There are various websites teachers can consult. They are as follows:

Statistics Canada

www.statcan.gc.ca

Environment Canada

www.ec.gc.ca

Taking It Global

www.orgs.tigweb.org

Take Part

www.takepart.com

The Environment: A Global Challenge

<http://library.thinkquest.org/26026/index.php3>

Global Issues

www.globalissues.org

The following are key documentaries that are key resources. They are as follows:

Doni Documentaries (on world issues, including environment)

www.donimusic.com/truth/documentaries/

About.com: Documentaries

www.documentaries.about.com/od/recommendeddocumentaries/tp/Environmental-Documentaries.htm

Green Cine

www.greencine.com/central/envirodocs

(the above 2 websites list popular docs with short description)

The Inconvenient Truth

Planet Earth

March of the Penguins

Happy Feet (specific clips to start discussion)

Activities

Comparison/Contrast: After viewing the Breakout episode “The Environment”, have students create a Comparison Chart where they compare **causes** for various environmental issues and compare the **impact** of these issues on communities. Then have students view a documentary or evaluate a website and compare their findings to the information in their chart in the other column. When students have completed their chart they can share their findings in pairs.

Working with Picture/Thought Tracking: Teacher gathers a series of photographs illustrating environmental damage and destruction (destruction to the environment, to humans, to animals etc.) and places them at various points in the room. Students silently move to stand beside a photo in the room that speaks to them Teacher instructs students that a maximum of 4 students may stand at one photo. Teacher

asks the following questions as students share with group members: - *“Why did you choose this picture? What is the environmental issue? Are three people in the photo? What are the environmental problems are these people are facing?”*

Teacher instructs students to take on the role of one of the characters in their photo. Students use **thought tracking** to share their inner thoughts and feelings in role. **Thought-tracking** helps inform an audience about a character / person. You see it in action when a character speaks out loud about his/her inner thoughts at a particular moment in dramatic action, in a freeze frame/still-image. This can be accomplished through having students freeze in a tableau of the picture and then tapping them individually on the shoulder to share. The teacher asks *“How do you feel? Describe what you were doing just before this picture was taken” “How are you going to cope? Who are the people with you? What happened to them?”*

After this activity the teacher can engage in a **consolidation** process. Teacher invites students to write a reflective piece by asking the following questions to provoke response. *“How do you feel after today’s lesson? What was significant for you? What did you learn today? What questions do you have? Why is this important?”*

Comprehension Strategies and Tools

A Comparison Chart is a very useful learning tool that supports the strategy Identifying Similarities and Differences. The teacher might also have students use is a Venn Diagram to assist in comparing difference and similarities.

Another tool the teacher might have students use is RAFTS, which helps students to make connections and consolidate their understanding through writing. For example, a student might use RAFTS to write a letter in role as a concerned voter to her MP or the Prime Minister requesting that Canada meet the requirements of the Kyoto protocol.

The following are some additional Comprehension strategies and tools:

- Field Trips:
 - out of country experiences (e.g. exchange trips to the Arctic)
 - in town experiences (e.g. awareness campaigns, fundraising for an organization)
- Guest Speakers:
 - Reps from an organization that focus on the environment (e.g. Green Peace)
- Other:
 - Letter writing /editorials
 - essay writing/contests
 - article reading/writing
 - (examples from www.suite101.com)
 - form an extra-curricular committee
 - create storybook/picture book (extension: share with feeder elementary school)
 - debates
 - 10 ways to save our Earth...original ideas only!
 - creating PSAs, websites, blogs, Facebook/Twitter/MySpace, etc... communities

Technology

Students should be encouraged to extent their examination of the issues raised in this activity by conducting research online, and using a computer record, sort, analyze, and report their findings by means of a software program such as PowerPoint.

