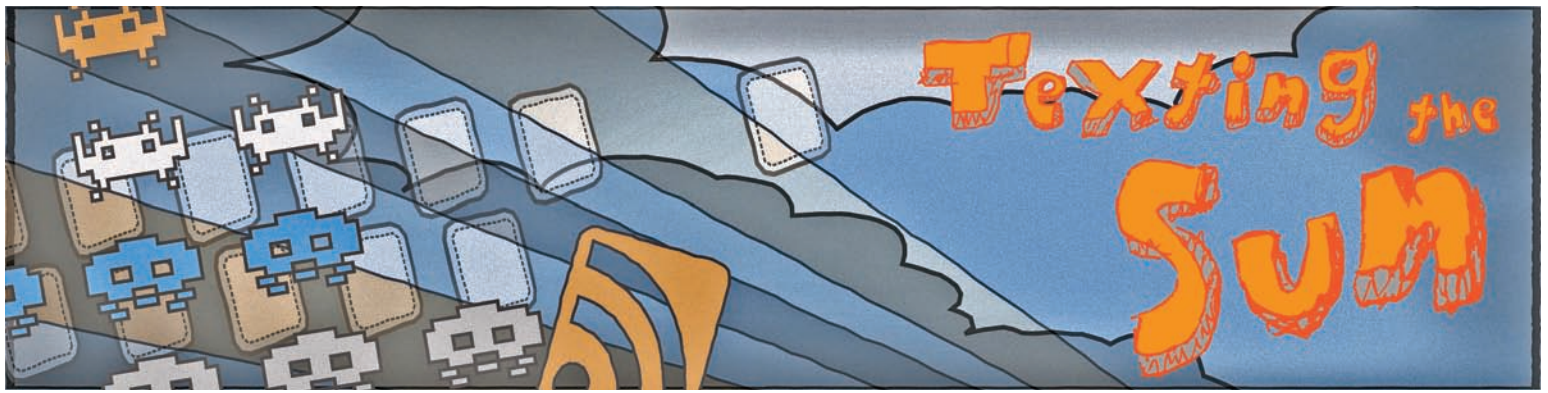


INSTALLMENT NUMBER THREE

KAISER PERMANENTE® thrive

Oregon Children's Theatre
explore the stage



INSTALLMENT NUMBER THREE

Reflection Questions

Virtual Bond

What is different about the way Casper and Monica communicate over the internet versus in person? How does the media and internet communication shape their friendship in both positive and negative ways? How do they support each other? How has their relationship changed at the end of the play? Do you think you can have a friendship that only exists online? If so, what do you gain from online friendship? What do you lose?

Media MD

Do you feel like the media offers you tools to help you be healthy and strong (mentally, physically, and emotionally)? What messages does the media send teenagers about how they should look? Who decides these standards, and why? Do you feel like the media represents teenagers realistically? Do you believe that your exposure to media and the time you spend in front of a screen (television, computer, video games) can have an effect on your health, either positively or negatively? How might it affect: sleep habits, tendencies toward violence or aggression, how you feel about yourself, choices you make about the food you eat, smoking, alcohol, sexual behavior? Does the amount of screen time that's considered "healthy" change depending on age?

