



Standing Up and Speaking Truth

Lesson Summary

Finding ways for students to share their voices is integral especially as they learn about the importance of speaking their truth related to issues and topics that affect them. In this lesson, students will have an opportunity to consolidate their learning from the previous four lessons, as they write a rant to share their perspective about body image and self-esteem and the positive messages needed to address body-shaming and hate speech related to body image.

Teacher Message

In this culminating lesson, students are asked to share their opinions related to something learned during this unit on body image. It can be scary for students to share, or even have their work viewed in front of the class. Flip is one online platform that allows students to share an audio or video file that can be sent to the educator privately (the educator has to set the group to private). This option might allow some students to open up more courageously, to express their message publicly. While it is wonderful to have all students want to share, some may be hesitant and we need to ensure that we provide options that allow all to feel safe. Be sure to allot enough time for students to film their rant.

Materials

Recording devices

Laptops/Chromebooks

Flip: <https://info.flip.com/en-us.html> – invitation for teacher to create account to allow students to share rant recording

Articles

Mercer, R., *Why I rant. And why you should too* (Available at <https://macleans.ca/news/canada/why-i-rant/>)

Media Clips

Rick Mercer, *The Kids Are Still Alright* (Available at <https://www.youtube.com/watch?v=V2F4j2MiWPQ&t=95s>)

Rick Mercer, *Nestle Water* (Available at <https://www.youtube.com/watch?v=KuVgJ-sgBW4>)

Elizabeth Hann, *First Place Winner of Rant Like Rick 2009* (Available at <https://www.youtube.com/watch?v=5-ie74WriSY>)

Learning Organizers

Learning Organizer 5-1 Familiarizing and Analyzing Rants

Learning Organizer 5-2 Brainstorming Tool for Body Image and Self-Esteem Rant

Learning Organizer 5-3 Body Image and Self-Esteem Rants

Assessment Tool

Assessment Tool Lesson 5-1 Writing Rants: Sharing Our Voice, Sharing Our Opinions

Assessment Tool Lesson 5-2 Performing Rants: Sharing Our Voice, Sharing Our Opinions

Assessment Tool Lesson 5-3 Two Stars and One Wish

Supporting Curriculum Outcomes

Available at <https://beyondimages.ca/6th-grade>

Lesson Outline

Inspiration: How will I engage the students?

1. **Prompt students to consider how we share our voices and ways in which we share our ideas/opinions/beliefs with peers, friends, family, community, the world.** Students may share the following: social media, texts, emails, hashtags, reels, gifs, written pieces, speaking with others, visually through photos, pictures, or videos...
2. **Ask students if they have heard of a RANT – brainstorm together what they think it might mean and if they have ever heard one.** (There are many videos on TikTok with people ranting about different subjects.) One definition that you might offer: *"A rant is an opinionated speech that usually expresses a position. Good ones are usually witty, humorous, and entertaining and are designed to leave a lasting impression about the topic."* ([Vancouver Island University](#))
3. **Explain that they will be culminating all of their learning in this unit by writing, and sharing, a rant about body image and self-esteem.** Invite students to choose something they would like to rant about related to the topic; let them know they will be learning not only how to write a rant, but also to perform it in a Rick Mercer style. Topics can be broader, related to body image and self-esteem, or they can be specific, like talking about hair, or facial features, or size.
4. **Hand out Learning Organizer 5-1 Familiarizing and Analyzing Rants to each student.** Go over the questions and explain that they will be jotting down notes about each question related to each of the rants that they will view. They can also use the back to note any techniques used that hooked them, as a viewer
5. **Show the three video clips of rants** – two from Rick Mercer, and one by a high school student that won a "Rant Like Rick" contest. Give students time to make notes. You may want to watch each over a series of classroom periods so that students don't feel overwhelmed, or you may want to watch them all at once, so students are able to compare and make notes for their own rant.
6. **Remind students that this writing piece will follow the tenets of the writing triangle – purpose, audience, and form.** The form is the rant, but having a clear purpose that you are ranting about, for a specific audience, is key.

Facilitation: How will students learn the concepts?

