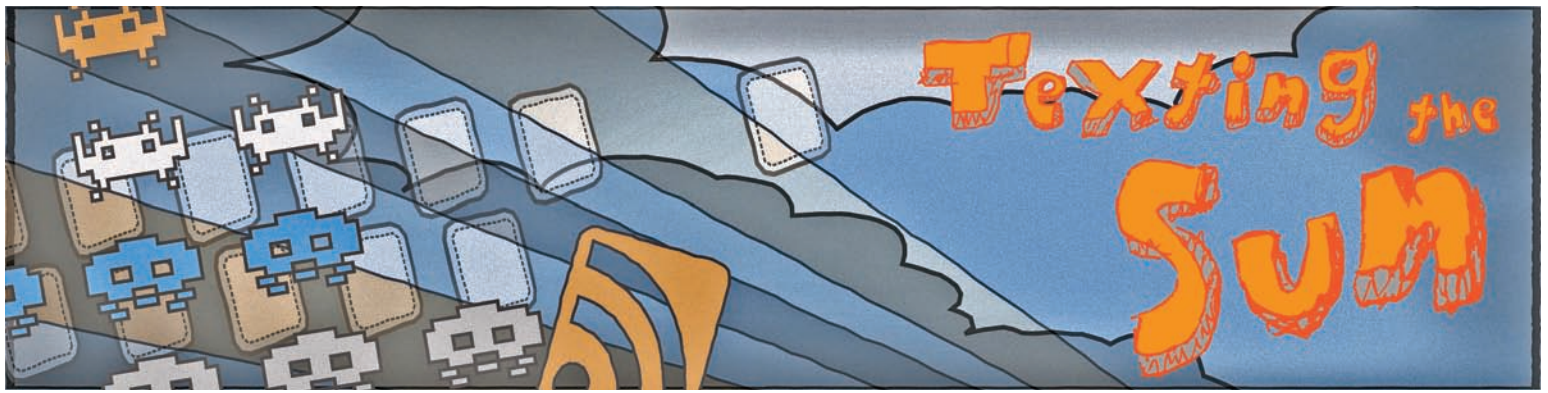


INSTALLMENT NUMBER TWO

KAISER PERMANENTE® thrive

Oregon Children's Theatre
explore the stage



INSTALLMENT NUMBER TWO

Reflection Questions

E-Scape

How do Monica and Casper use media to escape, create, and define their own realities in different ways? How are media influences a source of stress, as well as a source of inspiration for them? In your own life, do you ever use media technology as a way to take a break from the “real world,” or as a way to get information about the world around you—or both?

The Nerve

What “nerve” do media messages strike for each of the main characters? Can you identify specific fears or vulnerabilities that Casper and Monica have which cause them to react emotionally to media influences? What are some of the most common insecurities you notice people your age struggling with? What are some common hopes and aspirations that you’ve heard your peers express? Can you name any current ads, television shows, etc., that appeal to these fears or dreams? What production choices—lighting, sound design, casting—do you notice are the most effective in grabbing your emotions?

Digital Disclosure

Do you represent yourself honestly on the internet, or do you alter certain facts about yourself when you interact with different people? Is the ability to “be anyone you want” online helpful or hurtful? Is it easier to be dishonest online than face-to-face? Casper’s favorite teacher catches him plagiarizing his report from the internet and gives him a chance to redeem himself. Do you feel this was the right decision? What is your school’s code of ethics with regard to plagiarizing? Do you think the nature of the internet has affected the way students look at this issue? What is your personal definition of plagiarism?

Heroes

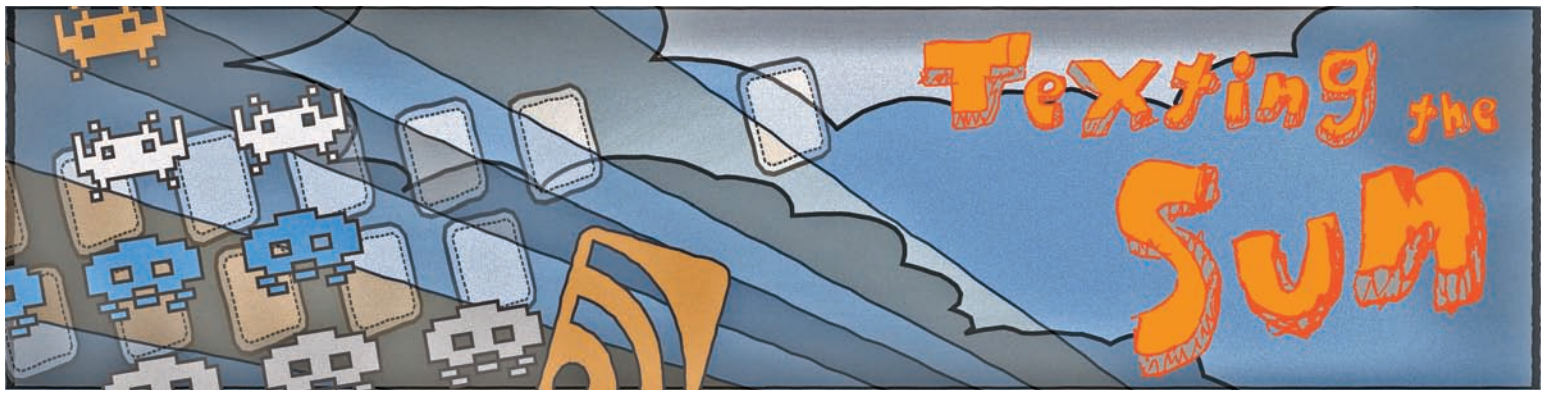
What images of “heroes” do you notice being presented to you by the media? How do these heroes look, move, act? Bring images to class if you can. What visual qualities are emphasized? Do you notice any qualities being hidden, or de-emphasized? How does this ad visually communicate a definition of success? What must be purchased in order to achieve this image? How do the values represented in this advertisement compare to your own values and definition of success for yourself?



Five Key Questions of Media Literacy:

1. *Who created this message?*
2. *What creative techniques are used to attract my attention?*
3. *How might different people understand this message differently?*
4. *What values, lifestyles, and points of view are represented in, or omitted from, this message?*
5. *Why is this message being sent?*

— Center for Media Literacy



INSTALLMENT NUMBER TWO

Activities for Students (Grades 6-8)

Subject Yourself

You're a research scientist, and your life is the subject. Gather data on yourself for 24 hours, or over one week, and average the results.

Record how many minutes in a day you spend:

- Having a face-to-face conversation
- Reading a book
- Participating in a physical activity
- Being outside
- Using media/communication technology (cell phone, ipod, videogames)
- In front of the computer
- Watching TV

What is your ratio of time spent "unplugged" (reading, talking, outdoors) vs. "plugged-in" (in front of the TV, computer, or other digital device)?

Expansion Opportunity

Record how many minutes you are exposed to images during the day that contain:

- Violence
- Sexual content
- "Junk food"
- Drugs and alcohol

Collect the class findings and display the results in a graph or chart to share with the class. Projecting your current stats into the future, how much media exposure in these categories will you experience, in a month, in a year, in your lifetime? Are you surprised by the results? What do you think about the data you and your classmates collected?

"By age 18, the average American teenager will have spent more time watching television—25,000 hours—than learning in the classroom."

— American Academy of Pediatrics



INSTALLMENT NUMBER TWO

You're the Playwright

Pick a character in the play from whom you want to hear more or who you feel has something left unsaid. Write a new monologue or scene for this character. This new scene or monologue can be written as a face-to-face, letter, phone call, or email exchange. Share the scene in partners or small groups.

How would adding this scene or monologue change the story of the play? What did you hope to let the audience see about this character?

Expansion Opportunity

Select monologues or scenes to briefly rehearse and share with the class. Writers do not necessarily need to read their own work. For further development, take on the roles of actors, writers, and directors, and present a more polished version of the scenes to your classmates.

