

ETHICS AND RELIGIOUS CULTURE

Learning and Evaluation Situation

Media & Sexuality

Secondary Cycle One

Ethics and Dialogue

TEACHER TOOLS

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

Section 1: Presentation of the Learning and Evaluation Situation	p. 3
Section 2: Suggested Procedure	p. 4
Section 3: References for the Students and the Teacher	p. 9
Section 4: Teacher Tools	p. 12
Section 5: Table of Program Content	p. 15

Please note: in keeping with the QEP approach to sexual education, please assure the students of the following before beginning this LES:

- Students will not be asked to reveal any personal information and their privacy will be respected
- Students are not required to have had any previous sexual experience to complete this LES

Section 1: Presentation of the Learning and Evaluation Situation

Reflects on ethical questions

**Media and Sexuality
Aim**

Engages in dialogue

To help students to reflect on different ways of exercising freedom, the influence of media on personal freedom of choice and the resulting implications on individuals and groups. To help students become aware of the values that underlie media messages of sexuality, and the influence of media on social norms.

Learning Situation

Think about the ways in which television and other media, such as movies, music videos, song lyrics, billboards and the Internet portray sexuality in their messages. How do we interpret these messages? Do these messages influence us? In this LES we'll explore sexuality as portrayed by the media, and the resulting effects on personal choices and on society. We'll also touch on the question of responsibility, both the media's and the consumer's.

Examples of Ethical Questions

- What influence do the media have on personal perception of sexuality and on accepted social norms?*
- What values are embedded in sexual media messages?*
- What values, if any, are regularly left out?*
- What responsibilities do the media have toward its consumers and society?*
- What are personal and group responsibilities toward media messages?*

Theme:
Freedom

Form of dialogue:
Discussion

Work Expected of Students

Communication with media producer concerning messages involving sexuality

Possible Student Tasks

Reflect on questions in the Learning Situation, clarify their point of view and discuss it with others; formulate related ethical question(s).

Develop criteria for analyzing a media message involving sexuality.

Examine and discuss in small groups examples of media; then analyze the messages involving sexuality using media awareness techniques and the determined criteria. Identify the values present in these references.

Research with a partner some social conditions that may result from media pressure.

Synthesize relevant information and summarize their point of view regarding sexuality in the media.

Prepare a form of communication (letter, PowerPoint presentation, P.S.A., etc.) which presents a substantiated point of view, including references and justification.

Share communication with the class or send the communication to an actual media producer.

Reflect on process and learning.

Key feature:
Interacts with others

Key feature:
Organizes his/her thinking

Criterion 1

Key feature:
Examines a variety of cultural, moral, religious, scientific or social references

Criterion 2

Key feature:
Evaluates options or possible actions

Criterion 3

Key feature:
Analyzes a situation from an ethical point of view

Cross-curricular competency:
Exercises critical judgement

Key feature:
Organizes his/her thinking

Criterion 1

Key feature:
Develops a substantiated point of view

Criterion 3

Key feature:
Analyzes a situation from an ethical point of view

Cross-curricular competency:
Communicates appropriately

Section 2: Suggested Procedure**Duration: 4 hours****PREPARATION PHASE (1 HOUR)**

Reflect on questions in the Learning Situation, clarify their point of view and discuss their point of view with others; formulate related ethical question(s).	
Key features regarding ethics:	Analyzes a situation from an ethical point of view; Examines a variety of references
Key features regarding dialogue:	Organizes his/her thinking; Interacts with others; Develops a substantiated point of view
The teacher:	The students:
<ul style="list-style-type: none"> <input type="checkbox"/> introduces the learning situation and an example of media involving sexuality <input type="checkbox"/> leads class discussion about messages involving sexuality and responsibility found in media example <input type="checkbox"/> reviews media awareness techniques and questions <input type="checkbox"/> presents the competencies that will be developed and the evaluation criteria that will be applied, as well as the expected outcomes and the minimum performance standard <input type="checkbox"/> presents the activities and tasks that have been planned, or determines them with the class 	<ul style="list-style-type: none"> <input type="checkbox"/> reflect on the thoughts and feelings raised by the learning situation <input type="checkbox"/> express their point of view and listen to others' in class discussion <input type="checkbox"/> apply media awareness questions to media examples being discussed using Media Awareness Questions sheet <input type="checkbox"/> formulate related ethical question(s).
Note to teacher: Examples of messages involving sexuality in media can be collected throughout the LES and kept in a "class file", to serve as references and to underline the high level of media exposure in our society. Students can choose lyrics from a Web site, like this one : < www.mtv.com/music/pop > / click on <i>Music</i> , then <i>Search for Lyrics</i> .	
Required material: Example of media involving sexuality; Media Awareness Questions (Student Booklet, p. 3)	

