



Reflection Piece #1

Level One	Level Two	Level Three	Level Four
* Cannot clearly identify when stereotyping has occurred	* Can identify a situation where stereotyping occurred and explains it in simple terms.	* Is able to identify a situation where stereotyping occurs and explains it in detail	* Clearly identifies and provides a clear situation when stereotyping has occurred and is able to explain it in detail.
* Is starting to be able to identify stereotypes. Is not able to reflect back with feelings or a solution	* Can form an opinion about whether stereotyping is occurring and attempts to come up with a solution.	* Able to identify stereotypes and provides a simple/weak solution.	* Can determine if stereotyping is occurring. Can reflect back to feelings AND is able to come up with the solution and explain it in detail.

In your words, what does the word stereotype mean?

Describe a situation when you or someone you know experienced stereotyping.

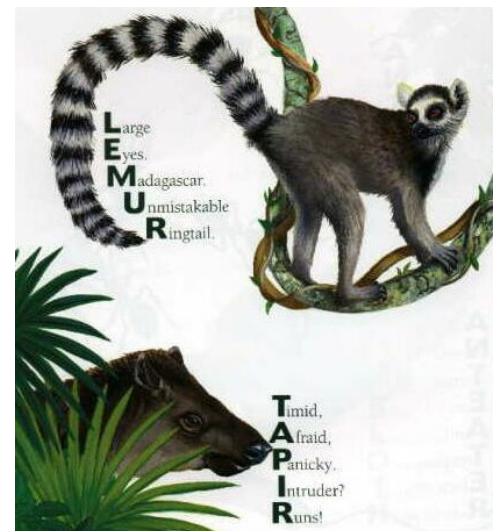
Reflect on how you felt in that moment? How did you react? Do you wish you did something differently?

How do stereotypes go against the rights of citizens of Canada?

Reflection Piece: Lesson #2

Level One	Level Two	Level Three	Level Four
* Poem seems incomplete or sloppy and does not give clear description of self.	* Poem does seem thought out, uses simple vocabulary. Not as creative as it can be to describe self. Some stereotypical descriptive words are used.	* Poem uses clear language to describe self, some creativity involved. Few stereotypical descriptive words are used.	* Poem uses clear, thoughtful, and creative language to describe self. No stereotypical descriptive words are used.

Create an acrostic poem about yourself. Spell your name and use each initial of your name to describe yourself and the things you like about yourself that may go against stereotypes. Or use your earth name. We want to know what you like about yourself, the way you look, what you are good at, or how you treat people. Remember, the words used cannot be gender stereotypical. Below are two examples.





Reflection Piece: Lesson #2

OR

Level One	Level Two	Level Three	Level Four
* Picks a media example but unable to provide responses to the questions	* Provides a response to some, but not all of the questions	* Provides responses to all of the questions with some explanations	* Provides responses to all of the questions in a thought out manner. Details, supporting arguments and/or connections are made to answer the questions.

There are many forms of media that reinforce gender stereotypes. Pick a T.V. show, movie, commercial, song video or song. Determine what message is being conveyed and to what audience. Do you think all people would react the same way to the media message? Use examples from the media source (lyrics, quotes, pictures) to support your point of view.

Explain how gender stereotypes are being reinforced. Do you agree or disagree with the message? Explain why or why not?

Media Example Chosen: _____

Media Message:

Audience:

Would all people react the same way to the message being delivered?

Thoughts about Message: Is it reality or stereotypical? Would this message impact people in any way (positive or negative)?



Reflection Piece: Lesson #3

Level One	Level Two	Level Three	Level Four
* Not able to show discrimination taking place.	* Is able to identify discrimination. Not able to show the characters of the story coming to accept and/or respect one another.	* Is able to identify discrimination. Able to show how the characters learn to accept and respect one another.	* Is able to identify discrimination. Story/Responses are creative, thought out, and provides clear examples of the characters learn how to accept and respect one another.

Think about the video: "Tara & Bella".

Write your own short story of discrimination taking place between two characters that are different from each other. Show how the characters in the story learn to accept and respect each other and show good citizenship.

OR

Find a book that demonstrates discrimination taking place between its characters. Show how the characters in the story learn to accept and respect each other and show good citizenship.

Level One	Level Two	Level Three	Level Four
* Poster seems incomplete or sloppy *1 type of bullying is identified	* Poster uses very simple images to show one way people can stop bullying *2 types of bullying are identified	* Poster uses clear images to show ways to stop bullying and has one option for students to use if they are experiencing bullying. *3 types of bullying are identified	* Poster uses clear and creative images to show ways to stop bullying and offers two or more numbers people can call if they need help *4 or more types of bullying are identified

Reflection Piece: Lesson #4

Create a poster to stop bullying. Your poster should include the different types of bullying, options that people have to stop bullying in your school or in your community and at least one idea of who a student can go talk to if they are experiencing bullying. Think about the audience you are creating this poster for. Your poster may be displayed in your class, or in another class in your school.





Reflection Piece: Lesson #5

Level One	Level Two	Level Three	Level Four
* Shield seems incomplete or sloppy and does not give clear description of self.	* Shield does seem thought out, uses simple vocabulary and pictures. Not creative to describe self.	* Shield uses clear language and pictures to describe self, some creativity involved.	* Shield uses clear, thoughtful, creative language and pictures to describe self.

If you could create a shield or a picture of who you are, what would it look like? Fill in the shield with pictures or words describing “WHO YOU ARE”, your strengths, and how you make the world a better place.

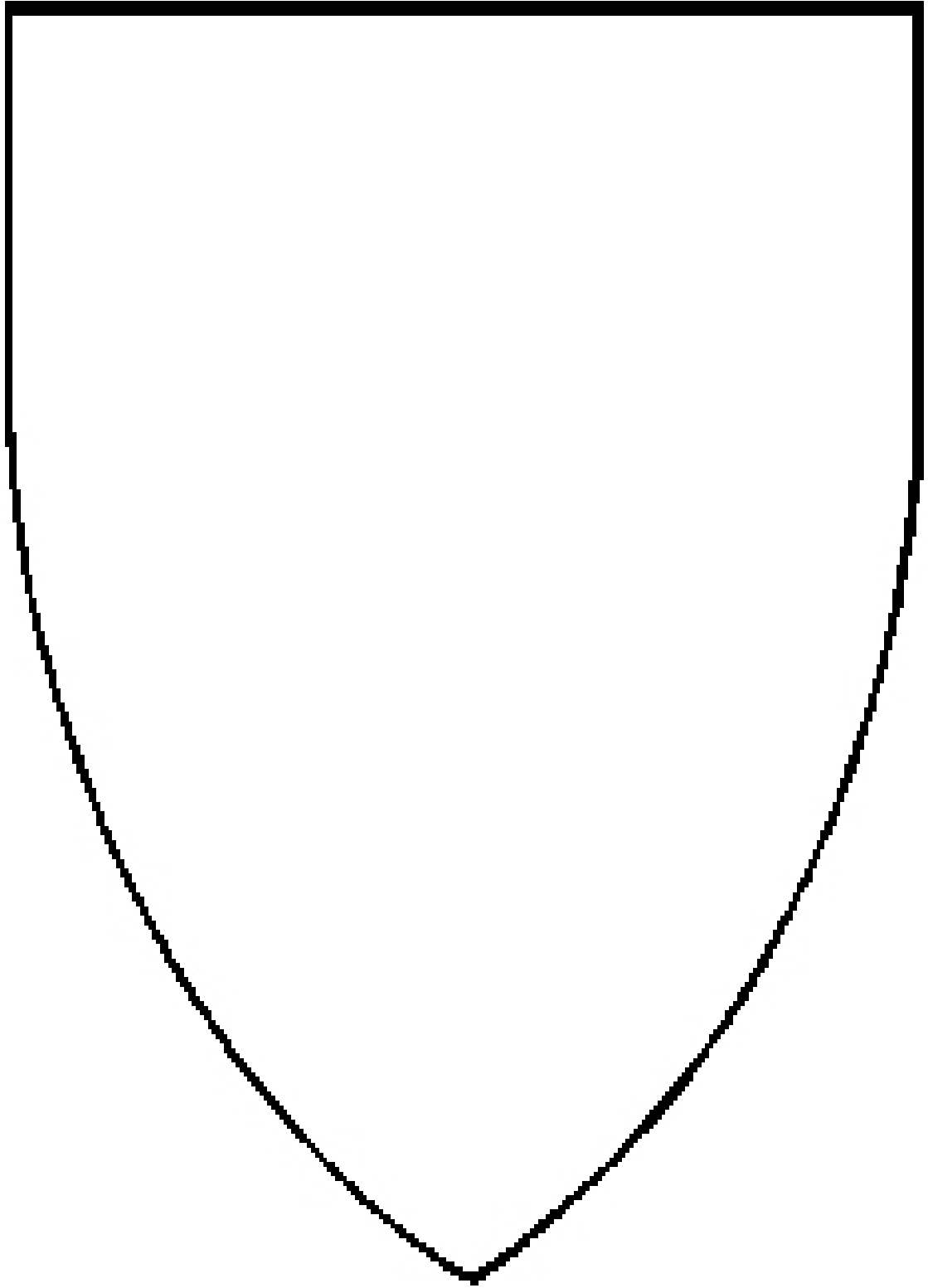


Reflection Piece: Lesson #5

A large, shield-shaped graphic with a thick black border. The shield is divided into four quadrants by a vertical line down the center and a horizontal line across the middle. The bottom edge of the shield is a smooth, downward-curving arc.



Reflection Piece: Lesson #5





Reflection Piece: Lesson #6

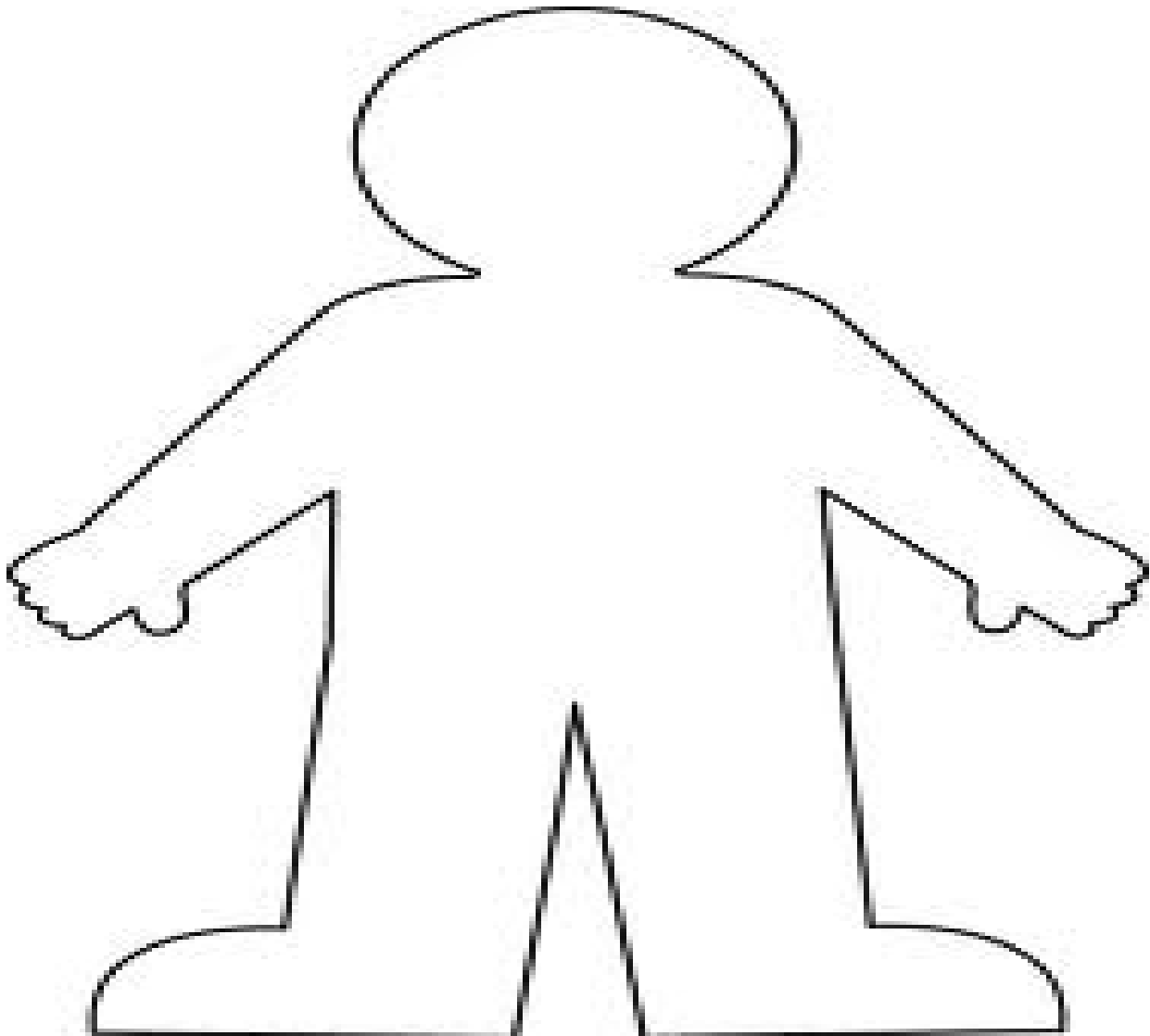
Level One	Level Two	Level Three	Level Four
* Not able to provide assertive responses. Responses are aggressive or passive	* Some assertive communication can be seen. Was able to respond to one statement assertively, but the responses are leaning more towards aggressive or passive	* Is able to provided assertive responses to two of the three situations. There is some use of the word “you” in the responses.	* Provides clear assertive responses for all three of the different situations. There are minimal uses of the word “you” in the responses
* Is not able to identify assertive communication	* Is not able to identify assertive communication	* Is able to identify assertive communication	* Is able to identify assertive communication

