

## WHAT MAKES TEENS TICK? –QUESTION SHEET

1. What was the past theory regarding when the brain finished developing?
2. How do these new findings conflict with past ideas regarding brain development?
3. Define and state the relevance of the amygdala.
4. What is nerve proliferation and when does it occur?
5. What is nerve pruning and when does it occur?
6. What impact does this have regarding learning new skills and retaining (keeping) past skills?
7. What did scientists attribute teens ‘bad decisions’ to in the past? What are they now suggesting is the cause of bad decisions?
8. What is the benefit of teenage ‘thrill seeking,’ from the point of view of evolution? What is the problem with this in the modern world?
9. How does the amygdala affect teen judgement/perception (the way they see the world)? Write an example of how it has affected your life.
10. What impact do peers have on teen behaviour? Cite examples from the article.
11. What reasons are given for teen drug use?
12. Hypothesize (meaning make an intelligent guess) on what effects drug use would have with regards to nerve pruning.
13. Which advertisement line would be more effective on teens:  
“Smoking leads to heart disease” or “Smoking will make your teeth yellow”  
Explain your answer.

## ANTI- DISCRIMINATION AVVERTISEMENT ASSIGNMENT

### GOAL

The goal of this project is to translate your understanding of the way bias, stereotyping, and discrimination impact a specific group of people into an advertisement.

### CRITERIA

In pairs or groups of 3 you will build an advertisement to create awareness of a specific form of discrimination and its impact on our society. You may choose to create a poster/ad or if you can provide your own video camera – a 30 to 90 second advertisement.

### POSSIBILITIES

Unlike most ad agencies, you have no budget. You can use ‘celebrity support’, shot your commercial anywhere in the world, or send your crew out to gather compelling photographs for your poster/ad. Use humour, provoke our sympathy or tears...but don’t use swearwords or nudity.

### BREAKDOWN

Before you begin to build your ad/poster or video you must do the following:

1. All group members must compile research notes about the specific issue you wish to tackle.
2. Each group will create an ad brief (refer to ad brief sheet).
3. Each group must show evidence (in the final product or the ad brief) of using case studies/articles/theories from in-class lessons to inform your ad creation. For example: Use Cooley’s “The Looking Glass Self” when creating copy for an anti-discrimination poster or create a modern take on Jane Elliot’s “A Class Divided” experiment in a television ad.
4. Each group will provide a minimum of 4 concepts – either written or illustrated prior to shooting your television ad or creating your ad/poster.
5. Display your poster/commercial to the class for class assessment and teacher evaluation.
6. Be prepared to debrief your audience after they view your ad regarding your goals and research.

# Anti-Discrimination and Anti-Bullying

---

## APPENDIX 3

### CREATING AN AD BRIEF

CREATIVE TEAM MEMBERS:

NAME: \_\_\_\_\_ ROLE: \_\_\_\_\_

NAME: \_\_\_\_\_ ROLE: \_\_\_\_\_

NAME: \_\_\_\_\_ ROLE: \_\_\_\_\_

State the topic or issue that you will be addressing in your ad.

\_\_\_\_\_

Who is your target audience? (In other words, whom do you want to educate/change/inform?)

\_\_\_\_\_

\_\_\_\_\_

How do you plan to effectively reach your target audience?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe at least one lesson/theory/case study/article which you will be using to show your previous knowledge on this issue. What additional (new) research will you be using? How will you use these resources to create an effective ad?

\_\_\_\_\_

\_\_\_\_\_



# Anti-Discrimination and Anti-Bullying

## APPENDIX 4

YOUR NAME: \_\_\_\_\_

GROUP NUMBER: \_\_\_\_\_

### ANTI-DISCRIMINATION PEER ASSESSMENT

**INSTRUCTIONS:** As the audience viewing the anti-discrimination poster or television ad your input is needed assist the teacher in judging how successfully this group communicated their message. Please take time to check off a response for each question. Be honest and critical.

