

Singer Scenario Activity

Activity

Resource:

Gender-Based Violence Prevention Education
Resources

Grade(s): 7 8 9

Your favourite singer assaulted his girlfriend. Do you download his latest single?

**Your
favourite
singer**
assaulted his
girlfriend.

DRAW ■ THE ■ LINE.CA

Do you
[download](#) ▶
his latest
single?



H&PE Curriculum Connections

Grade 7: A1.1, A1.2, A1.4, A1.6, D2.2

Grade 8: A1.1, A1.2, A1.4, A1.6, D3.2, D3.3

Grade 9: 1.1, 1.2, 1.3, 1.4, 1.5, C2.2, C2.3, C3.3

What Is It All About?

Our choices help to determine the culture we live in. Even when we're not directly linked to people or events, we can still influence change in a positive way. The Draw the Line Singer scenario explores how we, as consumers, can either support or denounce harmful attitudes and actions through the choices we make.

Students enhance their media literacy using the [Draw the Line Singer scenario](#) by reflecting on how their attitudes and behaviours can be affected by the actions of influential people and, in turn, how the attitudes and behaviours of influential people can be affected by the actions of consumers. Students decide what type of bystander they want to be, consider how their actions reflect (or don't reflect) their core values, and explore how they can change their behaviour in order to advocate for preventing gender-based violence.

The video used for this activity has two parts.

In Part 1 of the video, Julie Lalonde presents the most common responses to the Draw the Line Singer scenario including:

- "I can separate the art from the artist"
- "I can't listen to this artist the same way anymore." (This could mean: "I won't listen to that artist anymore" or "I'd still listen but I wouldn't like him".)
- "I would stream it, or find another way to listen to the song without paying for it."

In Part 2 of the video, Julie summarizes the key lessons of the Draw the Line Singer scenario.

What Do We Need?

- Link to the [Singer scenario video](#) and projection equipment
- [Draw the Line Singer scenario](#) card or poster or a projected copy of the card
- IDEAL Decision Making Model: This framework for decision-making includes five steps: *I*, Identify the problem; *D*, Describe all possible solutions; *E*, Evaluate the pros and cons of each solution; *A*, Act on the best solution; *L*, Learn from the choices
- Blank paper for Graffiti activity

- [Student Worksheet](#)
- Exit Cards
- Also refer to [Ophea's Gender-Based Violence Prevention Education Resource Database](#) for additional resources.

Opportunities for Assessment

Use the Singer Scenario Worksheet for student reflection and the large-group discussion to assess students' understanding of the impact of violent behaviours including bullying violence (online or in-person) in intimate relationships; the impact of gender-based violence on the person being targeted, the perpetrator, and bystanders; and strategies for preventing violence.

Use the large-group discussion to assess students' understanding of the concept of consent and the skills needed to build healthy relationships.

Use Exit Cards to assess students' understanding of how their choices and decisions impact the world around them – for example, how the things people do and say really do have an effect on people by creating an environment in which gender-based violence is condoned so doing positive things can also have a large effect.

How Do We Do It?

Minds On

Before watching Part 1 of the Singer scenario video with students, use the following questions to facilitate a large-group discussion about popular culture:

- What is popular culture?
- How does popular culture shape our lives (e.g., the language we use, the ways in which we express ourselves)?
- Which of these influences have positive outcomes, and which have negative outcomes on our lives?

Ask students who their influences and idols are. Encourage them to consider what makes these people so influential in their lives.

Action

Have students work in small groups to complete a Graffiti activity and brainstorm further responses to the large-group discussion on popular culture and express their ideas graphically on a blank sheet of paper. You can post the Minds On discussion questions as a reference.

Introduce the Draw the Line Singer Scenario to the class. Ask students for their initial impressions and reactions to the scenario.

You might have students articulate their thinking by engaging in a Four Corner activity. Have students respond to “I will continue to listen to his music. I can separate the art from the artist,” by moving to one of four signs labelled *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree* and set in four corners of the classroom. Have students move around and commit to thinking critically about their responses to the scenario. This should promote deeper conversations with regards to healthy relationships, preventing violence against women, and bystander responsibilities.

