

# Inspired to Use My Voice

## *Activity*

### **Resource:**

Engaging Students in Healthy Living through Drama

**Grade(s):** 9 10

## What is it all about?

Use popular media to support students in making connections between ideas and messages presented in media related to sexuality and how these messages may influence their personal lives, and to express their understanding through an original artistic performance. This activity may be used during or at the end of a unit of learning.

## Curriculum Connections

Grade 9: C1.5, C2.3

Grade 10: C2.5, C3.4

## How is it done?

- Select and show students various print media or video clips from popular media that communicate ideas and messages to a youth audience about various aspects of a person's sexuality and their sexual health.
- Have students work in small groups and select one video clip to analyze to determine the message, evaluate the effectiveness of the message (for example, "Will it have a positive or negative impact on youth self-esteem/perspective/habits/behaviours?"), and how the message could be strengthened or

changed to have a greater positive impact on a youth audience.

- Have individual students or small groups create a performance piece such as a monologue, creative dance, song, or spoken word poem inspired by the video clip that conveys their own message to a youth audience.
- Have students perform their art pieces for the class, or record their work to share with their peers or another chosen audience.
- Facilitate a group debriefing session. Have the students reflect on what they learned, their and others' reaction to the work of their peers, and what the group as a whole can take away from the session.

## What may be needed?

- Video clips from popular media that communicate ideas and messages to youth about sexuality and sexual health
- Time and space for students to create their performance pieces
- A recording device

## Opportunities for assessment

- Observe small group conversations to assess students' application of critical thinking and interpersonal skills.
- Use the group's media analysis to assess students' understanding of popular media as a factor that influences youth health.
- Have students complete a self-assessment of their ability to use their critical thinking and interpersonal skills to respond to media messages that may influence a person's understanding of sexuality and sexual health.

## Ideas for Extension

- Have students use their performance as a tool for a social media campaign in their school or local community aimed at youth health.

## Educator notes

- Encourage students to develop critical thinking and inquiry skills for complex and multifaceted issues. Such skills include questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives to make a judgement or guide decision making.
- Encourage reflection on how media has shaped students' own views and values.