Anti-discrimination POSTER/VIDEO	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT
Visual presentation the ad is well put together. The ad/poster is neat and visually appealing. The video has been edited for clear sound/picture.				
The message: The ad clearly has a specific 'target audience.'				
The message: The ad addresses discriminatory behaviour and what to do about it.				
Evidence that the group applied anti-discrimination lessons are clear in the ad itself. For example: the group used current statistics on violence against homosexuals in the ad about homophobia.				
During the debrief, the group clarified their goals and displayed their knowledge of the issue.				

My favourite thing about the ad was:

I feel the ad could have been improved by:

# Anti-Discrimination and Anti-Bullying

## APPENDIX 5

### ANTI-DISCRIMINATION RUBRIC

NAME: \_\_\_\_\_

Criteria POSTER	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Application</b> The poster you have created is professional looking and visually engaging.	You have borrowed complete poster/ad from on-line. Your images are random or unclear. Your work has been quickly put together.	You have created an poster/ad that somewhat explores your topic but you have used too many or too few images. Your work has been quickly put together.	You have successfully created an poster/ad that visually explores your topic.	Your poster/ad is ready to be purchased by the government of Canada for future publication.
<b>Knowledge/Understanding</b> Your poster is the final product of your research and understanding of your chosen issue.	You have created a poster that does not clearly connect to your research. It is vague or unclear.	Some evidence of your research is evident in your poster.	Your poster clearly makes connections between your research and the final product.	Your poster is an obvious and very successful culmination of your research.
<b>Communication</b> Your poster is clearly targeted to a specific audience.	The images and words are too vague or general to attract the attention of your chosen audience.	Your attempts to target a specific audience are somewhat clear.	Your target audience is clearly addressed through your poster.	Your target audience has received your message loud and clear.
<b>Thinking/Inquiry</b> During the class debrief Q/A period. It is evident that you have completed all of the research leading up to the creation of this poster.	You are unable to address student questions about your research and goals.	You are somewhat able to address student questions about your research and goals.	You are able to clearly express your goals and discuss your research during the class debrief.	The research you describe clarifies, enlightens or engages the audience.

Criteria VIDEO	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Application</b> The video you have create falls into a 30-90sec. Max time frame. It is properly edited and organized.	You have borrowed an idea from an existing ad. Your video is too long. The sound/image is unclear.	You have created an ad that somewhat explores your topic but the final product is unpolished. You had technical difficulties.	You have successfully created an ad that meaningfully explores your topic.	Your ad is ready to be purchased by the government of Canada for future television campaigns.
<b>Knowledge/Understanding</b> Your video is the final product of your research and understanding of your chosen issue	You have created a video that does not clearly connect to your research. It is vague or unclear.	Some evidence of your research is evident in your video.	Your video clearly makes connections between your research and the final product.	Your video is an obvious and very successful culmination of your research.
<b>Communication</b> Your video is clearly targeted to a specific audience.	The images and words are too vague or general to attract the attention of your chosen audience.	Your attempts to target a specific audience are somewhat clear.	Your target audience is clearly addressed through your use of dialogue, setting or characters.	Your target audience has received your message loud and clear.
<b>Thinking/Inquiry</b> During the class debrief Q/A period. It is evident that you have completed all of the research leading up to the creation of this video.	You are unable to address student questions about your research and goals.	You are somewhat able to address student questions about your research and goals.	You are able to clearly express your goals and discuss your research during the class debrief.	The research you describe clarifies, enlightens or engages the audience.

## ANTI-BULLYING WORKSHOP ASSIGNMENT

### GOAL

The goal of each group will be to create an interactive workshop about bullying to be presented in class.

- EACH group will establish their target audience – meaning the grade/ gender and/or specific group that you hope to effectively educate about bullying. For example: a workshop directed at grade 6 girls, or a workshop created for grade 9 students.