Have students work individually to complete Worksheet questions 1 and 2 to describe how they feel after reading the scenario.

As a large group, watch Part 1 of the Singer Scenario video, then pause and reflect.

Have students revisit their Worksheet responses, identifying the similarities and differences between the expert speaker’s comments and their initial self-reflection about their feelings and actions.

As a large group, watch Part 2 of the Singer Scenario video. Prompt students to pay attention to the message they are sending survivors through the choices they make, and ask them how they might navigate complex situations.

After watching Part 2 of the Singer Scenario video, have students complete Worksheet questions 3 and 4, considering actions they might take and how these actions align with their core values.

Consolidation

As large group, have students discuss why it is important for bystanders to act even when they are not directly connected to a situation. Use the following questions to facilitate the discussion:

- Can we separate the art from the artist? Why or why not?
- How do our choices impact our culture?
- Where and how do we Draw the Line when it comes to condoning the behaviour of others?
- How might one person's actions and decisions have a greater impact on society?

Have students complete an Exit Card, asking them to reflect on the choices for Drawing the Line that were identified in the video and the large-group discussion, and answer these questions:

- Where would you Draw the Line?
- How do your actions align with your choices to create a safe world for everyone?

Ideas for Extension

Before the activity: Review the IDEAL Decision-making Model with students. This framework for decision-making includes five steps:

- I, Identify the problem
- D, Describe all possible solutions
- E, Evaluate the pros and cons of each solution
- A, Act on the best solution
- L, Learn from the choices.

After the activity: Use the IDEAL Decision-making Model with students when exploring other Draw the Line scenarios.

Have students write mock “No, thank you!” Cards to the Singer to express their opinions about the person’s actions and listing actions they will take as a result (e.g., no longer downloading the person’s music, no longer following them on social media).

Have students create mock social media messages (i.e., so they look like Tweets, Instagram, Snapchat, or Facebook posts) to express their opinions and the actions they would take with respect to the Singer. (Note: Do not promote students making live social media posts to real-life artists, connections to safe and informed media literacy and digital literacy practices could be highlighted as well)

Review strategies for using effective means of communication, affirming oneself, setting boundaries, regulating emotions, strategies to diffuse tense or potentially violent situations, encouraging others to take responsibility for their actions, and supporting a person in need.

Educator Notes

- Before starting classroom discussions, be aware of what some students may have experienced related to the topic, whether directly or indirectly, in the past or present. Also identify resources for support (i.e., trusted adult, teacher, guidance counsellor, social worker, social services, health nurse, school liaison officer etc.) that you can share discreetly or generally with students.
- Ensure students are aware of and can access referral services and resources they may need. Refer to Ophea's Gender-Based Violence Prevention Education Resource Database for additional resources.
- Coordinate with school support staff (e.g., school guidance counsellor, social worker, principal) to ensure they are aware and available to support and refer students as needed during and after discussions.
- Allow students to capture their feelings in a variety of ways (e.g., through notes, pictures, doodles, drawings). Understand that students may have a lot of different feelings in reaction to scenarios. Help students "unpack" the feelings that come up and work through them in a healthy way.
- This scenario is recommended for introducing discussion of gender-based violence prevention because students enjoy talking about their favourite singers and pop culture icons – this will get them talking!
- Clarify the complexity of the scenario: someone can be very good at something and still have done something harmful. Nuances can be a great opportunity for critical thinking. Not everything in life is "black and white," and that is okay.

- Talk to students about what they would expect or like to see from a popular culture figure who is accused of gender-based violence (e.g., An apology, considering what makes a good apology, financial support of a relevant charity, public support of victims, etc.). Not all actions are equal, and not everyone deserves the same consequences for their actions.
- As a group, define the term role models and identify examples of positive role models. Identify some good role models.
- If a student discloses that they are at risk of harm to themselves or others, this information cannot remain confidential. The educator must report it to the Children's Aid Society. Educators should seek support from their administrator to fulfil their **duty to report**.