Develop criteria for analyzing a media message involving sexuality.	
Key feature regarding ethics:	Examines a variety of references
Key features regarding dialogue:	Organizes his/her thinking; Interacts with others; Develops a substantiated point of view
Cross-curricular competency:	Exercises critical judgment
Criterion regarding ethics:	Study of the references present in the points of view
Criterion regarding dialogue:	Relevance and sufficient quantity of written records regarding how students organize their thinking
The teacher:	The students:
<ul style="list-style-type: none"> <input type="checkbox"/> allows time for students to research and record criteria using Criteria Chart <input type="checkbox"/> guides students in their search for meaningful and authentic criteria by providing resources such as dictionaries, media codes of ethics, Québec charter, etc. <i>See list of sample criteria on p. 12</i> <input type="checkbox"/> encourages students to identify values in their lists 	<ul style="list-style-type: none"> <input type="checkbox"/> in groups, read and record criteria developed by Conseil du statut de la femme and Canadian Broadcast Council Code of Ethics (in clause 3) <input type="checkbox"/> in a group, search for examples or meanings of terms such as victimization, exploitation, stigmatization etc. <input type="checkbox"/> individually choose the criterion that seems most important to theirs and explain why
Required materials: References from section 3; dictionaries	
Student evidence: Criteria Chart (Student Booklet, p. 5)	

PERFORMANCE PHASE (2 HOURS 15 MIN.)

Examine in small groups examples of media; then analyze the messages involving sexuality using media awareness techniques and the determined criteria. Identify the values present in these references.	
Key features regarding ethics:	Examines a variety of cultural, moral, religious, scientific or social references; Evaluates options or possible actions
Key features regarding dialogue:	Interacts with others; Develops a substantiated point of view
Criterion regarding ethics:	Study of the references present in the points of view
The teacher:	The students:
<ul style="list-style-type: none"> <input type="checkbox"/> posts media awareness questions in a common area for visual reference and invites students to review their Criteria charts <input type="checkbox"/> reviews with students conditions that foster/hinder dialogue <input type="checkbox"/> groups students and invites them to apply media questions and Criteria charts to examples of pop culture media (e.g. television shows, song lyrics, music videos, video games etc.) <input type="checkbox"/> leads class discussion of findings, being sure to emphasize values, possible discrepancies between media and reality, and possible effects of these messages on individuals and groups 	<ul style="list-style-type: none"> <input type="checkbox"/> apply media awareness questions to examples of pop culture media with their group <input type="checkbox"/> apply criteria to the media in question; express their point of view and listen to others <input type="checkbox"/> complete Self-Evaluation of Dialogue sheet <input type="checkbox"/> share point of view with class and listen to others'
Note to Teacher: A TV monitor/DVD player in the class can be used to show media examples to small groups. Groups can rotate after a certain amount of time to allow analysis of several different media examples (<i>provide a separate Media Awareness Questions sheet for each example studied.</i>)	
Required material: Examples of media such as magazines, television shows, music videos, song lyrics, Web sites, etc.	
Student evidence: Media Awareness Questions (Student Booklet, p. 3) Self-Evaluation of Dialogue (Student Booklet, p. 11)	

