



Teacher Debrief for Lesson 1

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Media messages can reinforce stereotypes. Critical thinking as it applies to the media messages and products includes being able to differentiate between fact and opinion. Ask the students to find a media clip (that was not used in this lesson) and note the stereotypes being reinforced in the clip and if these stereotypes are facts or opinions. Have the students also question/note how these messages may impact their thoughts, behaviours and bias.
3. Ask the students to find a media text that has harassment/bullying in it. Have the students' note how the characters are portrayed. Ask the students if what happened in the media text and how the characters are portrayed is realistic/something they would experience in reality, or if realistically the situation/character would do something different.
4. Have students identify the connection between stereotypes in the media and bullying/harassment.



Teacher Debrief for Lesson 2

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to find a media clip (that was not used in this lesson) and note the gender stereotypes being reinforced in the clip. Have the students question/note how these messages may impact their thoughts and behaviours.
3. Ask the students to identify the standards of beauty that are projected in movies, TV shows, and advertisements. Ask students to identify how these standards affect themselves and other students.
4. Ask the students if these standards of beauty would be the same or different across the world. (This is a link to a video of that shows standards of beauty across the world for females: <https://www.youtube.com/watch?v=RT9FmDBrewA>). Once they have watched the video ask the students their opinion and what they think impacts standards of beauty across the world.
5. Ask the students to identify how the standards of beauty that are projected in the media affect relationships, interconnectedness, and a community.



Teacher Debrief for Lesson 3

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Read a story to the class that touches on discrimination (i.e. **“The Soccer Fence: A Story of Friendship, Hope and Apartheid in South Africa”** by Phil Bildner or **“Chocolate Me!”** by Taye Diggs or **The Judgmental Flower** by Julia Cook). Ask the students to identify any stereotypes, prejudices and any forms of discrimination. Ask the students what occurred for anything to change and how did these changes impact how the character felt?
3. Ask the students to identify how discrimination impacts relationships, citizenship, and a community.



Teacher Debrief for Lesson 4

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to share their understanding of how stereotypes can impact relationships in an unhealthy way. Ask the students what is the impact of stereotypes and unhealthy relationships on individuals.
3. The study of healthy relationships includes learning about the effects and prevention of all types of violence and bullying. Have the students identify the characteristics of an unhealthy relationship and the forms discrimination takes. Ask the students to make the connection between the two.
4. Review current media stories – do any of them touch on bullying? Read the story to the class and discuss their reactions. Is there a difference of opinion about the situation (i.e. who is at fault)? How does the story impact the community and the relationships within the community? What values were NOT shown by completing this act (respect, empathy, fairness, cooperation, leadership)?



Teacher Debrief for Lesson 5

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to identify/detect stereotypes used in magazine advertisements and commercials on television. Have the students identify the overt and implied messages in the advertisement or commercial and how these messages are linked to stereotypes.
3. Have students identify their top 5 characteristics that make them who they are. Ask the students to note if these characteristics are stereotypical for their gender and if they would be considered healthy or unhealthy relationship characteristics. Have the students identify who or what they want to become. Have the students note if the characteristics they identified for themselves will benefit them in their future goals.
4. Have students find media texts that go against media stereotypes (i.e. Kleenex commercial <https://www.youtube.com/watch?v=8LnuWQgL7Wg>). Have students identify why different audiences would have different responses to this media text.
5. Have students pick a magazine advertisement or a commercial on television. Have the students recreate this media text with role reversals and as many details recreated as possible (i.e. clothing the characters are wearing). Ask the students to identify if the media text still works. Why or why not?



Teacher Debrief for Lesson 6

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to brain storm the characteristics of each style of communication.
3. Ask the students to create a drawing of a monster/animal/etc. that represents each style of communication.
4. Challenge the class to be assertive communicators on a daily basis. Have students provide a “Gotcha” card to the students who communicate assertively. Draw a prize on a weekly/monthly basis for the “Gotcha” winners. Ensure every student has at least one ballot – this means the teacher must participate and know who is missing ballots.
5. Ask students to create a skit or short story that involves a conflict they that have experienced at school. Have the student write (or act the story out with a group) their story and use Assertive techniques to deal with and resolve the conflict. Ensure the student uses a minimal of one correct “I” statement.



Teacher Debrief for Lesson 7

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Have the students create a poster that speaks to the “falseness” that may be portrayed in the media compared to the reality of real life. The media can include magazine ads, commercials, video games, etc. An example is showing a magazine ad of food and then the reality of what it looks like in real life. Another example is showing a consequence that occurs in a video game compared to the consequence in real life (i.e. hurting another person).
3. Have students research how the media has impacted a specific community and create a media text explaining their findings.
4. Ask the students to identify the impacts that stereotypes have on their relationships, community, inclusiveness, respect, empathy, culture and interconnectedness.



Teacher Debrief for Lesson 8

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to brain storm ideas of a list of actions that they can do on a regular basis to Bust Stereotypes at home and/or at school. (i.e. Stop using language such as “Like a girl” or “Man up”)
3. Ask students to note any limitations they find in the world around them including school. Have student brainstorm ways to bust these limitations. Have the class create a Class Pledge to not put limitations on each other and sign the pledge.
4. Read the book, “Fill Your Bucket” as a class. Have everyone in the class create a small bucket that sits on their desk. Encourage students to write things down that will fill their classmates’ buckets on a daily basis. At the end of the week ask the class to read the notes in their bucket. Have the students reflect on how they feel after they have read their notes. For more information or more ideas on how to use this book in class, please see the links below.

<http://character.org/lessons/lesson-plans/elementary/eldridge-park-elementary-school/>

<http://www.teachingheart.net/bucket.html>

<http://kathysaldivar.weebly.com/bucket-filler-lesson-plan.html>