### CRITERIA

- Each group will create a lesson plan/workshop outline to be handed in prior to you presentation. In this outline you will clarify your goals and request any material you might need ex. paper, markers, DVD player etc.
- Each group will create a clear list of the members and their roles in the workshop  
Ex: John is in charge of shooting our video.
- The workshop will be (        ) minutes long
- The workshop must make use of TWO or more of the following:
  - Cooley’s ‘The Looking Glass Self.’
  - Merton’s ‘Self-fulfilling Prophecy.’
  - Concepts of bias/stereotyping.
  - Information about teenage ‘altered perception’ using article “What Makes Teens Tick.”
  - The video *Eye of the Storm* (a class divided).
  - Sociological experiments on conformity/authority: Asch, Milgram, Zimbardo.
  - Bystander (apathy) effect.
  - Article(s) on bullying such as “In Reena’s World” etc.
  - *The video It’s A Girls World.*
  - *Your own research on bullying and strategies for dealing with bullying.*
- The workshops **MUST** involve the audience! With Question and Answer opportunities, skits, quizzes, board games etc. **REMEMBER, THIS IS NOT A PRESENTATION.**
- The workshop needs a clear introduction stating your goals and a conclusion that includes advice/information that the audience can follow such as the phone number to the Kids Help Line







# Anti-Discrimination and Anti-Bullying

---

## APPENDIX 8

YOUR NAME: \_\_\_\_\_

GROUP NUMBER: \_\_\_\_\_

### ANTI-BULLYING WORKSHOP PEER ASSESMENT

**INSTRUCTIONS:** As the Anti-bullying Workshop audience your input is needed assist the teacher in judging how successfully this group organized and presented their workshop. Please take time to check off a response for each question. Be honest and critical.

Bullying workshop elements	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT
Introduction – the topic is clearly introduced				
All members have roles in the presentation.				
Rehearsed/clear /Organized.				
Applied bullying lessons/strategies.				
Successful class interaction. As an audience member, I felt involved in the workshop.				
Conclusion- the group clearly 'wraps-up' the workshop. The audience has strategies/info to deal with bullying.				

My favourite part of the workshop was:

They could have improved:

# Anti-Discrimination and Anti-Bullying

## APPENDIX 9

### ANTI-BULLYING WORKSHOP RUBRIC

NAME \_\_\_\_\_

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Application</b> All members have equal roles in the workshop.	Not all members are actively contributing to the presentation.	Some members take greater part than others in the presentation.	All members take equal part in presentation.	All members have clear roles that suit their personal strengths.
<b>Knowledge/Understanding</b> The group has create a workshop which involves the audience.	Your workshop has not successfully engaged the class. Students have not successfully followed the workshop format.	Your workshop has somewhat engaged the class. At times the class was involved but many times the workshop seemed like a presentation.	Your workshop has engaged the class. You have applied strategies learned in-class as well as your research.	Your workshop has engaged the class in a meaningful way. You have creatively applied strategies learned in-class. As well as your research.
<b>Communication</b> The workshop is rehearsed, clear and organized.	Your workshop is not organized. Parts are unclear or missing.	Your workshop is somewhat organized and rehearsed.	Your workshop is clear, organized and well rehearsed.	Your workshop is very clear, successfully organized and rehearsed.
<b>Introduction</b> You goals in this workshop are clearly introduced.	Introduction is not present.	There is an introduction but your goals are unclear.	Introduction is present.	Your introduction is clear and concise.
<b>Conclusion</b> You conclude and wrap up your workshop with advice for the future.	Conclusion does not succeed in 'wrapping-up' your presentation.	There is a conclusion but it does not leave the audience with a clear message.	Conclusion is present and wraps up the workshop.	Conclusion is present and leaves the audience with clear ideas and goals about bullying.
<b>Thinking/Inquiry</b> Students have applied TWO or more lessons/theories/case studies and their own research to create their bullying workshop. Issues were dealt with in a realistic way as a result of concrete research.	It is not clear which previous lessons/theories/case studies were used. Your workshop scenarios are not realistic.	You have used some previous lessons/theories/case studies but not always in a successful manner.	You have successfully used realistic and clear lessons/theories/case studies to explore the issue of bullying. You have given your audience ideas for dealing with bullying.	You have very successfully linked lessons/theories/case studies to explore the issue of bullying and present your audience with meaningful support/solutions in dealing with bullying.

TEACHER COMMENTS:

# Anti-Discrimination and Anti-Bullying

---

## APPENDIX 10

### ANTI-BULLYING WORKSHOP ASSIGNMENT - HIF 101

#### GOAL

The goal of each group will be to create an interactive workshop about bullying to be presented in class.