Research with a partner some social conditions that may result from media messages.	
Key features regarding ethics:	Analyzes a situation from an ethical point of view; Examines a variety of cultural, moral, religious, scientific or social references
Key features regarding dialogue:	Organizes his/her thinking; Develops a substantiated point of view
Criterion regarding ethics:	Study of references present in the points of view
Criterion regarding dialogue:	Relevance and sufficient quantity of written records regarding how students organize their thinking
The teacher:	The students:
<ul style="list-style-type: none"> <input type="checkbox"/> initiates discussion by mentioning some social conditions identified by experts (e.g. C.S.F.) as resulting from media pressures <input type="checkbox"/> pairs students and invites them to choose and research one of these conditions (e.g. eating disorders, cutting, steroid use, depression, teen pregnancy, STDs etc.) <input type="checkbox"/> provides time for students to research and record findings <input type="checkbox"/> leads class discussion about possible social conditions related to sexuality in the media, as well as personal and 	<ul style="list-style-type: none"> <input type="checkbox"/> discuss possible social conditions resulting from media pressure; choose whether or not to express point of view; listen to others; show sensitivity to personal nature of topic. <input type="checkbox"/> research with partner one or more of the conditions discussed using Research Findings sheet <input type="checkbox"/> individually reflect and complete Personal

<p>social responsibilities these entail; is aware of the sensitive nature of the topic and invites students to share only if they are comfortable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides time for students to reflect and individually complete their reflection sheet 	<p>Reflection sheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the What Influences You? and Spheres of Influence sheets
<p>Note to teacher: Remind students that they are not obligated to contribute to the discussion or reveal any personal information throughout this LES</p>	
<p>Required material: Resources related to media pressure and possible resulting social conditions; Personal Reflection sheet (Student Booklet, p. 6); What Influences You? and Spheres of Influence sheets (Student Booklet, pp. 7-8)</p>	
<p>Student evidence: Research Findings (Student Booklet, p. 5)</p>	

<p>Synthesize relevant information and summarize their point of view regarding sexuality in the media. Prepare a form of communication (letter, PowerPoint presentation, P.S.A., etc.) which presents a substantiated point of view, including references and justification.</p>	
<p>Key feature regarding ethics:</p>	<p>Evaluates options or possible actions</p>
<p>Key features regarding dialogue:</p>	<p>Organizes his/her thinking; Develops a substantiated point of view</p>
<p>Cross-curricular competency:</p>	<p>Communicates appropriately</p>
<p>Criterion regarding ethics: Evaluation of options or possible actions in order to recognize which ones contribute to community life</p>	
<p>Criteria regarding dialogue: Relevance and sufficient quantity of written records regarding how students organize their thinking; Presentation of a point of view developed using a sufficient number of relevant, coherent elements</p>	
<p style="text-align: center;">The teacher:</p>	<p style="text-align: center;">The students:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> provides access to all material used in the LES <input type="checkbox"/> invites students to reflect on and express their point of view concerning sexuality in the media, in light of ethical question(s) and possible effects on personal freedoms and social norms <input type="checkbox"/> guides students in preparing a communication by providing access to available resources (computers, laptops, camcorders, digital cameras, etc.) <input type="checkbox"/> encourages students to use the Communication Checklist to aid effective communication 	<ul style="list-style-type: none"> <input type="checkbox"/> synthesize relevant information from the LES to reflect on their point of view, in light of ethical question(s), personal freedoms and social norms <input type="checkbox"/> express their point of view, identify references and values and justify point of view using My Point of View sheet <input type="checkbox"/> Plan communication to a media producer (e.g. advertiser, musical recording artist, etc.) using the Preparing for Communication sheet <input type="checkbox"/> using My Point of View sheet and Preparing for Communication references, organize and prepare a communication addressed to a media producer <input type="checkbox"/> use the Self-Evaluation of Communication sheet to verify effectiveness of communication
<p>Note to teacher: Remind students that they are under no obligation to share or send their communication to anyone if they choose not to.</p>	
<p>Required material: All resources/materials used in the LES</p>	
<p>Student evidence: My Point of View (Student Booklet, p. 9), Preparing for Communication (Student Booklet, p. 10), The communication to media producer, Self-Evaluation of Communication (Student Booklet, p. 12)</p>	

INTEGRATION PHASE (45 MINUTES)

