

ETHICS AND RELIGIOUS CULTURE

Learning and Evaluation Situation

Media & Sexuality

Secondary Cycle One

Ethics and Dialogue

STUDENT BOOKLET

NOTE

This learning and evaluation situation is a working document, which is therefore subject to change.

It may be adapted as needed depending on the student's social environment, the planning of teaching and learning activities, the integration of the Ethics and Religious Culture program and the Québec Education Program, etc.

Table of Contents

Student Evidence and Tools

 Media Awareness Questions	p. 3
 Criteria Chart	p. 4
 Research Findings	p. 5
 Personal Reflection	p. 6
 What Influences You?	p. 7
 Spheres of Influence	p. 8
 My Point of View	p. 9
 Preparing for Communication	p. 10

Evaluation Tools

 Self-Evaluation of Dialogue	p. 11
 Self-Evaluation of Communication	p. 12
 Reflecting on Work Methods	p. 13

MEDIA AWARENESS QUESTIONS

Name _____ Date _____ Group _____

Media example chosen: _____

1. Who created this message?
2. What techniques are used to attract my attention?
3. How might other people understand this message differently from me?
4. What lifestyles, values, and points of view are represented in or omitted from this message?
5. Why was this message sent?

Questions are taken from Web site: <www.media-awareness.ca>

Related ethical question(s):

Criterion of dialogue: Relevance and sufficient quantity of written records regarding how students organize their thinking

Criterion of ethics: Study of references present in the points of view

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CRITERIA CHART

Name _____ Date _____ Group _____

- With your group, develop criteria that you could use to interpret a media message involving sexuality.
- Use resources such as the Québec *Charter of Human Rights and Freedoms*, recommendations from the Conseil du statut de la femme, and the Canadian Broadcast Standards Council Code of Ethics as a guide

Source 1:
Criteria / values:

Source 2:
Criteria / values:

Source 3:
Criteria / values:

Most important criterion to me:

Reason:

Criterion of dialogue: Relevance and sufficient quantity of written records regarding how students organize their thinking

Criterion of ethics: Study of references present in the points of view

Secondary- Cycle One

Research Findings

Name _____ Date _____ Group _____

- With a partner, record on this sheet all the information you have found on a social issue that may result from media pressure.
- Look for references within the points of view researched and list your sources.

Social issue researched:

Information found	Sources

Personal Reflection

Name _____ Date _____ Group _____

- Reflect on some or all of these questions.
- Write your answers on a separate sheet or in a private journal.
- These questions are meant to help you clarify your own point of view; no one is meant to see them other than you, so you can be perfectly honest!

1) Do you think media affects people's body image in general? Why or why not?

2) Has media such as ads, music videos, etc. affected your own self-image and how you feel about your body? If so, how? If not, why not?

3) Has media influenced your style of dress and appearance, your "look"? If so, how? If not, did you make a conscious decision to not allow media to influence you? Explain.

4) Were you aware of some of the social issues such as eating disorders, depression and steroid use that are associated with media pressures before starting this LES? Explain.

5) How are the messages media sends about sexuality different for boys than for girls? How are they the same?

6) Are you sending any messages about sexuality to your peers, adults, or younger kids in your appearance, behaviour or attitudes? If so, what are they?

7) Are you more aware of media's messages about sexuality than you were before this LES? Has your awareness of media influences on your own life changed? Explain.

6) What responsibilities (if any) do you think media producers have towards the public, in terms of messages about sexuality?

7) What are our personal responsibilities (if any) in response to media messages about sexuality?

What Influences You?

Name _____ Date _____ Group _____

Understanding what influences you helps you to exercise critical judgment.
Indicate on the bar how influenced you are by different factors:

Clothing choices:

TV/Movies	<input type="checkbox"/>	Friends	<input type="checkbox"/>	<input type="text"/>
Magazines	<input type="checkbox"/>	Family	<input type="checkbox"/>	A little A lot
Other	<input type="checkbox"/>			

Comments: _____

Body image:

TV/Movies	<input type="checkbox"/>	Friends	<input type="checkbox"/>	<input type="text"/>
Magazines	<input type="checkbox"/>	Family	<input type="checkbox"/>	A little A lot
Other	<input type="checkbox"/>			

Comments: _____

Attitudes about sexuality:

TV/Movies	<input type="checkbox"/>	Friends	<input type="checkbox"/>	<input type="text"/>
Magazines	<input type="checkbox"/>	Family	<input type="checkbox"/>	A little A lot
Other	<input type="checkbox"/>			

Comments: _____

I am mostly influenced by:

Perhaps I should consider:

Spheres of Influence

Name _____ Date _____ Group _____

Subject:

I don't have **any** control over:

I have **some** control over:

I have **complete** control over:



Solutions, goals and ideas:

My Point of View

Name _____ Date _____ Group _____

<i>My point of view concerning sexuality in the media:</i>
<p>↳ In General:</p>
<p>↳ Specifically:</p>
<p>↳ References:</p>
<p>↳ Values involved:</p>
<p>↳ Justification:</p>
<p>↳ Targeted media producer:</p>
<p>↳ Form of communication:</p>

Use the Preparing for Communication planner to organize the next step.

Criterion of dialogue: Relevance and sufficient quantity of written records regarding how students organize their thinking

Criterion of ethics: Evaluation of options or possible actions in order to recognize which ones contribute to community life

Secondary- Cycle One

Preparing for Communication

Name _____ Date _____ Group _____

What is my message?

*What am I trying to say? What are the main points I want to make?
What are some interesting things to add?*

Who is my audience?

What do I know about them? What do they already know?

Why am I communicating?

What do I want to happen? Am I trying to inspire people or bring about change?

How will I put it all together?

*What is the best way to get my message across?
Letter, poster, tables and charts, pictures, visual aids, PowerPoint presentation, video, etc.*

Self-Evaluation of Dialogue

Name _____ Date _____ Group _____

- Shade the bar marked “Needs improvement – Well done” to show how you feel you did for each of the points.
- Offer an example where possible.
- At the bottom, summarize how you think the dialogue went and the reasons why.

Expression of my feelings, perceptions and ideas:

1	2	3	4	5	6
Needs improvement				Well done	

Example: _____

I listened attentively to others and asked questions for clarification when necessary

1	2	3	4	5	6
Needs improvement				Well done	

Example: _____

I helped overcome obstacles to dialogue:

1	2	3	4	5	6
Needs improvement				Well done	

Example: _____

I showed openness to differing points of view:

1	2	3	4	5	6
Needs improvement				Well done	

Example: _____

Summary of how the dialogue went, and why:

Self-Evaluation of Communication

Name _____ Date _____ Group _____

- Check the box that best describes your communication.
- On the lines below, add a short explanation as to why you checked that box.

The communication is clear and easy to understand.

--	--	--	--	--	--

1
2
3
4
5
6
Needs improvement
Well Ddne

Example: _____

The communication is appropriate for the audience.

--	--	--	--	--	--

1
2
3
4
5
6
Needs improvement
Well done

Example: _____

The rules and conventions of communication were followed.

--	--	--	--	--	--

1
2
3
4
5
6
Needs improvement
Well done

Example: _____

The intention of the communication is clear.

--	--	--	--	--	--

1
2
3
4
5
6
Needs improvement
Well done

Example: _____

The communication is effective.

--	--	--	--	--	--

1
2
3
4
5
6
Needs improvement
Well done

Example: _____

Reflecting on Work Methods

Name _____ Date _____ Group _____

The task was:

These are the steps I followed:

**Where did I run into problems?
What changes did I make?**

Improvements or reinvestments for next time: