



Discovering the Voices Within

Lesson Summary

In this lesson, students will have the opportunity to get into role and give voice to the girl and boy from the two PSAs in Lesson 3. Using the drama strategies of writing in role and inner/outer circle, students will write from the perspective of each child. As students are writing their piece in role, messages from earlier lessons can be included to help audience members understand the importance of loving themselves as they are, without making comparisons.

Teacher Message

Drama is a powerful vehicle to engage and deepen understanding, as it allows children the opportunity to connect to a topic or issue. The drama strategies in this lesson have students enter the realm of the characters, and invite them to speak on their behalf, ultimately building empathy and compassion for everyone involved in the situations at hand. Building empathy leads to building respect and acceptance. When teaching about body-image, transformative learning occurs when people begin to love and believe in themselves. Teaching children this equips them with the passion and courage to stand up for what is right, and to be confident in who they are, and how they are.

Materials

Media Clips

Walk Away. (PSA.) Concerned Children's Advertisers.
(available at <https://youtu.be/DKGdRHezwIw>)

Kids. (PSA.) National Eating Disorder Information Centre (NEDIC). (available at <https://youtu.be/Gn1mGKNW7b8>)

Book

Otoshi, K., 2008. *One.* KO Kids Books

Learning Organizers

Learning Organizer 4-1 Writing in Role

Learning Organizer 4-2 You Are Important and Valuable

Assessment Tool

Assessment Tool Lesson 4 Writing in Role Assessment Rubric

Supporting Curriculum Outcomes

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Lesson Outline

Inspiration: How will I engage the students?

1. **Read *One* by Kathryn Otoshi with the class.** This book examines how one person can make a difference, by supporting and standing up for another. It is a great introduction to the thinking and writing that the students will be asked to do later in the lesson. While reading, pause to allow students to use reading strategies, such as making connections and asking questions. You may decide to do a think-aloud using the book, planning where to pause, and what to share with the class.
2. **Explain to students that they will be exploring the two sides of the PSAs they viewed in Lesson 3** – the person *giving* the messages (the boy or girl) and the person *receiving* the messages (we don't see who that is). They will be exploring what happened to make the girl or boy feel, say, and do what we saw, and how a person on the receiving end might think and feel. They will be writing in role, from the perspective of one of the kids we saw or a recipient of the messages. If necessary, show the video clips again, pausing *Kids* immediately after "You Weight a Ton!" and pausing *Walk Away* immediately after "Give it to me before I smack you!"

Facilitation: How will students learn the concepts?

3. **Prepare the students by talking about how to write in role.** This kind of writing is often liberating for students, as they have the freedom to be creative and put themselves in someone else's shoes. Students write in the first person, actually becoming the character as they write. When using "I" they move outside of themselves to think and feel as the person (and in some cases the thing or object) they are writing about. Tell them they will be writing about the situations presented in the PSAs, but including feelings and thoughts beyond what they saw.
4. **Model writing in role, using one of the advertisements from the first lesson** – either the for-profit ad or the PSA. *What would one of the characters say and why? How do they feel about what is happening or about their life?*
5. **After you have modeled the writing, divide the class into two groups:** one group will write from the perspective of the girl or the boy (students can choose who they would like to write as) and the other group will write from the perspective of a character we didn't see in the videos: a child who received one of the messages.
6. **Use Learning Organizer 4-1 Writing in Role** to remind students of things they should keep in mind while they are writing. You may choose to enlarge and post this learning organizer, or hand it out to students.
7. **Let students know that they can make things up, as long as they are connected to the topic.** You may decide to brainstorm some sentence starters and put them on chart paper or a whiteboard to provide students with some ideas for their writing. For example, "I feel so..." or "I can't believe.... is happening..."

Application: How will students demonstrate their learning?

8. **Have students begin to write in role.** Encourage students to write freely, focusing on their ideas, rather than on spelling or grammar. Writing in role works best when students feel free to explore what they are thinking without having to worry about the conventions of writing. This writing activity is about generating ideas and exploring their feelings about the situations in the PSAs, and should be treated as a first draft.
9. **As students write, circulate.** Make sure that students are writing in first person, and not in third. When most students have finished, give students a few minutes to read over their writing.
10. **Explain that students will be reading their writing out loud, in role.** As they read, students shouldn't worry if they notice errors in their writing. Remind them that this activity is about sharing their feelings about the name-calling in the PSAs. Have them think about how they will read their piece: are they upset? are they angry? Remind them to convey these emotions in their voices.

11. **Invite students to create two circles**, one inside the other, making sure that they have their writing with them. Students who wrote as the receivers of the messages should sit or stand in the inner circle, facing out. Students who wrote as the boy or girl in one of the PSAs should sit or stand in the outer circle, facing in.
12. **Explain that you will be walking around the circles and tapping students on the shoulder.** When a student feels the tap, they are to begin reading their writing. As soon as another student is tapped, and begins to read, the first student stops, even if in mid-sentence. Students do not have to watch who is being tapped and when, but they should listen carefully to hear the voice of the next person. Tell students that if they are tapped on the shoulder more than once, they are to continue from where they left off, and if they get to the end of their piece, they should start at the beginning again. This drama strategy is known as inner/outer circle.
13. **Ask students to try their best to read as their character** and convey meaning and emotion not only in their words, but also in the way they say them. This will make the presentation more powerful.
14. **As you walk around the circles, tap the shoulders of a variety of students in both circles.** If you notice that someone has only a small amount of writing, tap someone else quickly, so that the student does not feel embarrassed.
15. **When you have finished the drama, invite students to get out of role**, and discuss how the drama helped to share the voices of the different characters from the PSAs.
16. **Watch both PSAs from Lesson 3 from start to finish.** Discuss any new information. *What happened? What do we learn about the children? How does watching the entire PSA help us understand the situations? How do the cameras add to the PSAs and the messages?* This discussion is crucial, as many students will believe that the name calling is directed towards someone else. How important is it to think positively about ourselves? How important is it to love who we are – and how we are – inside and out?