The following are other areas technology can be incorporated into the classroom:

- Ability to use video camera with technical language taught
 - Ability to create websites (or paper form of them)
 - Ability to create and maintain blogs
- Ability to create and maintain a community on a social networking site (e.g. Facebook)

BREAKOUT STUDY GUIDE: GIRLS' RIGHTS GRADE 9/10

Rationale

Breakout! is a highly original interactive documentary series, which explores global issues through the viewpoint of tweens and teens. Each episode is packed with facts and stories about young activities. (quoted from www.breakoutonline.ca) This study guide has been created to guide sixth-tenth grade teacher on ways of using Breakout! documentaries on the theme of Girls' Rights. There are two Breakout! Episodes: Girl's Rights (episode #7) & Empowering Girls (episode #24) that will allow a teacher to discuss issues related to girls' rights. Each episode is approximately 8 minutes, with 2 minutes bits titled: Feature, Speakout, Facts and Breakouter.

There are a number of media frameworks that will be used throughout this study guide to help with the analysis of this media text. These frameworks include: The Media Studies Triangle, Eight/Five Key Concepts, CML's Five Core Concepts & Key Questions and Buckingham's PLAR (see Appendix Media Frameworks). These three frameworks are referenced in TDSB's *Media Studies K-12* resource and David Buckingham's book, *Media Education*. You will want to become familiar with these frameworks and give students many opportunities to practice applying them.

By teaching youth about these global issues we are giving them the opportunity to become aware, active and socially responsible adults. In addition, students are provided with the opportunity to develop empathy through learning about the challenges and plights experienced by their contemporaries around the world.

Objectives

- students will develop an awareness of global issues
- students will critique global issues
- students will engage in active citizenship
- demonstrate an understanding of citizenship within a global context
- analyse contemporary issues of international significance in the context of the global community
- summarize the rights and responsibilities of citizenship within the global context
- research and summarize civic actions of individuals that have made a difference in the global issue of the treatment of girls
- students will be encouraged to draw parallels between themselves and the rest of the world

Big Idea

How can we all help to change the circumstances of girls on a local and global level? How does the plight of girls and female oppression affect both men and women? What is the role of education in the improvement of girl's rights? How would an improvement in female rights lead to an improvement of other global issues like famine, poverty?

Curriculum Expectations: (Grades 9 and 10, Ontario)

Civics: students will

ICV.02 – compare contrasting views of what it means to be a “citizen”;

ICV.05 – demonstrate an understanding of citizenship within a global context.

PCV.04 – demonstrate an understanding of a citizen's role in responding to non-democratic movements (e.g., supremacist and racist organizations, fascism, and communism) through personal and group actions.

ACV.01 – demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 – demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04 – demonstrate a knowledge of different types of citizenship participation and involvement.

English: students will

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

- WRV.03D** - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- WRV.04D** - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;
- WRV.05D** - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate.
- MDV.01D** - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyze specific media works;
- MDV.02D** - use knowledge of a variety of media forms, purposes, and audiences to create media

Drama: students will

- DC1.07X** -identify biased and stereotyped language;
- DC1.08X** -demonstrate an understanding of the tasks and responsibilities of an effective working group (e.g., mutual goal setting, task management, task completion);
- DC1.09X** - demonstrate an understanding of group process in negotiating decisions about form and content in the construction of a dramatic presentation (e.g., listening, questioning, consensus seeking);
- DC1.10X** -identify problems that may occur in group settings, along with possible solutions.

Physical Education: students will

- LSV.01** – identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living;
- LSV.02** – demonstrate understanding of conflict resolution, anger management, and mediation;
- LSV.03** – use appropriate social skills and positive attitudes when interacting with others.
- LS1.02** – analyze the impact of media and culture on decision making;
- LS1.03** – produce a sequential action plan (e.g., using the IDEAL model) to achieve personal goals related to new situations (e.g., those requiring time management);
- LS1.04** – explain their reasoning for their personal choices and actions related to health and well-being.
- LS2.01** – demonstrate understanding of the varied dynamics of conflict (e.g., the context, escalators, perception);
- LS2.02** – describe different styles of handling conflict and their effectiveness in different situations;
- LS2.03** – describe the benefits of developing anger management strategies;
- LS2.04** – identify techniques for dealing with angry disputants;
- LS2.05** – describe the impact of non-verbal (e.g., body language) and verbal responses;
- LS2.07** - describe the phases of mediation;
- LS2.08** – explain the difference between mediation and adjudication.
- LS3.01** – demonstrate behaviors that are respectful of others’ points of view (e.g., listening actively, showing appreciation, criticizing ideas not people);
- LS3.02** – describe their own contribution to and effectiveness within a group.works and describe their intended effect.

