Onslaught

Teacher Summary

In this lesson, students will have an opportunity to consider messages conveyed by images in the media. They will explore and discuss both overt and implied messages, and the effects these messages have on their own body-image and self-esteem.

Teacher Message

It is essential that students develop critical thinking skills that will help them critically view and analyze the messages that they are bombarded with from media. The media students are exposed to daily include both overt (stated) messages and implied (hidden) messages. Media has a duty to be responsible and demonstrate respect for all individuals. When media perpetuate stereotypes, they act neither responsibly nor respectfully. In this lesson, students will be introduced to the key elements of being a responsible digital citizen. They will use this information to develop posters to help their peers understand how to interact safely online and to encourage them to consider both the overt and implied messages they receive from media.

Materials

Chart paper
Markers (at least four colours for each group of four)

Media Clips

Dove® Onslaught (Available at https://www.youtube.com/watch?v=9zKfF40jeCA)

Safe Web Surfing: Top Tips for Kids and Teens (Available at https://www.youtube.com/watch?v=yrln8nyVBLU)

Learning Organizer

Learning Organizer 2-1 Three R's of Responsible Media

Learning Organizer 2-2 Digital Citizenship

Assessment Tool

Assessment Tool Lesson 2 Online Poster Rubric

Supporting Curriculum Outcomes

Alberta

Atlantic Provinces

British Columbia

Manitoba

Ontario

Québec

Saskatchewan

Lesson Outline

Inspiration: How will I engage the students?

1. **Post the quote "Promise, large promise, is the soul of an advertisement" by Samuel Johnson to focus student thinking.** Ask students to discuss with an elbow partner what they think the main idea of this quote is. After three to five minutes of discussion with a classmate, discuss the main idea of the quote as a whole class.

2. **Show the Dove video *Onslaught*.** Encourage students to keep their thoughts and reactions to themselves during the first viewing. Show the video again, and then ask students to share their reactions to the video with an elbow partner.

3. **Direct the class's attention back to the quote "Promise, large promise, is the soul of an advertisement."** Discuss with students how the messages of Onslaught compare to the main message of the quote. Together, create a T-chart to categorize the messages as "similar" and "different."

4. **Debrief by discussing the different types of ideas that appear on the T-chart.**

5. **Define the difference between overt (or stated) media messages and implied media messages. Invite students to suggest examples of each.** Explain that some media contain implied messages we might not even recognize. In order to be savvy viewers of media we need to develop critical thinking skills by asking questions such as the following when we see a visual:

   • *What meaning do we take from the visual?*

   • *Why do you think the messages were put there?*

   • *Are the messages true?*

   • *When messages are not true, how can we resist them?*

You might compare an analysis of implied messages to reading between the lines.

Facilitation: How will students learn the concepts?

6. **Display an enlarged copy of Learning Organizer 2-1 Three R's of Responsible Media or distribute copies for students to refer to.** Explain that media has a duty to be responsible and to show respect for all individuals. When media perpetuate stereotypes they act neither responsibly nor respectfully.

7. **Have students use the questions on Learning Organizer 2-1 to help them decide whether media presentations are reliable, respectful, and representative.** Discuss the meaning of the word stereotype. Ask students if they noticed any stereotypes in the video Onslaught. Then ask how stereotypes affect how young women and men feel about their physical appearance.

8. **View the video Safe Web Surfing: *Top Tips for Kids and Teens*** (Available at https://www.youtube.com/watch?v=yrln8nyVBLU). If time permits, you may wish to play the video a couple of times. Discuss as a class some of the key ideas that students heard in the video.

9. **Distribute Learning Organizer 2-2 Digital Citizenship** Read and discuss the nine themes of digital citizenship. Encourage students to relate their own thinking and ideas to the ideas in some of the resources they have seen in this lesson. What are the key ideas that each resource has shared?

Application: How will students demonstrate their learning?

10. **In pairs, have students create an online poster for their peers** to share the key elements about being a knowledgeable digital citizen and taking pragmatic steps to protect themselves from the images and information they are exposed to online. Students can use a web-based tool such as Canva or Google Apps for Education or a software application such as Microsoft Publisher. (Alternatively, students may create a poster using chart paper or poster board, markers, and other drawing or writing tools).

Reflection: How will students reflect on their learning?

11. **Display the posters using a projector one at a time, for students to view.** Allow students to doodle or jot down key ideas as they view the posters.