7. **Brainstorm with students different generic topics that they might want to rant about.** This will help prepare them for writing their own body image rant. As an adult, topics might include: changing the toilet paper roll; putting paper in the photocopier; and someone constantly interrupting. You could even talk about world issues and social issues and brainstorm different topics with students.
8. **As a class, choose one topic for a shared piece of writing. Ask students for their input and note their ideas on chart paper, or in a digital document, with the projector.**
9. **Note the three sections of a rant: the introduction, the body, the conclusion (see Learning Organizer 5-2 Brainstorming Tool for Body Image and Self-Esteem Rant).**
 - In the introduction, you want to say something generic about the topic, and then hook the reader/viewer with a strong and powerful statement about the topic. This may include asking questions, or including a quote, to pull in the audience, and grab their attention.
 - In the body of the rant, you want to passionately speak about the topic, making statements with a certain shock value, speaking truth, including things that might be difficult to hear, calling out bad behaviour, negativity, hate speech, the need for action. Students will be sharing a counter-narrative to the common messages found in our society.
 - To end the rant, you want to say something that will leave the reader/viewer thinking, summarize what was said and why the issue/topic is important, and what could be done.

10. **Brainstorm ideas for the class piece on the topic that was chosen together and create a draft.** Remind them that it's important to pour your heart out, let your passion come out, to share what you feel, what you think, to be opinionated and powerful about the subject matter. Ask students: What is your message? What do you want to rant about related to body image and self-esteem? Prompt them to look back at what they have learned from this unit and to add details and make any connections in their rant.

Application: How will students demonstrate their learning?

11. **After they have had a chance to view the examples and write a rant together, have students brainstorm about the body image and self-esteem topic they have chosen.** Instruct them to use **Learning Organizer 5-2 Brainstorming Tool for Body Image and Self-Esteem Rant** to help brainstorm and organize their piece. When ready, they can draft their rant.
12. **Conference with students as they write.** Provide guidance to help them through the writing process, allowing them to revise and edit their piece.
13. **Prepare students for filming their rant.** Partnering students to work together, to help with the filming, is best. Have a discussion about where students might want to film their rant, and the importance of the use of the camera angles. Refer back to the pieces that students analyzed in the Inspiration section of this lesson.

Reflection: How will students reflect on their learning?

14. **While they are writing, allow students time to peer-edit each other's pieces, using the class-generated criteria to provide feedback.** You may encourage students to use **Assessment Tool 3 Two Stars and One Wish**, noting two stars and a wish for their peers, as they edit. This tool could also be used when viewing students' final products.
15. **Ask students to share their final rant videos through Flip, or send them directly to the teacher.** If students are comfortable, you could hold a public viewing, inviting other students, or parents, guardians, caregivers, and community members, to watch the rants.

Assessment

Use Assessment Tool 5-1 Writing Rants: Sharing Our Voice, Sharing Our Opinions to assess students' writing of the rant.

Use Assessment Tool 5-2 Performing Rants: Sharing Our Voice, Sharing Our Opinions to assess students' performance of the rant.

Related Resources to Extend Learning

Best Bets for Teachers:

Rick Mercer: Tips on how to deliver a passionate rant (<https://www.youtube.com/watch?v=ldsusDySZbE>)

In this interview with Rick Mercer, he shares his ideas about how to deliver a passionate rant.

Best Bets for Students:

Life is Short: Discover Your Passion (https://www.ted.com/talks/zack_ballinger_life_is_short_discover_your_passion)

At the heart of a rant is being passionate; students might find this TED talk inspiring as they think about discovering their passion.

Familiarizing and Analyzing Rants

Name: _____ Date: _____

Think about and reflect on each rant, the topics vary, but their powerful words, and performances, leave the audience moved. As you watch each, make notes in the table below related to the questions on the left.

	<u>Rick Mercer: The Kids Are Still Alright</u>	<u>Rick Mercer: Nestle Water</u>	<u>Elizabeth Hann, Rant Like Rick 2009 Winner</u>
What is the main message of the rant? Use information from the text, and your own ideas, to justify your answer.			
What powerful words were used to share their message?			
What powerful video techniques were used to share their message?			

	<u>Rick Mercer: The Kids Are Still Alright</u>	<u>Rick Mercer: Nestle Water</u>	<u>Elizabeth Hann, Rant Like Rick 2009 Winner</u>
How effective do you think the rant was at communicating its message?			
What did you like about this rant?			
In your opinion, what is at the 'heart' of the rant?			
What is of most importance to you?			

Brainstorming Tool for Body Image and Self-Esteem Rant

Issue/Topic: _____

Why is this issue/topic related to body image and self-esteem important to you?

[illegible]

What are some of the ideas/thoughts that you'd like to include in your rant? (Jot down some notes or use the space below to mind map.)

[illegible]

Rant Brainstorming

Introduction

Say something generic about the topic.
Hook the reader/viewer with a strong and powerful statement about the topic.
This may include asking questions, or including a quote, to pull in the audience, and grab their attention.

Body

Make statements with a certain shock value, speaking truth, including things that might be difficult to hear, calling out bad behaviour, negativity, hate speech, the need for action.
Share a counter-narrative to the common messages found in our society.