Episode Summaries:

Girl’s Rights (episode #7)

Feature: The 411 Initiative for Change is a program that takes live and recorded artists and performers to schools to discuss issues that are relevant to young people. Set up as a TV Talk Show it uses music and star power to get the message across to young people. Masia One is the talk show host of this presentation that is featured in this episode to discuss girl’s rights and gender inequality.

Speakout: R&B Artist, George Nozuka talks about paying attention to what happens in the world and calling on both girls and boys to make a change. We can all take the responsibility in changing the circumstances of girls.

Facts: Girls are treated unequally when it comes to education, marriage, work and a staggering percentage are likely to face abuse.

Breakouter: Eterna (Rap/Hip Hop Artist) joined The 411 Initiative for Change to use her star power to build awareness of girl’s rights. She is a female in a male dominated field of Hip Hop.

Empowering Girls (episode #24)

Feature: PLAN is a children’s charity that works with 65 countries around the world. One of their priorities is girl’s rights. Dreeni Geer, a PLAN Spokesperson, goes into schools to speak to youth about pressing girl issues. The key message that PLAN wants to get out is that we all have a role to play to make the world a better place.

Speakout: Youth Activist, Kelsy talks about dispelling the stereotypes of being female and doing what she loves best, sports and traveling the world.

Facts: Staggering facts about equal rights legislation, voting, participation in Olympics and wages.

Breakouter: Aliya Jasmine Sovani (TV Host & Journalist) has raised awareness of girl's rights in Canada and around the world through different initiatives such as, the development of a documentary *Girls of Latitude* documentary and an active participant of Girl Impact.

Lesson Structure

Before Viewing (Activation)		Assessment
	<ul style="list-style-type: none"> • Read articles/picture books about girl's rights in Canada and around the world from a variety of sources • Brainstorm conventions of a documentary. (Appendix Conventions of a Documentary) • Brainstorm/make connections on how our lives (as youth) are similar & different from other youths/girls/boys around the world • Brainstorm the term gender roles. Included would be a discussion on the definitions and difference between the terms gender and sex. Crucial difference: gender - is a social construct and sex is our physical anatomy at birth. Students may then list various examples of gender roles. This might then lead into a conversation about the impact of gender stereotypes and the limiting nature of gender roles. • Brainstorm/Predict some circumstances of girls in Canada and around the world • Predict what the episode will be about by watching the Feature section. Have students explain how they came up with their particular predictions? Which words and images help them to draw these conclusions? • Create a KWL Chart to organize what students already know about the issue, and what they want to still learn. Have students keep their KWL charts to complete the chart with what they have learned about the issue after viewing the episode or chosen clip(s). (http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf) • Create an anticipation guide with statements related to the issue. (Suggestion: Use the information from the Facts section to create the focus) <p><u>Activity: Compare Us & Them</u></p> <p>1. Have students work in pairs or small groups to research conditions of girls in Canada and around the world. You may want to assign specific topics (for example: education, wages, legal rights, etc...)</p> <p>2. Have your students compare their research, and share this information through one of the following forms: a) Venn Diagram Poster, b) Song/rap/poem and c) PowerPoint Presentation.</p>	<p>Assessment</p> <ul style="list-style-type: none"> *on-going formative assessment *note-making *note-making *note-making *observation *participation in small group or whole class discussion *observation *participation in small group or whole class discussion *KWL Charts *Observation *Anticipation Guide *teacher feedback *group sharing *observation *comparison chart