Reflection: How will students reflect on their learning?

Using the questions from above, have students complete **Learning Organizer 4-2 You Are Important and Valuable**, to reflect on how they feel about themselves and to remind themselves of how to think positively about who they are.

Assessment

Assessment Tool Lesson 4 Writing in Role Assessment Rubric can be used to assess the writing students do from the perspective of one of the characters. As with any rubric, it is crucial that the students see how they are being assessed before they write. Give them a chance to add their own criteria to the rubric, to clarify or to include something that is important to them. Discussing rubrics together before they are used helps students understand how they are being evaluated.

In addition to Assessment Tool Lesson 4, you can use student reflections on **Learning Organizer 4-2** to help you understand where students are at in their development of their own body-image. **Learning Organizer 4-2** is not meant to be evaluated, but is designed mostly to allow students to think about how they feel about themselves. This self-reflection is important as students think about themselves, in light of what they saw in the two powerful PSAs.

Related Resources to Extend Learning

Best Bets for Teachers:

No Name Calling Week (<http://www.nonamecallingweek.org>)

No Name Calling Week was inspired by the YA novel, *The Misfits*, in an attempt to teach children the impact name calling has on others. This website is filled with lessons and resources to use. At the Resources link, a variety of free lessons and promotional materials such as posters and logos are available for downloading.

Dove® School Workshops for Body Confidence, Session 4: Banish Body Talk

This workshop is a great companion to the goal of this lesson. It looks at challenging the focus on body talk in our lives and the problems it can cause.

Best Bets for Students:

Criswell, P., illustrated by Watkins, M. 2006. *Friends: Making Them and Keeping Them*. American Girl Publishing
An interactive book with tips, quizzes, and stories about making friends and making friendships last.

Writing in Role

When writing in role, don't forget to...

- write as the character you are taking on. This means you become the character and write from their point of view in the first person (using 'I' or 'my').
- share your character's thoughts and feelings about the situation in the PSA.
- include some of your own ideas about what is happening. Remember, you are now that character, so you may add information and details about things that happen outside of the PSA.
- connect to what we have learned so far about name calling and how hurtful it can be.
- make sure your writing flows and is not choppy. This gives us more of an insight as to how your character thinks and feels.

You Are Important and Valuable...

Name: _____ Date: _____

1. Why is it important to think positively about ourselves?

2. Why is it important to love who we are, and how we are, inside and out?

3. What are specific things that you like about who you are? Name two or more things.

4. What things do you do or say, or what things could you do or say, to remind yourself of how important and valuable you are?

Writing in Role Assessment Rubric

Name: _____ Date: _____

	Level One	Level Two	Level Three	Level Four
How effectively did you participate in the drama?	I was unfocused during the drama and not ready to participate when asked.	I was somewhat focused during the drama and was sometimes ready to participate when asked.	I was focused during the drama and was ready to participate when asked.	I was very focused during the drama and was always ready to participate when asked.
Were you in role when reading?	When sharing my writing, I was rarely in role, expressing the feelings of my characters with little clarity.	When sharing my writing, I was somewhat in role, expressing the feelings of my characters with some clarity.	When sharing my writing, I was in role, expressing the feelings of my characters clearly.	When sharing my writing, I was in role, expressing the feelings of my characters clearly and creatively.
Did you listen to the other members of your class when they shared?	I showed little respect or did not listen to members of my class share their writing.	I was somewhat respectful and attentive while listening to members of my class share their writing.	I was respectful and attentive while listening to members of my class share their writing.	I was very respectful and attentive while listening to members of my class share their writing.
Did you take on the character and write from his or her perspective?	I barely thought about the character or his or her point of view. I wrote in third person and did not write in role.	I thought a little about my character and his or her point of view. I wrote in first person, and somewhat in role.	I thought about my character and his or her point of view. I wrote in first person and in role.	I thought deeply about my character and his or her point of view. I wrote in first person and in role.

Supporting Curriculum Outcomes

Alberta

Language Arts

Read, write, represent and talk to explore personal understandings of new ideas and information.

Comprehend new ideas and information by responding personally, taking notes, and discussing ideas with others.

Communicate ideas and information in a variety of oral, print, and other media texts.

Show respect for the presenter's opinions by listening politely and providing thoughtful feedback.

Health

Recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt.

Atlantic Provinces

Language Arts

Use word choice, tone of voice, and facial expression appropriate to the speaking occasion.

Engage in, respond to, and evaluate oral presentations.

Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation.

Create written and media texts, collaboratively and independently, in different modes and in an increasing variety of forms.

British Columbia

Language Arts

Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions.

Use writing and representing to express personal responses and relevant opinions about experiences and texts.

Use writing and responding to extend thinking.

Manitoba

Language Arts

Prepare and share information on a topic using print, audio-visual, and dramatic forms to engage the audience.

Ontario

Language Arts

Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.

Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.

Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and nonfiction sources from diverse communities, times, and places.

Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works.

Health

Explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation.

Prince Edward Island

Health

Recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt.

Québec

Language Arts

Produce self-expressive, narrative, and information-based texts for a familiar and wider audience.

Saskatchewan

Language Arts

Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.

Speak to express and support a range of ideas and information in formal and informal speaking situations for particular audiences and purposes.