Share communication with the class and / or send the communication to an actual media producer. Reflect on process and learning	
Key feature regarding ethics:	Analyzes a situation from an ethical point of view; Evaluation of options or possible actions
Key feature regarding dialogue:	Develops a substantiated point of view
Criterion regarding dialogue:	Presentation of a point of view developed using a sufficient number of relevant, coherent elements
The teacher:	The students:
<ul style="list-style-type: none"> <input type="checkbox"/> reminds students of conditions and procedures which foster dialogue <input type="checkbox"/> determines if any students are willing to share their communication with the class; allows those who wish to do so <input type="checkbox"/> invites students to consider sending their communications to media producers; helps students find addresses for those who wish to mail or electronically send their work <input type="checkbox"/> allows time for students to reflect on their process using the self-evaluation 	<ul style="list-style-type: none"> <input type="checkbox"/> help to foster a supportive atmosphere for presentations of points of view <input type="checkbox"/> present and listen to others' communications <input type="checkbox"/> take steps to send communication to a media producer (e.g. advertiser, musical recording artist, etc.) if desired <input type="checkbox"/> reflect on process using the Reflecting on Work Methods sheet
Note to teacher: Invite students who have sent their communication to share any response they receive from a media producer with the class.	
Student evidence: Reflecting on Work Methods (Student Booklet, p. 13)	

Section 3: References for the Students and the Teacher

■ For the Students

WEB SITES:

Canadian Broadcast Standards Council Code of Ethics:

<<http://www.cbcs.ca/english/codes/epc.php#clause3>>

CRTC: <<http://www.crtc.gc.ca/archive/ENG/Decisions/2008/db2008-9.htm>>

Conseil du statut de la femme: <www.csf.gouv.qc.ca/fr/english>

“Le sexe dans les médias : obstacle aux rapports égalitaires” <http://sisyphe.org/article.php3?id_article=3005>

Québec Charter of Human Rights and Freedoms:

<<http://www.cdpcj.gc.ca/en/commun/docs/charter.pdf>>

<www.youngwomenshealth.org/sexuality_menu.html>

<www.youngmenshealthsite.org/menu_sexuality.html>

<www.bodypositive.com>

<www.sexualityandu.ca>

<www.powercampnational.ca>

<www.kickaction.ca/image>

Tag Cloud: Click on sexuality, sexual health, sex-positive, body image

<www.voicesandfaces.org> Support for victims of sexual violence

<www.sxetc.org>

<www.coolnurse.com>

<www.teengrowth.com>

Media Awareness and Creation:

<www.media-awareness.ca/english/>

<www.youthlearn.org>

<www.justthink.org>

<www.cmch.tv/> Click on For Parents & Teachers, and then on For Teachers

<www.cme.org/children/index_chld.html>

Media Examples:

<www.mtv.com/music/pop/> Click on Find Music Videos or Music-Lyrics

<www.campaignforrealbeauty.ca/film_fullscreen_evo.html>

<www.cca-kids.ca/tvandme/english/video/choose.mov>

<www.about-face.org/>

<www.adbusters.org>

<www.girlculture.com>

BOOKS:

Fiction:

Friend, Natasha. *Perfect*. Minneapolis: Milkweed Editions, 2004.

ISBN: 978-1571316515

Johnson, Angela. *The First Part Last*. New York: Simon Pulse, 2004.

ISBN: 978-0689849237

Mackler, Carolyn. *The Earth, My Butt and Other Big, Round Things*. Somerville: Candlewick Press, 2003.

ISBN: 978-0763620912

McCormick, Patricia. *Cut*. Toronto: Push, 2002.

ISBN: 978-0439324595

Spinelli, Jerry. *Stargirl*. New York: Laurel Leaf, 2004.

ISBN: 978-0440416777

Non-Fiction:

Hovius, Christopher. *The Best You Can Be*. Broomall: Mason Crest Publishers, 2005.

ISBN: 978-1590848487

Kirberger, Kimberly. *No Body's Perfect: Stories by Teens about Body Image, Self-Acceptance and the Search For Identity*. Toronto: Scholastic, 2003.

ISBN: 978-0439426381

Madaras, Lynda. *What's Happening to My Body? Book for Boys*. New York: Newmarket Press, 2007.

ISBN: 978-1557047656

Maring, Therese. *Girl Talk Questions: Asked by Girls, Answered by You*. Middleton: Pleasant Company Publishers, 2006.