	<p>3. Have them write a reflective piece of what they have learned from the presentations</p> <p>* If this activity is being evaluated for marks teachers could focus on the following: the degree to which the student has successfully applied the conventions of his/her selected form; the level of clarity in the conveying of the message; quality of ideas and style of the reflective writing piece.</p> <p><u>Activity: Because I'm A Girl</u></p> <ol style="list-style-type: none"> 1. Have female & male students think what are the benefits of being a girl, and write it down. Try to encourage all students to participate in sharing their ideas. Write these ideas chart paper. 2. Then have students think what some challenges of being a girl are, and write it down. Again we want to encourage all students to share their thoughts. 3. Have a class discussion on how we can help to change the problems girls experience in Canada and around the world. 4. Have students create posters "Because I'm a Girl..." (perhaps they can be paired with the opposite sex) <p>* If this activity is being evaluated for marks teachers could focus on the clarity of the message the poster conveys.</p>	<p>*observations *teacher feedback *group sharing</p>
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<p>During Viewing (Processing)</p>	<ul style="list-style-type: none"> • Who is the intended audience for this documentary? How can you tell? • Were your predictions correct? Explain. • Who is represented? Who is missing? (Point of view/Bias) • What do you think was the purpose of creating this film? • Can you think of other films that are similar? (text-to-text) • Does this film remind you of your own life? (text-to-self) • Does this film speak to current realities? (text-to-world) • Coloured lens activity to view documentary (See Appendix) • Create your own questions to ask your peers <p><u>Production Task: Writing A Letter (print based)</u></p> <ol style="list-style-type: none"> 1. Have students read letters written by activists. 2. Discuss the conventions of a letter and who the intended audience for this particular production assignment. Provide opportunity in computer lab/library for students to do some research. The central idea of the letter should be to answer the following: How can we all help to change the circumstances of girls. 3. Students can begin to think of their letter, however before students begin writing they need to decide who they are going to write to (they are to write as themselves). Once they have chosen who they are writing to, students can begin writing their first draft. 4. Allow students time in class for an editing session, where they swap their letters and become their peer's editors. 	<p>Assessment</p> <p>*on-going formative assessment *observation *participation in small group or whole class discussion</p> <p>*observation *rubric</p>
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	5. Once students submit their letters to the teacher, after being evaluated, they can actually send them to the intended person. (Appendix Sample Rubrics)	
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After Viewing (Consolidation)	<ul style="list-style-type: none"> • Think-Pair-Share • What were the key ideas presented in the documentary? • What did you like about the documentary? What did you dislike? Why? • Do you have any questions to help clarify anything from the documentary? • Did you find the organization, images, sounds, etc... effective or ineffective? Why? • What role did/does Canadians/Organizations, etc... play in helping to solve the issues presented? • How was sound and colour used to evoke meaning? • How were emotions depicted through sound and images? • List 5-10 facts learned about girl's rights • Discuss the impact of gender roles with local and global examples. <p><u>Activity: Facebook Profile</u></p> <p>1. Have students pick one of the following people, all of which were mentioned in the episode, and conduct research to create a Facebook profile</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Masia One</td> <td style="width: 50%;">d. Eterna</td> </tr> <tr> <td>b. George Nozuka</td> <td>e. Dreeni Geer</td> </tr> <tr> <td>c. Tika Simone</td> <td>f. Aliya Jasmine Sovani</td> </tr> </table> <p>Note: You can include other prominent activists to this list that were not mentioned in the episode(s).</p> <p>2. Facebook profile should include: Full Name, birth date, birth place, key points, field of work, and significance plus any additional information that a Facebook profile allows you to add.</p> <p>3. Have students 'post' their profiles on the corkboard/chalkboard/wall and have students participate in a 'web' walk</p> <p>* If this activity is being evaluated for marks teachers could focus on the degree of research and effort evident in the Facebook profile.</p> <p><u>Production Task - Creating a Public Service Announcement (technology based):</u></p> <p>1. Show students examples of Public Service Announcements and discuss the conventions of a Public Service Announcement. (model/practice)</p> <p>2. Have the students create their PSA. The central idea of the PSA should be to answer the following: How can we all help to change the circumstances of girls.</p> <p>3. The teacher may want to give students copyright friendly images, sounds, videos, and music websites.</p> <ul style="list-style-type: none"> • Students are to consider & include: <ol style="list-style-type: none"> i. Intended audience/purpose – The Tag Line 	a. Masia One	d. Eterna	b. George Nozuka	e. Dreeni Geer	c. Tika Simone	f. Aliya Jasmine Sovani	Assessment *on-going formative assessment *observation *participation in small group or whole class discussion *observation *working in small groups *teacher feedback *student-teacher conferences *rubric
a. Masia One	d. Eterna							
b. George Nozuka	e. Dreeni Geer							
c. Tika Simone	f. Aliya Jasmine Sovani							