Ad It Up

As a class, pick a product to advertise. Identify your target consumer: gender, age, interests, etc., and create your own marketing campaign. See the accompanying worksheet to flesh out your ideas. Pick a product that is:

Something that people wouldn't normally need in real life (e.g. broken car parts, purple catsup, helicopters for dogs ...)

OR

Something you think is useful, but wouldn't normally be thought of as exciting or "fun" (e.g. vitamins, pencils, shoelaces).

How would you sell this product? Where would you place your advertisements and why? How do you want your target audience to feel about this product? What techniques would you use to create a "buzz" about this product? What elements of your strategy would change if you wanted to appeal to a younger or older audience? Were you ever tempted to "bend" the truth when creating your campaign?

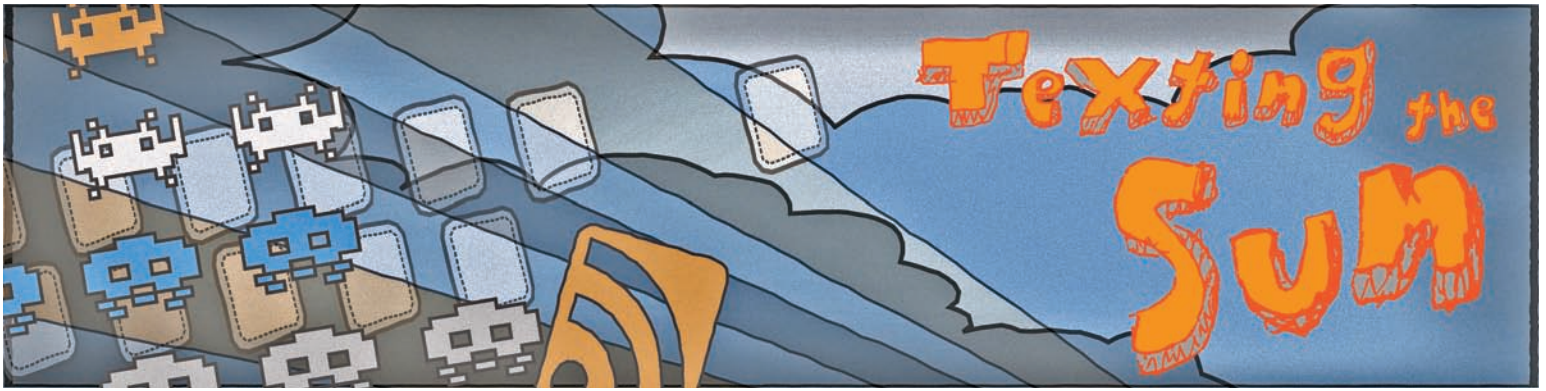
Do you find any of these techniques to be unethical—why or why not?

Expansion Opportunity

Break into small groups and create a storyboard for a TV commercial, radio script, web ad, or detailed "guerilla marketing" campaign. Present your pitch to the class as if they were your clients. How can you apply persuasion techniques to get them to "hire" you?

"A seventeen-year-long study found that teenaged boys who watched more than an hour of TV a day were four times more likely to commit acts of violence than those who watched less than an hour a day."

— University of Michigan Health Systems



INSTALLMENT NUMBER TWO

You're the Advertiser!

Product: _____

Who is your target consumer? Male Female Both Age Range: _____

Why is this an ideal consumer for this product? _____

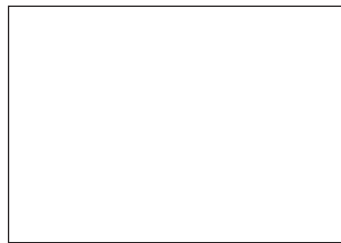
How will consumers' lives change if they purchase this product? _____

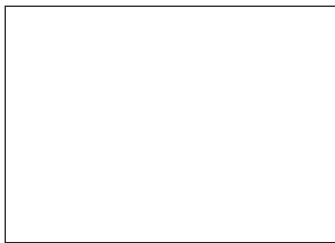
What will your consumers' lives lack if they don't purchase this product? _____