ISBN: 978-1593691509

■ For the Teacher

N.F.B.Films:

<www.nfb.ca/education>

Healthy Body Image Collection: *A Monster is Calling, Shredded, Thin Dreams, Breakin In – The Making of a Hip Hop Dancer, This Is My Body – A film by High School Girls, Pressure Zone, Mohawk Girls*

Sexy Inc: Our Children Under Influence *by Sophie Bissonnette*

Community Health Collection: *Weight of the World, Beauty Begins Inside, The Blonde Mystique*

Adolescents: *Being Male, Girls Fitting In*

Media & Society: *Images of Women, Advertising & Consumerism*

Books:

Goodman, Steve, and Maxine Greene. *Teaching Youth Media: A Critical Guide to Literacy, Video Production and Social Change*. New York: Teacher's College Press, 2003.

ISBN: 978-0807742884

Marks, Andrea, and Betty Rothburt. *Healthy Teens, Body and Soul*. Darby: Diane Pub. Co., 2004.

ISBN: 978-0756780623

Merrell, Kenneth W. *Helping Students Overcome Depression and Anxiety*. New York: Guilford Press, 2008.

ISBN: 978-1593856489

Potter, W. James. *Media Literacy*. Thousand Oaks: Sage Publications, 2008.

ISBN: 978-1412958752

Web sites:

<www.pbs.org/teachersource/health.htm>

<www.schoolnet.ca/home/e/resources>

<www.mediascope.org/pubs/ibrief/tsm.htm>

<www.medialit.org/>

<www.mediaed.org/>

<www.kqed.org/topics/education/educators/lessons/media-literacy.isp>

<www.mels.gouv.qc.ca>

Click on *élèves et étudiants: filles, femmes et éducation*

Section 4: Teacher Tools

Content Tools:

 Examples of Criteria p. 12

Evaluation Tools

 Rubric for the Ethics Competency p. 13

 Rubric for the Dialogue Competency p. 14

Please note that all rubrics may be used as guidelines for evaluation purposes but they have not yet been validated. They are included in this LES as a working document.

Examples of Criteria

Here are some examples of criteria for examining messages of sexuality in the media:

- Provides information
- Promotes thoughtfulness
- Encourages choice
- Raises awareness of stereotypes
- Breaks stereotypes
- Respects sexual orientation
- Discourages hate/intolerance
- Does not promote promiscuity
- Does not use or condone violence
- Does not exploit women / children

Possible values present: relationships, equality, knowledge, self-respect, respect for others, etc.

Descriptive Rubric for the Evaluation of the Competency *Reflects on ethical questions*

Media & Sexuality – Secondary Cycle 1

Not validated

Name:	Date:	Group:
A	B (at level)	C
D	E	

Evaluation criterion: Study of the references present in the points of view					
<i>Does the student identify the values present?</i> (Criteria Chart)	Values are explored comprehensively for all criteria.	Values are identified for several criteria.	Obvious values are identified for one or more criteria.	With help, some values are identified for one or more criteria.	With help, an obvious value is identified for one criterion.
<i>Did the student consider the references present in the points of view researched?</i> (Research Findings)	Several different references are considered and extensively explored.	References are considered and detailed in research findings.	Some references are considered and identified in research findings.	With help, some references are identified.	With help, a reference is identified.
<i>Did the student identify references using the Media Awareness questions?</i> (Media Awareness)	Various references are explored in detail and thoughtfully interpreted.	References are thoughtfully explored for all questions.	Simple references are identified for most or all questions.	With help, some simple references are identified for some questions.	With help, one or two simple references are identified.
Evaluation criterion: Evaluation of options or possible actions in order to recognize which ones contribute to community life					
<i>Did the student explore the effects of the option on the situation?</i> (Preparation for Communication)	Short-term and/or long term effects are explored; significant consideration of audience and effect of message is apparent.	Effects of option are detailed; consideration of effects on audience is clear.	Effects of the option are minimally included.	With help, one or more effects of the option are included.	With help, an obvious effect of the option is identified.
<i>Does the student suggest an option that contributes to community life?</i> (Final production)	An option is fully explored and developed. The student can explain in detail how this option fosters community life. Further options may be included.	An option that fosters community life is explored. Student can explain how this option fosters community life.	An option that fosters community life is presented; student can minimally explain how this option fosters community life.	With help, an option that fosters community life is presented.	With help, an option that contributes to community life is identified.
Teacher's comments:					