	<p>Storyboard (shots, camera angles, scenes, etc...) Script – text/voiceover</p> <ul style="list-style-type: none"> iv. Sound v. Form vi. Representation vii. Language <p>Note: Use Appendix Film Camera Technology & Storyboarding – to help students with shots, angles and storyboarding</p> <p>4. The teacher should schedule conferences with students and have informal check-ins, so that constructive feedback can be provided to students.</p> <p>5. Have students share their finished products with their peers. (Appendix Sample Rubrics)</p> <p><u>Production Task - Creating a Comic (technology based):</u> This production activity requires the students use Comic Life (a software program to create comics found on most TDSB computers and/or can be downloaded at http://plasq.com/comiclifewin).</p> <p>1. Discuss with students the conventions of a comic.</p> <p>2. Students are to get into small groups and begin to brainstorm their ideas for their own comic production. Specific topics are to be chosen by the teacher, and will vary depending on the course. The central idea of the comic should be to answer the following: How can we all help to change the circumstances of girls.</p> <p>3. Students will need to consider & include:</p> <ul style="list-style-type: none"> a. Intended audience/purpose b. Storyboard (shots, camera angles, scenes, etc...) – something similar can be created for Comic Life prior to their good copy c. Script – voice over (if animation) or text (in comic style) d. Sound e. Form f. Representation g. Language <p>4. The teacher should schedule conferences with students and have informal check-ins, so that constructive feedback can be provided to students.</p> <p>5. Have students share their finished products with their peers. (Appendix Sample Rubrics)</p> <p><i>Note: The conventions of animation are not exactly the same as comics. To understand conventions of comics refer to Scott McCloud’s <i>Understanding Comics</i> and <i>Comic Life Layout</i> .</i></p>	<p>*student-teacher conferences</p> <p>*rubric</p>
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Reflection and Metacognitive Writing Prompts

Students can engage in reflection after viewing the Breakout! Segments. A useful model for student reflection is **SCCR**. SCCR is a format or model for reporting on a traditional text or media text. SCCR requires students to *summarize*, *comment* on the text, *connect* it to their own experiences and to what they are studying and exploring in the course, and *reflect* upon its significant in the context of their own learning.

- S – Summarize
- C – Comment on the text (the Breakout! Episode)
- C – Connect the text to...
- R – Reflect

It is also useful to have students reflect on their role in any group project or group work. The prompts below can guide the student's reflection process and help facilitate students' **metacognitive** process of knowing how to learn and knowing which strategies work best in their learning process. Some metacognitive prompts include:

1. One thing I did well in my group is... / One thing I am proud about is...
2. How did what I already knew about this topic help my contributions to the group....
3. One thing I want to improve during my next group work time is...because...
4. One thing I learned from my group is...

Assessment

Throughout the study guide there is assessment **for** learning (diagnostic); assessment **as** learning (formative); and assessment **of** learning (evaluation). **Diagnostic** assessment is found throughout the before, during and after sections of this guide in the way of discussion prompts. **Formative** assessment can be met through the three main activities: **Facebook Profile, Because I'm a Girl, Compare Us & Them**. **Evaluation** can occur through the three production tasks: **Writing a Letter, Creating a PSA, Creating a Comic**. (Appendix Assessment & Evaluation)

