



# POWER

## 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. Ask the students to share examples they have seen in the media of healthy or unhealthy relationships. What characteristics did they see in these relationships to come to this conclusion?
3. How do healthy relationships impact their citizenship, relationships and community? What values are shown in healthy relationships (respect, empathy, fairness, cooperation)?
4. How do unhealthy relationships impact their citizenship, relationships and community?
5. Ask the students what the connection is between healthy relationships and learning (i.e. if feel safe at school – better able to learn).
6. Ask the students to share their understanding of the impact of unhealthy relationships on individuals.
7. Review current media stories – do any of them touch on relationships? 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?
8. How does one deal with unhealthy relationships in their lives? Is it OK to reciprocate unhealthy relationship characteristics?



# POWER

## 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 explain the risks involved with the use of technology. Ask students to explain the benefits involved with the use of technology. Do the risks outweigh the benefits or vice versa?
3. Ask the students to explain how they can use technology safely. Feel free to make this into a game (have the classroom divided into teams and whoever comes up with the most answers wins or whoever has the best poster wins)
4. Review current media stories – Do any of them touch on technology and relationships? Read story to class and discuss their reactions. Is there a difference of opinion about the situation (i.e. Is the relationship healthy? Unhealthy? Should this attention be brought to this story? What are the lessons learned?) How does the story impact the community and the relationships within the community?
5. Ask students to create a set of “Guidelines” for younger students (Grade 5 or 6) to follow, concerning their use of media and how to maintain healthy relationships. What do these students wish they had been told (lessons learned) that they want to pass on to younger students. If possible have the class create a hard copy that they can give to younger students or have students present their ideas to younger classrooms.



# POWER

## 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 explain the difference between the different styles of communications and to identify when it is appropriate to use each style.
3. 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.
4. 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 correct “I” statements.
5. Ask the students to complete a media study and concentrate on communication styles. As they watch their favourite TV show or movie, have them identify how the characters are communicating in the different situations. Ask them to note if the females and males communicate differently in these situations. Lastly, ask them to note if stereotypes exist in the media about how males and females relate and communicate with each other.
6. Have the students find a media clip about sports and communication (i.e. Ritchie Incognito and Jonathan Martin). Ask the students to evaluate what style of communication was being used and how this impacted the relationship(s). Ask the students to determine if this impacts people’s decisions about how they treat each other in their own communities?



# POWER

## 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 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?
3. Ask the students to complete a media study and concentrate on how anger is displayed. Have them identify how the characters express their anger. Ask them to note if the females and males express their anger in a similar or different manner. Lastly, ask them to note if stereotypes exist in the media about how males and females show their emotions. Ask the students how this impacts their society and their relationships.



# POWER

## 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. 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 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.
4. 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 others.
5. Ask the students to identify the impacts that stereotypes have on their relationships, community, inclusiveness, respect, empathy, culture and interconnectedness.
6. Have students research how the media has impacted a specific community and create a media text explaining their findings.



# POWER

## 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 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. Have students find media texts that go against media stereotypes (i.e. Kleenex commercial where boy states boys are emotional). Have students identify why different audiences would have different responses to this media text.
4. 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?

Review current media stories about people fighting stereotypes. Read story to class and discuss their reactions. Is there a difference of opinion about the situations and what occurred? Do the students feel these types of articles should be written? How can the story impact an individual, the community and the relationships within the community?

<http://www.macleans.ca/society/hometown-hockey-a-tournament-of-champions-fuelled-by-girl-power/>

[https://www.thestar.com/news/gta/2010/11/11/no\\_slushies\\_to\\_the\\_face\\_for\\_reallife\\_glee\\_boys.html](https://www.thestar.com/news/gta/2010/11/11/no_slushies_to_the_face_for_reallife_glee_boys.html)



# POWER

## 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. Ask the students to identify how discrimination impacts relationships, citizenship, and a community.
3. Have students find a current news story about discrimination (i.e. Boycotting of 2016 Oscars). Ask the students to evaluate if the perspective is accurate or not. Ask the students to write a persuasive argument to describe why they agree or disagree with the reporter's opinion of the news story.



# POWER

## Teacher Debrief for Lesson 8

1. Draw students' attention to social responsibility in the school community. Ask the students what they are currently doing to be good citizens. Ask students to brainstorm what they could further do to enhance their school community.
2. Have students identify their own personal values. Have students explain how their values are connected to the choices they make on a daily basis. Have students further explain how those choices are impacted by the relationships that surround them.
3. Ask the students what is the connection between the pressure to make unhealthy choices (i.e. smoking) and unhealthy relationships? How does one ensure/help themselves to make the best decisions possible at all times?
4. Challenge the class to recognize classmates who display healthy relationship characteristics to people who are not their friends, but their peers. Have students provide "Gotcha" cards to the students who show this. Draw a prize on a weekly/monthly basis for the "Gotcha" winners. Ensure every student has at least one ballot – this means teacher must participate and know who is missing ballots.
5. As a class create criteria for a monthly "Citizenship Award". Allow the students to nominate and select the recipients each month (ballot vote or class vote). Teacher is responsible to create an award/prize for the month's winner.