Descriptive Rubric for the Evaluation of the Competency *Engages in dialogue*

Media & Sexuality – Secondary Cycle 1

Not validated

Name:	Date:	Group:
A	B (at level)	C
D	E	

Evaluation criterion : Relevance and sufficient quantity of written records regarding how students organize their thinking

<i>Did the student distinguish what was relevant to the subject of dialogue?</i> (Criteria chart)	Relevant, detailed criteria are explored; connections or comparisons may be included.	Relevant criteria are distinguished and recorded.	Some relevant criteria are identified and recorded.	With help, some relevant criteria are identified.	With help, one relevant criterion is identified.
<i>Did the student distinguish between the essential and the secondary in the points of view researched?</i> (Research findings)	Clearly distinguishes and explores the essential from a variety of relevant points of view.	Distinguishes the essential from the secondary in several relevant points of view.	Identifies one or two relevant points of view; mentions essential and secondary elements.	With help, identifies a relevant point of view; essential and secondary elements may be mentioned.	With help, identifies a point of view relevant to the subject.
<i>Did the student organize their thinking according to the subject of dialogue?</i> (Preparation for Communication; Communication Checklist)	Thinking is thorough, sophisticated and highly well-organized; all elements are considered, possible addition of further aspects not required on sheet.	Thinking is clear, relevant and well-organized; all elements are considered in relation to the subject of dialogue.	Thinking is organized and relevant to the subject of dialogue.	With help, most elements of the communication are organized.	With help, one element of the communication is organized.

Evaluation criterion : Presentation of a point of view developed using a sufficient number of relevant, coherent elements

<i>Did the student justify his/her point of view?</i> (My point of view)	A nuanced point of view is thoroughly developed, explored and justified; previous reflections are clearly apparent; alternate points of view may be considered.	A point of view is fully developed and justified; previous reflection and experience with activities are apparent.	A point of view is minimally developed; some justification may be present.	With help, a point of view is identified and minimally justified.	With help, a point of view is identified.
<i>Did the student's point of view include relevant and coherent elements?</i> (Final Production)	An original or sophisticated, well thought-out and well-researched point of view is expressed and justified, including references; objections have been anticipated or alternate points of view considered.	A coherent and informed point of view is expressed, including references; objections or clarifications have been anticipated.	A coherent point of view is expressed, including references.	With help, a point of view including a reference is expressed.	With help, a relevant point of view is identified.
<i>Did the student sufficiently reflect on his/her process?</i> (Reflect on Work Methods)	All aspects of reflection are recorded with details. Reflection is thorough and comprehensive.	All aspects are recorded, including suggestions for improvement. Reflection on process is clear.	Most aspects are recorded and a difficulty or suggestion may be included. Reflection is limited.	With help, most aspects are recorded; a difficulty or suggestion may be identified /recorded.	With help, some aspects of the tasks or steps are identified /recorded.

Teacher's comments:

Section 5: Table of Program Content

TARGETED SUBJECT- SPECIFIC COMPETENCIES	
Reflects on ethical questions	
Key features	Evaluation Criteria
Analyzes a situation from an ethical point of view	X
Examines a variety of cultural, moral, religious, scientific or social references	Study of the references present in the points of view
Evaluates options or possible actions	Evaluation of options or possible actions in order to recognize which ones contribute to community life
Theme and related content: Freedom (Reflections on freedom)	
Reasons behind choices: desires, needs, convictions, physical and social constraints, values and norms, etc).	
Engages in dialogue	
Key features	Evaluation Criteria
Organizes his/her thinking	Relevance and sufficient quantity of written records regarding how students organize their thinking
Interacts with others	X
Develops a point of view	Presentation of a point of view developed using a sufficient number of relevant elements
Content regarding the practice of dialogue:	
Form of dialogue: Discussion	
Means for developing a point of view: Comparison, synthesis, justification	
Means for examining a point of view: Examination of processes that may hinder dialogue	
TARGETED CROSS-CURRICULAR COMPETENCIES	
Exercises critical judgment	
Communicates appropriately	
BROAD AREA OF LEARNING	
Media Awareness	

SUGGESTED TOPICS FOR PROGRESSING WITHIN A FAMILY OF LES

- Censorship and freedom of expression
- Issues surrounding clothing choices, e.g. designer labels, child-labour, fur, gangs, etc.