Fill in the responses using assertive communication. Remember to focus on how you feel and what you need, not what the other person has done.

Situation:	Assertive Response
Your younger sibling has taken something out of your room AGAIN without asking.	I feel Because I need/want
Your classmate is pressuring you to do something you don't want to do.	I feel Because I need/want
You just tried to kick the game winning goal, and missed.	I feel Because I need/want

Level One	Level Two	Level Three	Level Four
* Picture is incomplete or sloppy and does not give clear description of media vs reality.	* Picture is thought out and complete. No clear separation of media vs. reality.	* Picture is thought out and complete. Media vs reality separation is clear.	* Picture is thought out and complete. Media vs reality separation is clear. Creativity is used, pictures and words used.

Today we learned that media is not reality. What we see in the media is not always real. Create a picture of a person and divide it in half. On one half show what the media portrays and on the other half, what is real. Remember to show diversity.





Who I am “Supposed” to be and who I really Am.

OR

Level One	Level Two	Level Three	Level Four
* Questions and chart are incomplete or sloppy	* Questions or Chart is thought out but incomplete	* Questions and Chart are thought out and complete.	* Questions and Chart are thought out and complete. Creativity is used and answers are detailed with descriptive words and in full sentences.

Barbie – You have Changed!

1. What did the original Barbie look like?
2. List the careers Barbie had in the past?
3. Describe how the new Barbie looks.
4. Why do you think Barbie’s look is changing?
5. Pick three changes that Barbie the doll is going through and explain if they are realistic or not and if they are healthy or not.
- 6.

Changes	Realistic?	Healthy?