Resources

- United Nations Cyber Schoolbus Convention on the Rights of the Child. New York, NY USA: <http://www.cyberschoolbus.un.org/crc/simplified.html>
- The 411 Initiative For Chang. Toronto, Ontario Canada: <http://www.whatsthe411.ca/?pageID=160>
- Plan Canada – Because I Am A Girl. Toronto, Ontario Canada: <http://plancanada.ca/biaag/home.htm>
- Girl Impact. Toronto, Ontario Canada: <http://www.girlimpact.org/>
- Mully Children's Family. Nairobi, Kenya: <http://www.mullychildrensfamily.org/>
- The Media Awareness Network: <http://www.media-awareness.ca/>
- The Centre for Media Literacy (CML): <http://www.medialit.org/>
- *Think Literacy: Cross-Curricular Approaches, Grades 7-12: Specific Subject Media Grades 7-10*
- TDSB's *Media Studies K-12*)
- Media Part II Syllabus – Fall 2008)
- Buckingham, David. *Media Education*. Polity. Cambridge: 2003.
- McCloud, Scott. *Understanding Comics and Comic Life Layout* . Paw Prints, 2008.

GIRLS' RIGHTS: GRADE 5/6 EXTENSIONS

This section of the Study Guide provides some ideas about adapting and extending the ideas and issues to a Grade 5 or 6 classroom.

While the Breakout Study Guide based on Girls Rights focuses on Grade 9/10, it can be applied to other grades through adaptation and extension. The teacher would introduce additional resources, activities, comprehension tools and strategies, assessment tasks, and frameworks for analysis appropriate to his/her students and their learning needs.

Subject: Social Studies/Media/Writing

Activity 1

After viewing the Breakout episode, "Girls Rights", have students look at the Charter of Rights and Freedoms and what they contain. As a class, view some **Public Service Announcements (PSA)** at Youth for Human Rights International (www.youthforhumanrights.org). Using the **media triangle**, discuss the human rights that all girls are entitled to. Have students compare the lives of girls in first world and third world countries. Topics such as education, roles, economic status, safety, technology and careers/employment could be used as concepts for comparison. Websites to look at include: Girls Inc (www.girlsinc.org), and Amnesty International (www.amnesty.ca).

Comprehension Strategies and Tools

The media triangle is a useful tool that examines and deconstructs media texts. The triangle looks at text, production, and audience and gives students a critical lens when making judgments about what they are viewing. A comparison chart is also a powerful way to view similarities and differences between two criteria. For example, students may use their information to create a comparison collage about the difference in the lives of girls, participate in a letter writing campaign for Amnesty International or create an audio PSA educating about the plight of girls.

Technology

Students should be encouraged to use the media triangle when examining media texts as a way of increasing the depth of their viewing. As well, students are encouraged to use the internet to conduct research into the quality of lives girls have in different countries. Students have the opportunity to record, sort, and analyze their findings and then Take Action! Students choosing to create an audio PSA can do so with a digital audio recorder and a sound editing program such as Audacity (audacity.sourceforge.net).

Framework for Analysis:

Students should be using questioning, research, analysis, and the media triangle when looking at the content and presentation of the media text. Students will have to critically evaluate their effectiveness and credibility while making their own judgments and conclusions.

Subject: Physical Education/Art

Activity 2

Examine the issues of puberty, body image and self esteem by having students use the **media triangle** to watch the film **A Monster's Calling** and **Becoming 13**. Both films are available from the National Film Board (www.nfb.ca). Students can brainstorm where pressure to look a certain way comes from. Students can view different Dove ad campaigns (www.dove.us/#/features/videos/videogallery.aspx/) and watch **Onslaught** and **Evolution** to see what types of messages are conveyed in fashion magazines. Using Think-Pair-Share, students can discuss how "real" the images they see in magazines are.

Students can create their own ads by adding **annotated texts** (www.bucks.edu/~specpop/annotate.htm) to fashion magazine ads. Students can add their own message by pasting their ideas onto ads. Students can then discuss how their messages on ads, changes the original message that magazines were conveying. Students can create their own fashion ad and include things health concepts that are important to them.

A read aloud can be completed with students using the book, **I'm Gonna Like Me: Letting Off a Little Self Esteem** by Jamie Lee Curtis. Students can complete a personal reflection about what they like about themselves, personality or physically, and why. Alternatively, students can use their name to create an acrostic poem with each letter highlighting something that they like about themselves.

