



I am.

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. How do healthy and unhealthy relationships impact the students' citizenship, relationships and community? What values are shown in healthy relationships (respect, empathy, fairness, cooperation)?
3. Ask the students to share their understanding of the impact of unhealthy relationships on individuals and children.
4. Review current media stories – do any of them touch on dating violence or relationship violence (i.e. Ray Rice)? Read story to class and discuss their reactions. Is there a difference of opinion about the situation (i.e. Is the relationship healthy? Unhealthy? Is the media blowing things out of proportion or should this attention be brought to this story?) How does the story impact the community and the relationships within the community?
5. How does one deal with unhealthy relationships in their lives? Is it OK to reciprocate unhealthy relationship characteristics?
6. Analyse the impact of dating violence and gender-based violence. As a class discuss how stereotypes may impact an individual's ability to disclose the violence they are experiencing. The students may need help understanding that violence does not only come in the form of physical violence. Ask the students who the support services are in their community.
7. Analyse the pros and cons to being in a dating relationship.

Possible Resource:

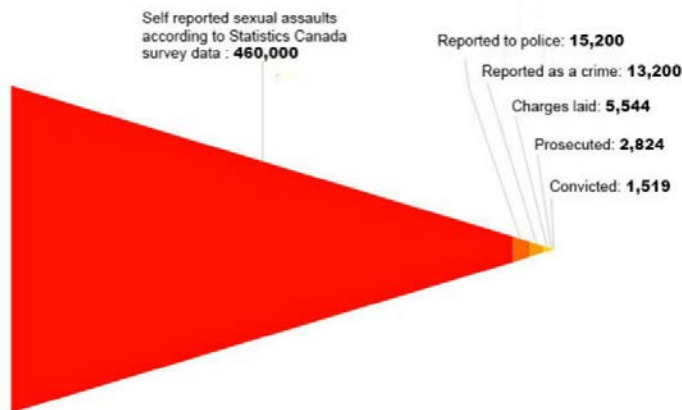
www.mediasmarts.ca



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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. Review current media stories – do any of them touch on sexual harassment or sexual assault (i.e. Mandi Gray assault at York University <https://www.thestar.com/news/crime/2016/09/14/mustafa-ururyar-convicted-for-mandi-gray-sex-assault-gets-18-months-in-jail.html>)? Read story to class and discuss their reactions. Is there a difference of opinion about the situation? Is the media blowing things out of proportion or should this attention be brought to this story? How does the story impact the community and the relationships within the community?
3. Only 3% of all sexual assault reports have guilty verdicts. Discuss the impact of this on the victim, bystanders, and community.
https://www.thestar.com/news/canada/2014/12/05/conviction_rate_for_sexual_assault_very_low_researcher.html



4. In small groups, ask the groups to discuss sexual harassment and consent. What defines sexual harassment (include sexting, taking photos, put downs in class)? What is the definition of consent? Ask the groups to consider if and when it is too late to change one's mind about any of their activity's? Does substance use impact consent? Is consent assumed? Have them record their answers and present their answers to the class.

Possible Resources:

www.mediasmarts.ca

<https://www.ontario.ca/page/lets-stop-sexual-harassment-and-violence>



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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. Ask the students to pick a television commercial geared stereotypically at males or females. Ask the students to create a reenactment of the commercial using the opposite gender. Be sure to copy everything that was done in the commercial. Discuss if the commercial still works for all audiences and if it feels realistic.
3. Pick a story that was covered both in print and on television about males and or females in sports (I.e. how female sports reporters are treated; <http://www.si.com/more-sports/2015/08/16/female-sports-reporters-sexual-harassment-norwood-teague-rio-olympics-ryan-seacrest>). Discuss with the class how the representation of the story was similar and/or different. Ask the class if they were covering the story, what they would have done differently. Ask the class to explain how the representations of the stories can impact an individual, or a community. Would different audiences respond differently to this story?
4. Have the students create a gender neutral commercial for a product. Have the students identify why they chose the product, and identify challenges they may face in engaging and/or influencing their intended audience. Lastly, have the students identify the important things they need to know about their audience and product when creating their media text (commercial).
5. Have the students create a public service announcement about a current issue that is relevant to them, their fellow students, or their community.