12. **Students may create a journal entry,** reflecting on the ideas presented in the posters as well as the key ideas of the lesson.

Assessment

You can use **Assessment Tool Lesson 2 Online Poster Rubric** to assess students' posters. You could ask students to use the rubric to assess their own work, and then combine that assessment with your own, also using the rubric.

Related Resources to Extend Learning

Best Bets for Teachers:

National Eating Disorder Information Centre (www.nedic.ca)

Offers a broad range of information and resources on body-image, self-esteem, and the continuum of food and weight concerns. Includes a good selection of website links and articles. Award-winning posters are also available to order.

OSAPAC (Ontario Software Acquisition Program Advisory Committee) (https://osapac.ca/ccpalo/dc/)

This website offers a wide variety of software options for primary through secondary educators across Ontario. It includes a section focusing specifically on digital citizenship.

Dove Self-Esteem Project (http://selfesteem.dove.ca/en/)

This website was designed to provide education programs and fun interactive activities to help girls overcome beauty-related anxieties that can prevent them from developing confidence and positive self-esteem.

Best Bets for Students:

Pitt, S. 2005. Illustrated by Murray, S. *Guyness: Deal with It, Body and Soul*. 978-1550288926
This book explores issues relating to gender identity, gender stereotypes, and what it means to be a boy. It provides strategies to help boys deal with conflicts that may arise regarding masculinity.

Peters, D. 2005. Illustrated by Murray, S. *Girlness: Deal with It, Body and Soul*. 978-1550288919
This book explores issues relating to gender identity, gender stereotypes, and what it means to be a girl. It provides strategies to help girls deal with conflicts that may arise regarding femininity.

Hohn, T. 2020. Illustrated by Grahlman, S. *Body Image: Deal With it Because all Bodies are Great Bodies.* Lorimer.
This book helps young adolescents explore cultural standards and assumptions – their own and others' – about bodies. The information, quizzes, comics and real-life examples encourages to readers think critically about body image, how it influences how others see them, and how they see themselves.

Three Rs of Responsible Media

1. Reliable

Can the information the media text conveys and the depictions the media text provides be relied upon?

Does the media text state or make obvious its intent, purpose, and bias?

Can the media text be trusted?

_____

_____

_____

_____

_____

2. Respectful

Does the media text treat its subject(s) and its readers/viewers/listeners/handlers with fairness, decency, and respect, even if it is critical or satirical?

_____

_____

_____

_____

_____

3. Representative

Does the media text offer an inclusive portrayal of its subjects?

If not, does it explain why it doesn't?

_____

_____

_____

_____

_____

Adapted with permission: Ian Esquivel, 2009

Nine Themes of Digital Citizenship

Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use.

1. **Digital Access:** *full electronic participation in society.*

    Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working toward equal digital rights and supporting electronic access is the starting point of Digital Citizenship. Digital exclusion makes it difficult to grow as a society increasingly using these tools. Helping to provide and expand access to technology should be goal of all digital citizens. Users need to keep in mind that there are some that may have limited access, so other resources may need to be provided. To become productive citizens, we need to be committed to make sure that no one is denied digital access.

2. **Digital Commerce:** *electronic buying and selling of goods.*

    Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of goods and services which are in conflict with the laws or morals of some countries are surfacing (which might include activities such as illegal downloading, pornography, and gambling). Users need to learn about how to be effective consumers in a new digital economy.

3. **Digital Communication:** *electronic exchange of information.*

    One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.

4. **Digital Literacy:** *process of teaching and learning about technology and the use of technology.*

    While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., Videoconferencing, online sharing spaces such as wikis). In addition, workers in many different occupations need immediate information (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way— these individuals need a high degree of information literacy skills.

Nine Themes of Digital Citizenship *(continued)*

5. **Digital Etiquette:** *electronic standards of conduct or procedure.*

   Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.

6. **Digital Law:** *electronic responsibility for actions and deeds*

   Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are certain rules of society that users need to be aware in a ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identify or property is unethical.

7. **Digital Rights & Responsibilities:** *those freedoms extended to everyone in a digital world.*

   Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

8. **Digital Health & Wellness:** *physical and psychological well-being in a digital technology world.*

   Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there are inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

9. **Digital Security (self-protection):** *electronic precautions to guarantee safety.*

   In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

Nine Themes of Digital Citizenship *(continued)*

Respect, Educate and Protect (REPs)

The concept of REPs is a way to explain as well as teach the themes of digital citizenship. Each area encompasses three topics which should be taught beginning at the kindergarten level. When teaching these ideas the top theme from each group would be taught as one REP. For example the first REP would be: Etiquette, Communication and Rights/Responsibilities. This would continue through REPs two and three. By doing this all students will have covered the topics and everyone would understand the basic ideas of digital citizenship.

