

# I Believe in That

## *Activity*

### **Resource:**

Engaging Students in Healthy Living through Drama

**Grade(s):** 11 12

## What is it all about?

Explore incidences of harassment, gender based violence and stereotypes common in society and social media to support students in understanding their impact and being advocates for the reduction/elimination of bullying, gender based violence and stereotypes. This activity may be used as an approach to a unit of learning.

## Curriculum Connections

Grade 11: C1.4, C3.5

Grade 12: C3.2, C3.4

## How is it done?

- Have students investigate stereotypes, stigmas, harassment, violence, and abuse in relationships that exist in society and in popular media such as movies, song lyrics, television, print media, and the Internet.
- Lead a large group discussion about the impact of stereotypes, stigmas, harassment, violence, and abuse in relationships on a person's identity and self-esteem and what individuals and a community can do to eliminate these negative behaviours, attitudes, and actions toward others.

- Have students create a skit, song, poem, or other art piece that communicates their understanding of the influence of stereotypes, stigmas, harassment, violence, and abuse in relationships on identity and of what actions can be taken to eliminate these negative behaviours, attitudes, and actions in their community.
- Have students share their art piece with their peers.
- Facilitate a class debriefing session. Have students reflect on what they have learned, their and others' reaction to the work of their peers, and what the group as a whole can take away from the activity to support the well-being of both self and others.

## What may be needed?

- A list of credible sites for students to search in order to investigate the stereotypes, harassment, violence, and abuse in relationships that are present in media and society and their impact on individuals and the community
- Electronic devices for students to complete their investigation

## Opportunities for assessment

Use the submitted art piece and individual student reflections to assess each student's understanding of the impact of stereotypes, stigmas, harassment, violence, and relationship abuse as well as their understanding of strategies that can be used as part of the effort to eliminate stereotypes, stigmas, harassment, violence, and relationship abuse in their community.

## Ideas for Extension

Have students share their artwork with an audience of their choosing, with the goal of encouraging inclusion in their community.

## Educator notes

- If any potentially offensive or problematic content comes up in a performance, do not react in a disciplinary manner, but correct it.

- Acknowledge humour as a useful tool for strengthening memory, building confidence, and increasing self-efficacy that also helps to combat stigma and diffuse awkwardness.