Possible Resources:

www.mediasmarts.ca



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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. Review current media stories – do any of them touch on discrimination or differences (i.e. #Black Lives Matter, or the Boycotting of the 2016 Oscars)? Read story to class and discuss their reactions. Is there a difference of opinion about the situation? Is the media blowing things out of proportion or should this attention be brought to this story? Ask the students to evaluate if the perspective is accurate or not. How does the story impact individuals, the community and the relationships within the community?
3. See above, ask the students to write a persuasive argument to describe why they agree or disagree with the reporter's opinion of the news story.
4. Ask the students to identify how discrimination impacts individuals, relationships, citizenship, and their community.
5. Ask the students to reflect on Lesson 1-4. Ask them what they feel is the most important thing they have learned thus far. Ask them to reflect if they have been able to use any of the information provided thus far in their own lives/situations. Are they able to make connections to what they are learning and what they experience? Do they feel that this program should be delivered to next year's Grade 8 students and why? Do they feel more confident in who they are?

Possible Resources:

www.mediasmarts.ca

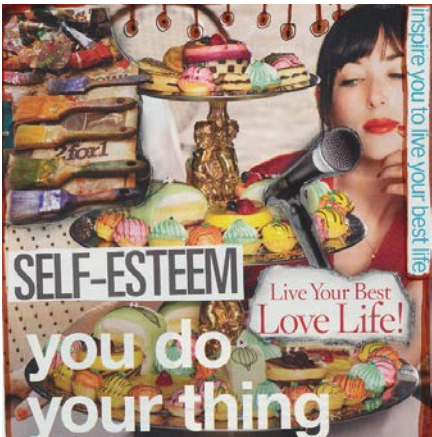
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Teacher Debrief for Lesson 5

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. Having high self-esteem means that you value yourself and have a sense of your personal identity. Ask the class how their choices reflect how they may feel about themselves.
3. Have each student create a poster. On one half of the poster they are to create who they think they are “Supposed to be” based on the messages they hear (from media, family, peers, friends). On the other half of the poster they are to create who “I AM”.
4. Give each student a different coloured stick it note. Have each student write one word that describes what they love best about themselves on the stick it note. Create an I AM board/space in the classroom.



5. Have the students create a WHO I AM collage board.





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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. Explain that mental health is much more than the absence of mental illness. Have the students explain how their mental health can be impacted by high or low self-esteem and vice versa, how low or high self-esteem can impact one's mental health.
3. Discuss as a class the signs and symptoms one should be aware of if they are worried about their mental health or a mental illness. Discuss community resources that students can access for help.
4. Ask students to discuss how their dating/intimate relationships and their relationships at home and at school can impact their mental health. How do healthy and unhealthy relationships impact one's self-esteem and one's mental health?
5. Ask the class to create PSA's (media text) or posters attempting to eliminate the stigma around mental health.
6. Discuss how stress can be positive and negative. Stress can affect one's mental health and emotional well-being. Maintaining good mental health and emotional well-being involves balancing many aspects of life. Everyone is vulnerable to stress. Discuss as a class different strategies they can use to care for their mental health and help relieve their stress.

Possible Resources:

<http://www.camh.ca/en/hospital/Pages/home.aspx>

<http://www.ementalhealth.ca/>

<https://www.kidshelpphone.ca/teens/home/splash.aspx>



I am.

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. Divide the class into small groups. Have each group research a substance (i.e. alcohol, cannabis, fentanyl). Have each group describe (on chart paper, as a Word document, or as a PowerPoint presentation) what the substance is, the effects of the substance on an individual and the risks of using the substance.
3. Find a media example that shows the reality of people using substances. Discuss as a class if a majority of what they are watching/the media shows the reality of experimenting, using, or misusing substances and all of the risks involved.
4. Have the class write letters to their local MPP about why they feel more education needs to occur about the risks of substance use and what they feel their local MPP can do to help our community with this issue.

Possible Resources:

<http://www.camh.ca/en/hospital/Pages/home.aspx>

<http://www.talktofrank.com/>

<https://www.kidshelpphone.ca/teens/home/splash.aspx>



I am.

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. Many stories were shared in today's lesson of people overcoming failure, and not listening to the negative messages that were being said to them. Have the students share stories of any other famous people who overcame adversity and or failure. Ask the students what characteristics they felt these famous people had in order to be resilient.
3. Ask the students to reflect on Lesson 1-8. Ask them what they feel is the most important thing they have learned. Ask them to reflect if they have been able to use any of the information provided in their own lives/situations. Are they able to make connections to what they have learned and what they experienced? Do they feel that this program should be delivered to next year's Grade 8 students and why? Do they feel more confident in who they are?