

Teachers' reflection on the LES
What worked and what do we need to adapt?

Note:

The LES is broken into three parts, each section examining a different type of stereotype/prejudice and its effect on members of society. In each part is a preparation phase and performance phase to be completed before all three parts are combined in the integration phase.

Duration: 1 school term
Level: Cycle 3, grade 6
Theme: Individuals as members of society
Subject(s): Ethics and Religious Culture, English Language Arts

LES PLANNING

Broad Areas of Learning: Health and Well-Being Personal and Career Planning
 Citizenship and Community life
 Environmental Awareness and Consumer Rights and Responsibilities Media Literacy

Targeted Cross Curricular Competency: to exercise critical judgment, to adopt effective work methods, To construct his/her identity, to communicate appropriately

What do we want students to understand?

The question or main idea which will drive the Learning and Evaluation Situation:

How are our perceptions influenced by the stereotypes perpetuated in the media?

Essential Questions: Teacher questions to support the learning of the main idea.

Teacher Questions:

What influences our perceptions?
What are stereotypes?
What are gender roles? Who determines them?
In what ways do media influence our perceptions of beauty and body image?

Student Questions: What are they curious about? What are they wondering?
Can these inquiries help their learning process?

In what ways am I the same or different from character in the media?
How should a girl/boy look and act?
How can it be dangerous to want to look like people from the media?

How will we learn best? A variety of activities to activate different learning styles.

Matching

What are people saying about me?

Brainstorming

Our perceptions
Stereotypes
Stereotypes in the media
Gender roles in the media

Ask and discuss ethical question

Gender roles
Think-pare-share about how media influences body image

Reflect on ethical questions

Have you ever been stereotyped?
Have you ever not felt "normal" because you don't fit your perception of gender roles?
What does it mean to be a girl/boy?

Research

How do commercials promote gender stereotypes?
How do advertisements promote gender stereotypes and ideals of beauty?
How do videogames promote gender stereotypes?

Artistic expression

Poetry
Drama writing
Visual arts

Differentiation: Activities to accommodate students with unique needs.

The final project incorporates a number of different projects that take into account different learning styles. Students are given the option to select the project that best suits their interests and level of ability.

What Resources will we use?

Electronic: Youtube.com

Wheelchair Back Flip Woodward, California
<http://www.youtube.com/watch?v=P5B5iB67Ld0>
WheelChair Back Flip <http://www.youtube.com/watch?v=7NJvgT60-mk>
Dove Evolution <http://www.youtube.com/watch?v=5XF66Ku4a9U>

Material resources:

Magazines – *Seventeen, Pop, GL, J-14, M Magazine, Popstar*

Evaluation Process: Strategies we will use to assess learning.

Summative:

Rubric for Reflection 1 and 2
Group Visual presentation Rubric

Formative:

Observation
Work completed
Participation in class and pair discussions

Student Self-Assessment: Strategies we will use for students to reflect on their learning process.

Reflection writing, self-assessment on participation