Comprehension Strategies and Tools

Think-Pair-Share is a focused oral language strategy that gives every student a chance to share their opinion. It is a safe way for all students to be included in the conversation. Annotating texts is a powerful way to include thoughts, ideas and questions onto print ads, images, and literary works. It gives students a chance to be active “readers” in what they are seeing a reading. Annotating texts gives them a chance to express their voice.

Technology

Students should be encouraged to use the media triangle when examining media texts as a way of increasing the depth of their viewing. As well, students are encouraged to use the internet examine the Dove Campaign videos. Students will need access to magazines in order to cut out and add their annotated texts.

Framework for Analysis

The big idea that should be realized in this examination is about body image and the effect it can have on self esteem. Students need to complete personal reflection in order to make sense of the media texts presented to them daily through television, ads, etc.

Subject: Social Studies/Science/Drama/Computers

Activity 3

Students are to conduct research into the lives of women who have made significant contributions to Canada. Here are a few examples of women by topic:

Social Studies

Nellie McClung
Agnes Macphail
Michaelle Jean
Laura Secord

Science

Roberta Bondar
Julie Payette
Harriet Brooks
Helen Battles Hogg-Priestley

Athletes

Marilyn Bell
Chantal Petitclerc
Silken Laumann

Arts

Joni Mitchell
Buffy Sainte Marie
Emily Carr
Lucy Maud Montgomery

Using their research, students are to create a historical dramatic piece outlining an important contribution of a Canadian Woman. Students are to engage in role playing by using dramatic techniques. Alternatively, using PhotoStory (www.microsoft.com/windowsxp/.../PhotoStory/default.mspix) can illustrate the biography of their Canadian woman through pictures, music and words.

Comprehension Strategies and Tools

Using a research chart to compile information is an organized method for students to learn about concepts, issues or people. As a class, brainstorm possible topics to research and model for students effective ways to conduct research, such as use of a search engine, sorting information, and note taking. In order for students to create effective historical dramatic pieces, they will have to be taught the art of script making as well as acting. The inclusion of research into their scripts will make them believable and credible.

Technology

Students will have to be taught how to use a search engine and conduct research, along with note taking. As well, a lesson on how to use PhotoStory to create their biographical piece will be needed. Students can be taught pacing, mood through music and the inclusion of research in order to make an effective PhotoStory piece.

Framework for Analysis

Students should be using the idea of research and role playing to bring their historical figure to life. Through the processes of research and creativity, students can bring insight into the contributions of Canadian women.

GIRLS RIGHTS: GRADE 7/8 EXTENSIONS

This section of the Study Guide offers suggestions about adapting and extending the ideas and issues introduced in the *Girls' Rights Study Guide 9/10* for the middle school classroom. The teacher would introduce additional resources, activities, comprehension tools and strategies, assessment tasks, and frameworks for analysis appropriate to her/his students and their learning needs.

Subject: Physical Education 7/8

Resources

“Buying Into Sexy” (CBC Marketplace Video) – this video examines the tween market focusing specifically on the issues of marketing/stereotypes/identity/mother-daughter relationships and how tween girls are being encouraged to become sexual beings at a much earlier age.

Activity 1

After viewing the Breakout episode "Girls' Rights", have students create a Comparison Chart in which, in one column, they identify 3-5 ways in which girls' rights as children, particularly with respect to physical security, are ignored or violated, and what the causes are (people, economic and/or political pressures, societal values and beliefs, etc.). Then have students view "Buying into Sexy", after which they first compare and share their understandings of the video in small groups or as a whole class. Subsequently, students work in pairs to complete a Comparison Chart, identifying 3-5 ways that the rights of girls as children in North America are similar to and different from those of girls in the Third World, especially in the context of healthy physical and sexual development.

Activity 2

Have students investigate local community resources and support available for girls to combat harassment. They can do this by phone, online and/or in person in pairs. Students then compile the data to produce a report – written and/or oral – that summarizes their findings.