Conclusion

Include something that will leave the reader/viewer thinking, something that will summarize what was said, why the issue/topic is important, and what could be done.

Body Image and Self-Esteem Rants

Sample Class Generated Criteria — it is important to generate ideas **with** your students, using this list as a guide:

The *how*, *what*, and *why* of writing our rants:

- share your opinion or views related to body image and self-esteem: body positivity, body neutrality, hair, facial features, abilities, size, race/shadeism...
- include a good beginning → like a hook
- somewhat like a monologue/spoken word poem/speech
- be clear and direct and concise
- don't be afraid to say what you're going or wanting to say
- have one main idea
- pour your heart out
- reference information or real-world examples
- rant FOR something, not just against it

The *how*, *what*, and *why* of performing our rants:

- pace of voice → speed of how you're speaking, doesn't have to be fast
- volume of voice → loud, soft
- think about when to pause
- know what kind of rant you're doing → what is the mood?
- speak passionately
- speak confidently
- speak emotionally
- be rehearsed... can't have "umms" or "mmm" or pauses that don't make sense
- think about *where* you want to film the performance of the rant
- think about how you will use the camera → what angles will you include?

Writing Rants: Sharing Our Voice, Sharing Our Opinions

Name: _____ Date: _____

Learning Goal

We are learning to share our voice and point of view about a topic or issue related to body image and self-esteem. We will use rants to explore the self-selected issue and share our thoughts, opinions, and feelings about the matter, in a confident, passionate manner.

Success Criteria

In order to effectively write this rant, I need to:

Knowledge and Understanding:

This category requires sharing of knowledge of content and comprehension of its meaning and significance:

- understand the point I want to make
- understand the mental health and wellness topic/issue I've chosen

Thinking:

This category requires being critical and creative and planning and processing carefully:

- plan what I want to say, sharing my opinion of ONE main idea → what is your message?
- include a good beginning, to hook your audience
- include supporting points and details about what I want to say

Communication:

This category requires being clear and concise when sharing thoughts and ideas:

- be clear and direct and concise (you have two minutes, at most)
- communicate the emotions confidently and passionately → "pour your heart out"
 - be rehearsed so that it sounds like a conversation (i.e., not just being read) and will be free of "um"s, "ah"s, etc.

- use dramatic oral communication skills (volume, fluency, expression, pause for effect, etc.) think about the timing, pace, and flow of the piece
 - pausing
 - changing the volume → high and low
 - changing the speed → slower and faster
- include appropriate facial expressions and hand gestures, actions, and/or movements to match what I am saying and who I am (if recording video)

Application:

This category requires the ability to make connections *within* and *between* various contexts:

- share my own opinion, thoughts, ideas, and feelings, about the specific topic/issue, *persuading* my audience through my rant
- make connections to what we've learned about mental health and wellness this term and my thoughts/feelings about the specific topic/issue

Performing Rants: Sharing Our Voice, Sharing Our Opinions

Name: _____ Date: _____

Learning Goal

We are learning about how to give voice and perspective about an issue related to body image and self esteem. We will use rants to passionately share the purpose and importance of this issue, to allow viewers to connect and empathize from the situation presented.

Success Criteria

In order to **effectively perform this rant**, I need to:

Knowledge and Understanding:

This category requires sharing of knowledge of content and comprehension of its meaning and significance:

- understand the purpose of the rant I wrote
- understand the importance of its purpose → why what I have to say is important

Thinking:

This category requires being critical and creative and planning and processing carefully:

- analyze the written piece to critically think about *why* this message is important and how I will convey the it passionately and confidently
- make notes about how I will perform the piece, to make meaning of what is being stated → how will I pace the piece? how will I change the emotions throughout, so it's not one tone? what needs to be emphasized (words or phrases)?

Communication:

This category requires being clear and concise when sharing thoughts and ideas:

- be present and committed to the rant, being focused
- communicate the emotions genuinely

- think about the timing, pace, and flow of the piece
 - pausing
 - changing the volume → high and low
 - changing the speed → slower and faster
- include appropriate facial expressions to match what I am saying and who I am
- include appropriate hand gestures, actions, and/or movements
- think about where I will film and what camera angles I would like to use

Application:

This category requires the ability to make connections *within* and *between* various contexts:

- be passionate, making the words *come to life* through my performance, connecting to my own thoughts, ideas, and feelings, about what the issue
- make connections between the big idea of the written piece, the purpose, and how to perform it so that the audience feels the passion and understands the importance of the issue

Two Stars and One Wish

Peer name: _____

Reflect on your peer's rant and provide feedback for them, connected to the success criteria. Think about two things they did well, and one thing they could improve on.