Respect Your Self/Respect Others

– Etiquette

– Access

– Law

Educate Your Self/Connect with Others

– Literacy

– Communication

– Commerce

Protect Your Self/Protect Others

– Rights and Responsibility

– Safety (Security)

– Health and Welfare

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Online Poster Rubric

Name: _____ Date: _____

	Level 1	Level 2	Level 3	Level 4
Use of Class Time	• Did not use class time to focus on the project OR often distracted others.	• Used some of the time well during each class period. • There was some focus on getting the project done. • Occasionally distracted others.	• Used time well during each class period. • Usually focused on getting the project done. • Never distracted others.	• Used time well during each class period. • Focused on getting the project done. • Never distracted others.
Elements of Design	• Few graphic elements are included.	• Most graphic elements are simple and effective. • Graphics show limited creativity.	• All graphic elements are effective. • At least one or two of the graphics show creativity.	• All graphic elements are effective. • Several graphic elements reflect an exceptional degree of creativity.
Purpose and Audience	• Purpose is unclear. • Little information is targeted to intended audience.	• Purpose may be unclear. • Some information is targeted to intended audience.	• Purpose is clear. • Information is targeted to intended audience.	• Purpose is clear. • Information is targeted for intended audience.
Organization	• Main idea and supporting details are not evident.	• Main idea and a few supporting details are displayed.	• Main idea and some supporting details are displayed.	• Main idea and supporting details are clearly displayed.

Supporting Curriculum Outcomes

Alberta

Language Arts

Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding.

Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives.

Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.

Explain connections between own interpretation and information in texts and infer how texts will influence others.

Create oral, print and other media texts related to issues encountered in texts and in own life.

Organize ideas and information to establish an overall impression or point of view in oral, print and other media texts.

Integrate appropriate visual, print and/or other media to inform and engage the audience.

Use opportunities as a group member to contribute to group goals and extend own learning.

Atlantic Provinces

Language Arts

Consider and reflect upon the contribution of others' ideas during discussions.

State a point of view in a convincing manner, offering relevant information to support that viewpoint.

Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.

State personal points of view about what is read and viewed and justify views with increasing regularity.

Recognize that texts need to be assessed for bias, and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries.

British Columbia

Language Arts

Interact and collaborate in pairs and groups to support the learning of self and others; explore experiences, ideas, and information; and comprehend and respond to a variety of texts.

Read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form, such as articles and reports.

View, both collaboratively and independently, to comprehend a variety of visual texts, such as film and video.

After reading and viewing, select and use a range of strategies to extend and confirm meaning, including responding to text and summarizing, synthesizing, and applying ideas.

Explain and support personal responses to texts, by developing opinions using evidence.

Synthesize and extend thinking about texts, by transforming existing ideas and information.

Write purposeful informational texts that express ideas and information to analyse and explain, persuade, and engage.

Write and represent to synthesize and extend thinking, by personalizing ideas and information and explaining relationships among ideas and information.

Manitoba

Language Arts

Explore diverse ideas to develop predictions, opinions, conclusions, and understanding.

Integrate new understanding with previous viewpoints and interpretations.

Articulate, represent, and explain personal viewpoints clearly.

Structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding.

Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.

Compose using specific forms that ensure a match between content, audience, and purpose.

Express personal reactions to a variety of experiences and texts and compare them with the reactions of others.

Ontario

Language Arts
Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience.

Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources.

Use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout.

Produce pieces of published work to meet identified criteria based on the expectations.

Explain how a variety of media texts address their intended purpose and audience.

Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

Identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.

Québec

Language Arts
Use collaborative talk purposively in order to seek multiple perspectives on the issue and extend understanding of the issue or topic by building on the ideas of others.

Produce a text within a specific context.

Adopt a stance to a topic and audience appropriate to the genre.

Extend repertoire of stylistic techniques.

Saskatchewan

Language Arts
View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.

View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.

Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.

Create various visual, oral, written, and multimedia texts that explore identity, social responsibility, and efficacy.

Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.