- ❑ EACH group will establish their target audience – meaning the grade/ gender and/or specific group that you hope to effectively educate about bullying.

#### CRITERIA

- ❑ Each group will create a lesson plan/workshop outline to be handed in prior to your presentation. In this outline you will clarify your goals and request any material you might need ex. paper, markers, DVD player etc.

- ❑ Each group will create a clear list of the members and their roles in the workshop  
Ex: John is in charge of shooting our video.

- ❑ The workshop will be (        ) minutes long.

- ❑ The workshop must make use of one or more of the following:

Coping strategies	Information about “What Makes
I-messages	Teens Tick’
Negotiation skills	Reena Virk
Communication ‘games’	It’s A Girls World Video
Conflict resolution strategies	Brown Eye/Blue Eye

- ❑ The workshops **MUST** involve the audience! With Question and Answer opportunities, skits, quizzes, board games. **REMEMBER THIS IS NOT A PRESENTATION.**

- ❑ The workshop needs a clear intro stating your goals and a conclusion that includes advice/information that the audience can follow such as the phone number to the Kids Help Line.

## Resources

### Textbooks for Students

Bain, Colin, et al. *The Human Way*. Toronto: Oxford University Press. 2001. ISBN 19 5415574

Gerrard, Dennis, et al. *Images of Society*. Toronto: McGraw Hill Ryerson, 2001. ISBN 0 07 088032-8

Spoule, Wayne. *Our Social World*. Toronto: Pearson, 2001. ISBN 013 041 0683

### Books

Coloroso, Barbara. *The bully, the bullied, and the bystander*. Toronto: Harper Collins Publishes Ltd, 2002. ISBN 0-00-639420-5

Barabara Coloroso uses case studies and strategies to define, discuss and deal with issues of bullying among children and teenagers.

Simmons, Rachel. *Odd Girl Out: The Hidden Culture of Aggression in Girls*. Harcourt, 2002. ISBN-10: 0151006040

Simmons, Rachel. *Odd Girl Speaks Out: Girls Write about Bullies, Cliques, Popularity, and Jealousy*. Harvest, 2004 ISBN-10: 0156028158

This author appears in the video *It's A Girls World*, to discuss strategies to end female bullying. Both her books focus specifically on female bullying.

### Articles:

Gillis, D. "Cyberbullying is on the rise. Who can stop it?" *Maclean's* Jan. 9, 2006: 119 (2), 35. This article explores the phenomena of cyber bullying in Canada.

Waggoner, Martha. "Black And White." *Toronto Star* Aug. 30, 1996.

This article reveals hidden stereotypes among grade school children who are asked to imagine themselves visually creating self-portraits of their black and white selves. White-selves are rich and do well in school, while black-selves are good at sports and dancing.

Wallis Claudia and Alice Park. "What Makes Teens Tick." *Time Magazine* May 10, 2004: Vol.163 Issue19, 56-65

This article is an examination of how teenage brain function and development alters their perception and behaviour. The main focus of the article is on the extensive changes the brain undergoes during adolescents and the impact of those changes of teenage behaviour specifically related to thrill seeking behaviour and perception.

Walkom, Thomas. "In Reena's World, Being a Slut Can Get You Killed." *Toronto Star* Dec. 16, 1997: E1, E4-E5

This article details the death of Reena Virk, a 14 year old girl who was killed by bullies. In addition to biographical details of about her life, this article presents several theories about

# Anti-Discrimination and Anti-Bullying

---

teenage culture, its rules and the punishments for breaking them.

## Videos

Hughes, John (Director). (1985) *The Breakfast Club* [Motion picture]. Perf. Emilio Estevez, Paul Gleason, and Anthony Michael Hall. MCA (Universal) U.S. VHS Tape (1996)

*The Breakfast Club* is about teenage cliques like 'jocks,' 'nerds' etc. and the stereotypes each group face. In this film teenagers find themselves in trouble for trying to conform to the expectations of their peer group.

*Eye of the Storm*. American Broadcasting Companies Inc: Marlin Motion Pictures Ltd, 1970.