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STEREOTYPE BUSTERS

Reflection Piece: Lesson #8

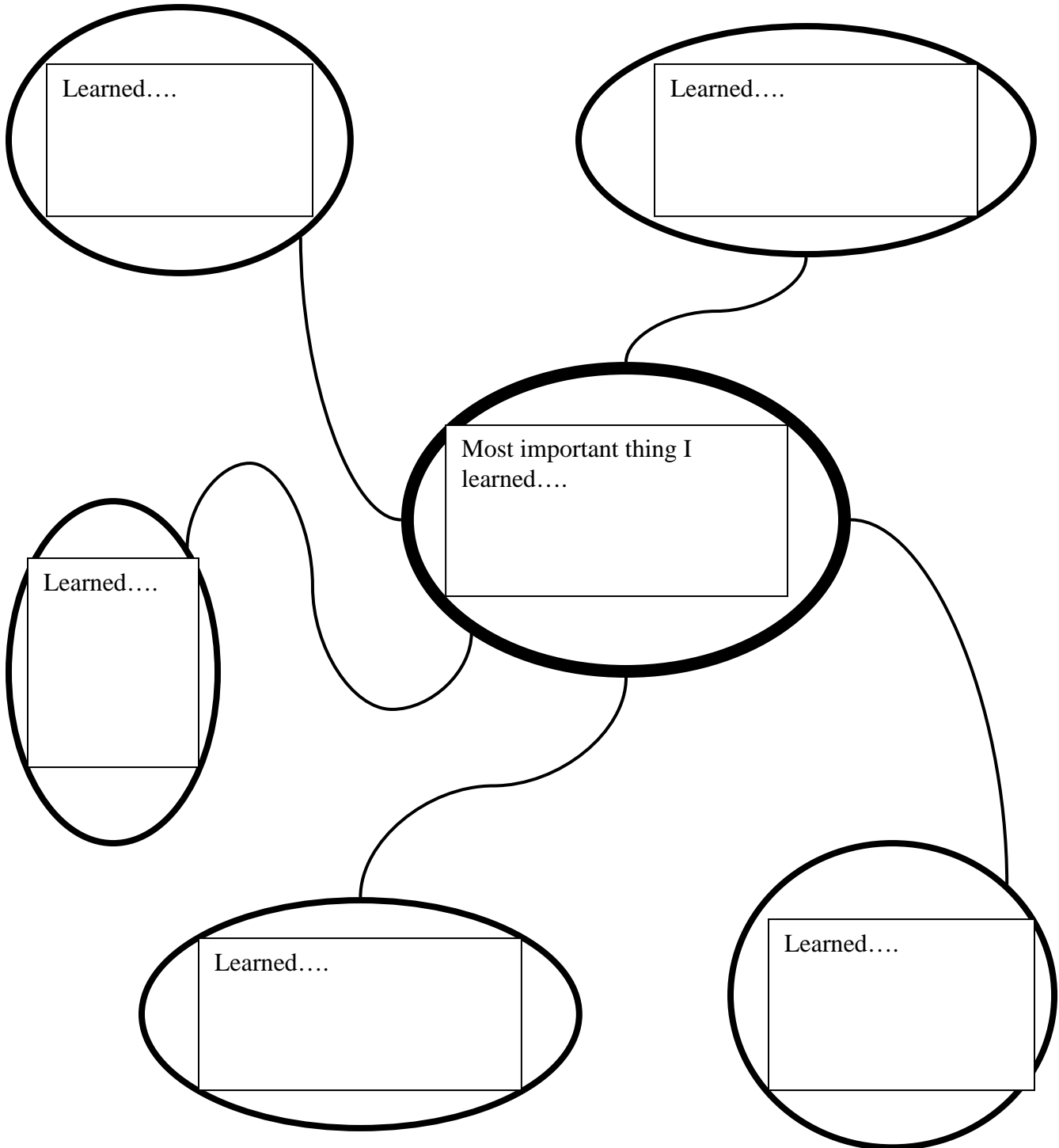
Level One	Level Two	Level Three	Level Four
* One brainstormed idea, letter is sloppy or incomplete, with many spelling and grammatical errors	* Two brainstormed ideas, and a completed letter with few spelling and grammatical errors.	* Three brainstormed ideas, and a completed letter with minimal spelling and grammatical errors	* Four or more brainstormed ideas, with a completed letter with no spelling or grammatical errors.

Brainstorm a list of ALL the things that you have learned during Stereotype Busters. Choose one of those brainstormed ideas that is **the most important to you**. Write a letter to your teacher or parent(s) about what you learned during the program and why you selected that one thing as the most important thing you learned during the program.

To whom it may Concern:

Sincerely: _____

Reflection Piece: Lesson #8



Learned....

Learned....

Learned....

Most important thing I learned....

Learned....

Learned....

Learned....