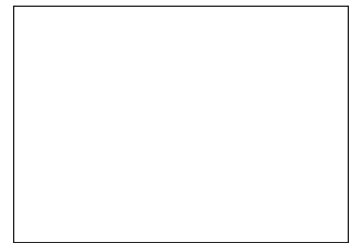
What's the "Big Idea" behind your campaign in one sentence? Keep it simple (e.g. "Dogs are fun"):

Billboard Sketch

Sketch three rough ideas of for a billboard advertisement for your product. Create a slogan to go along with each image. Don't worry about making your artwork perfect—just get your ideas on paper.









INSTALLMENT NUMBER TWO

Selling Strategies

Below are some techniques that advertisers use to make products attractive to consumers.

How would some of these techniques apply to selling your product?

| TECHNIQUE | HOW IT WORKS | APPLY IT TO YOUR PRODUCT |
|---------------------------|---|--------------------------|
| Cool Stamp | Associates the product with bringing “coolness” to the person buying the product | |
| Fear Factor | Appeals to common fears to motivate people to feel a need for the product | |
| Bandwagon | Makes the viewer think that everyone is using the product, and if they don't, they'll be left out | |
| Complimentary | Flatters the audience to get them to have a positive feeling about the product and campaign | |
| Factish | Use of impressive sounding facts (i.e. “two out of three dentists recommend...”) | |
| Generally Speaking | Makes broad statements about the product that can't actually be verified | |
| Catching | Creating an image or phrase that sticks in the viewer's memory | |

Pick one of your three ideas and incorporate at least 2 of the techniques above to create a persuasive billboard advertisement for your product.



INSTALLMENT NUMBER TWO

Cyber-Code

“Twenty-five percent of high school students and twenty-one percent of students in grades 5 to 8 say they know someone who has been cyber-bullied.”

—2006 – 2007 study by congressionally funded education non-profit “i-Safe”

As a class, create your own code of ethics for texting, email and social networking.

Does your school have a code of conduct for cyber-bullying? If so, do students use it or know about it?—why or why not? Does it need to be updated? If your school doesn’t have one, take action!

Things to Consider

What do you notice about the way people use media to resolve conflicts, jealousies, and problems? What do you believe are important guidelines about how to use media technology? In what ways can students, parents, and teachers participate in preventing or reporting cyber-bullying?

Expansion Opportunity

Create a “cyber conduct” contract for your school. Meet with your student body government, school administrators, or even your superintendent or local representative to let them know what concerns are important to you. Give the entire student body an opportunity to sign the code of conduct.

“Media Literacy is the ability to sift through and analyze the messages that inform, entertain and sell to us every day. It’s the ability to bring critical thinking skills to bear on all media—from music videos and web environments to product placement in films and virtual displays on NHL hockey boards.”

— Jane Tallim, Media Education Specialist



INSTALLMENT NUMBER TWO

Oregon Educational Standards

| | Subject Yourself | You're the Playwright | Ad It Up | Cyber-Code |
|---|------------------|-----------------------|----------|------------|
| Arts: Aesthetics and Criticism | | | | |
| Arts: Create, Present, and Perform | | | | |
| Educational Technology: Digital Citizenship | | | | |
| English: Reading | | | | |
| English: Speaking and Listening | | | | |
| English: Writing | | | | |
| Health Education: Health Skills | | | | |
| Health Education: Promotion of Environmental Health | | | | |
| Health Education: Violence and Suicide Prevention | | | | |
| Math: Calculations and Estimations | | | | |
| Science: Scientific Inquiry | | | | |
| Social Science: Analysis | | | | |

FROM THE PLAY:

Ms. Tolbert: *I want you to use your internal eyes.*

Casper: *My what?*

Ms. Tolbert: *Your imagination, Casper. I want you to read the book and let the images unfold in your mind's eye.*

Casper: *That's so inefficient.*

Ms. Tolbert: *It's intimate time well spent with your own thoughts...free of all that noise.*

Casper: *What if I like the noise?*