**NOTE:** There are more current versions available under the title "A Class Divided" Teachers and students can watch the program on-line at:

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

This video is a exploration of the negative impact of discrimination on children. It's a documentation of a sociological experiment developed by Jane Elliot and tested on her second grade class. This famous study, often known as, 'the brown-eyed, blue-eyed experiment,' follows group young of students in a small American town as they are divided by eye colour and treated like black minorities. As a result of discriminatory rules and treatment, students begin to fight, call each other names and even do poorly on their daily quizzes.

Glazier, Lynn (Writer/Director) *It's a Girls World- a documentary about social bullying*. National Film Board of Canada. DVD/VHS. (2003)

[http://www.cbc.ca/ideas/features/girls\\_world/](http://www.cbc.ca/ideas/features/girls_world/) link to teacher resources

<http://www.nfb.ca> link to order film directly

*It's a Girls World*, documents a clique of young girls as they bully their 'friend' through the use of gossip, name-calling and exclusion. Additionally, this documentary focuses on the suicide death of a B.C. teenager following bullying threats (mention is made of the Reena Virk case). Experts such as Barbara Coloroso discuss issues of bullying.

Brook, Peter (Director). (1963) *Lord of the Flies* [Motion Picture] Perf. James Aubrey, Tom Chapin, Hugh Edwards, Roger Elwin. Morningstar Ent. VHS TAPE (1995)  
Schoolboys are stranded on a tropical island after a plane crash. Power struggles begin as social cliques form and individuals fight try to lead the group. Issues of conformity, authority figures and mob-mentality are dealt with in this film.

Dannelly, Brian (Director) Fey, Tina (Writer). *Mean Girls* [Motion picture]. Perf. Lindsay Lohan, Tina Fey. Paramount U.S. DVD (2004)

*Mean Girls* is a movie about female cliques and bullying. The focus of this movie is the tools of female bullying such as gossip and isolation.

# Anti-Discrimination and Anti-Bullying

---

Goodman, Barak (Director) Barak Goodman and Rachel Dretzin (Producers). *Merchants of Cool* [Frontline documentary] A Frontline Co-Production with 10/20 Productions, LLC WGBH Educational Foundation (2001)

<<http://www.pbs.org/wgbh/pages/frontline/shows/cool/>>

This frontline documentary explores the relationship between teens and advertisers. The focus of this documentary is the way in which advertisers research teenage culture in order to create advertisements to provoke teenage consumption of their products.

## On-Line Resources

### Articles

Marriott, Michel “The Color of Mayhem, in a Wave of 'Urban' Games.” *The New York Times* 13 Aug. 2004. Learning Network Teacher Connections.

<http://www.nytimes.com/learning/teachers/lessons/socialstudies.html>

This article explores the way stereotypes of violent behaviour among African Americans are perpetuated through their portrayal in video games.

### Websites

CBC website - <http://www.cbc.ca>

<[http://www.cbc.ca/ideas/features/girls\\_world/](http://www.cbc.ca/ideas/features/girls_world/)>

This site provides a podcast, transcripts and teachers guides to exploring the video *It's A Girl's World*.

The New York Times website Learning Network Teacher Connections.

<<http://www.nytimes.com/learning/teachers/lessons/socialstudies.html>>

This website links teachers to current articles categorized by teaching subject and specific social science issues.

PBS website - <http://www.pbs.org>

<<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>>

This link will lead directly to multiple resources on Jane Elliot's famous experiment 'a class divided.' The link includes the story of a class divided as well as updated interviews with Jane Elliot, frequently asked questions and other teaching resources.

<<http://www.pbs.org/wgbh/pages/frontline/shows/cool/>>

This is a direct link to resources for the documentary *Merchants of Cool*.

<http://www.prisonexp.org>

This website has comprehensive information about the famous sociological performed by Philip G. Zimbardo in 1971. The Zimbardo experiment also known as the Stanford Prison Experiment is about conformity, bystanders and authority figures. The basis of the experiment is the question “What happens when you put good people in an evil place?” The experiment was shut down after 6 days due to an abuse of power. Information and images of the experiment are available on this site in addition to parallels between the experiment and current political issues such as the abuse of prisoners at Abu Ghraib.