Production Tasks

Students consolidate and express their understanding of the issue of positive self-image and the concept of beauty as it relates to them through their own media production. Students develop an appropriate theme and design a print ad, poster or PSA aimed at their peers. Students also could explore ways in which images are manipulated -- the Dove Campaign for Real Beauty would be useful as a starting point: www.youtube.com/watch?v=iYhCn0jf46U.

Comprehension Strategies and Tools

A Comparison Chart is a very useful learning tool that supports the strategy *Identifying Similarities and Differences*. Another tool the teacher might have students use is *RAFTS*, which helps students to make connections and consolidate their understanding through writing. For example, a student might use *RAFTS* to write a letter in role as a concerned voter to her or his local MP requesting that Canada do more to advocate for the rights of children in developing nations.

In addition to its relevance to the Phys-Ed curriculum, this activity provides a starting point for a cross-curricular investigation into a range of topics, such as the plight of girls involved in the human slave trade, or more generally, girls' rights in patriarchal societies. Possible films to show, in part or in their entirety, are *Whale Rider* and *Bend It Like Beckham*.

Technology

Students should be encouraged to extend their examination of the issues raised in this activity by conducting research online, and using a computer to record, sort, analyze, and report their findings by means of a software program such as PowerPoint.

Framework for Analysis

In addition to examining and using resources such as videos and websites for their content, students should critically evaluate them to determine how reliable they are as sources of information. To do this, students will use the Five Key Concepts.

Subject: History/Social Studies/Drama 7/8

Resources

Have students do library research on the “*Famous Five*” of the early Canadian women’s movement and how they contributed to the women’s suffrage movement in the early 20th century: Emily Murphy, Irene Parlby, Nellie McClung, Louise Crummy McKinney, and Henrietta Muir Edwards. Students could examine the life of one of the five women and through **hot seating** discover more about their individual character and the personal struggles they endured.

Activity 1

Hot seating involves being questioned in role about their motives, character and attitude to a situation or other people. Students not assuming a role prepare and ask questions. It works something like a news conference, in that the student assuming the role of the character sits in front of the group and answers questions in a controlled situation. This allows the teacher to refocus the group’s questions if necessary and pushes for higher level thinking among the group during the activity.

Production Task

Students could write a letter in role to a newspaper of the day as one of the women or another historical figure of the day on the issue of women’s suffrage generally or the Persons Case specifically. These could be tea-stained and hung in the room for display.

Activity 2

Students compare and contrast the living and working conditions in their community and another part of the world, with a particular emphasis on the issue of child labour and how it relates to girls specifically. The students use their research findings to produce a composite character that represents the struggle of girls in a particular place – this also could take the form of hot seating or writing-in-role.

Production Task

The teacher gathers a series of photographs illustrating child labour and places them at various points in the room. Students silently move to stand beside a photo in the room that speaks to them. A maximum of 4 students may stand at one photo. The teacher asks the following questions as students share with group members: – “*Why did you choose this picture? Who are the characters in the photo? What is the problem these people are facing? What are they saying?*”

The teacher instructs students to take on the role of one of the characters in their photo. Students use **thought tracking** to share their inner thoughts and feelings in role. Thought-tracking helps inform an audience about a character. One sees it in action when a character speaks out loud about his/her inner thoughts at a particular moment in the drama, in a freeze frame/still-image. This can be accomplished by having students freeze in a tableau of the picture and then tapping them individually on the shoulder to share. The teacher asks, “*How do you feel? Describe what you were doing just before this picture was taken*” “*How are you going to cope? Who are the people with you? What happened to them?*”

Reflection: The teacher invites students to write a reflective piece by asking the following questions to provoke response. “*How do you feel after today’s lesson? What was significant for you? What did you learn today? What questions do you have? Why is this important?*”

Comprehension Strategies and Tools

Role-playing (which includes writing-in-role) is an effective tool that allows students to make *connections* -- personal, historical and global -- which is a high-yield comprehension strategy.

Reflection is a very powerful comprehension strategy. It is a way for students to consolidate their understanding, make connections and extend their critical thinking skills through a process of evaluation and synthesis.