Cyber-Bullying

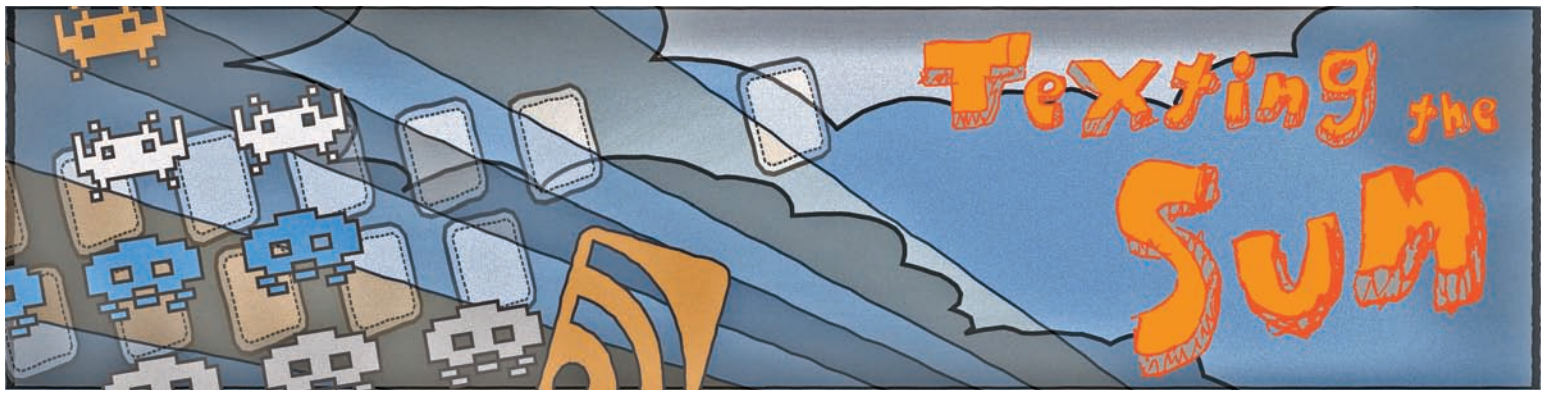
Imagine that you are the older Monica at the end of the play. What do you think you would say to Zoe? If you were Casper would you have forgiven Monica? What might an older Zoe say to Monica if they were ever to meet? What is it about internet communication that makes bullying possible or easy for people? What tools do you use to evaluate whether communication—either in person, or via media platforms—is truthful and/or manipulative? Do you feel cyber-bullying or physical bullying is a bigger problem in this day and age? How can teens protect themselves and help each other to prevent cyber-bullying?

World Blues

Casper suffers from anxiety about the state of the world. Does the media or news ever cause you to feel anxious? What types of images stick with you the most? Do words or images affect you more? What is different about the anxiety that Casper and Monica experience? Which can you relate to the most, and why? Why do you think that fear-inducing news achieves higher ratings than "good news"?

"'Media bashing' is NOT media literacy, however media literacy often involves criticizing the media... Simply looking for political agendas, stereotypes or misrepresentations is NOT media literacy; there should also be an exploration of the systems making them appear 'normal'."

— MediaKit, Center for Media Literacy



INSTALLMENT NUMBER THREE

Activities for Students (Grades 6-8)

Information Investigations

Tally the number of positive and negative headlines in 30 minutes of news broadcasting, or in one news magazine or newspaper. Write down the five that grabbed your attention the most. Which stories are receiving the most air time or print space? Do the stories that “lead” the newscast have any elements in common? What about the way the stories are presented makes them “stick” with you? Make a list of the types of stories and techniques you notice being used to grab your attention.

Expansion Opportunity

On your own, or in groups, take a made-up story idea that would not normally make the news (e.g. cat is caught in tree, child runs out of breakfast cereal, leaves fall off the trees in winter). Write a short news story or TV news report using the techniques from your list to make the story as exciting and attention grabbing as possible.

If working in groups, create a 5-10 minute newscast using a variety of reporting options: newscaster announcement, on-the-spot reports and eye-witness interview/s, expert commentary or even the weather! As a group, create a brief code of journalistic ethics for your news team. How does this code impact the techniques your team uses to compete for “ratings”? Perform your story for the class. See if they can guess the techniques you used in your newscast.

*“I hate television. I hate it as much as peanuts.
But I can’t stop eating peanuts.”*

— Orson Welles



INSTALLMENT NUMBER **THREE**

Be Heard

“In 1983, companies spent \$100 million marketing to kids. Today, they’re spending nearly \$17 billion annually. That’s more than double what it was in 1992.”

—CBS News 2007

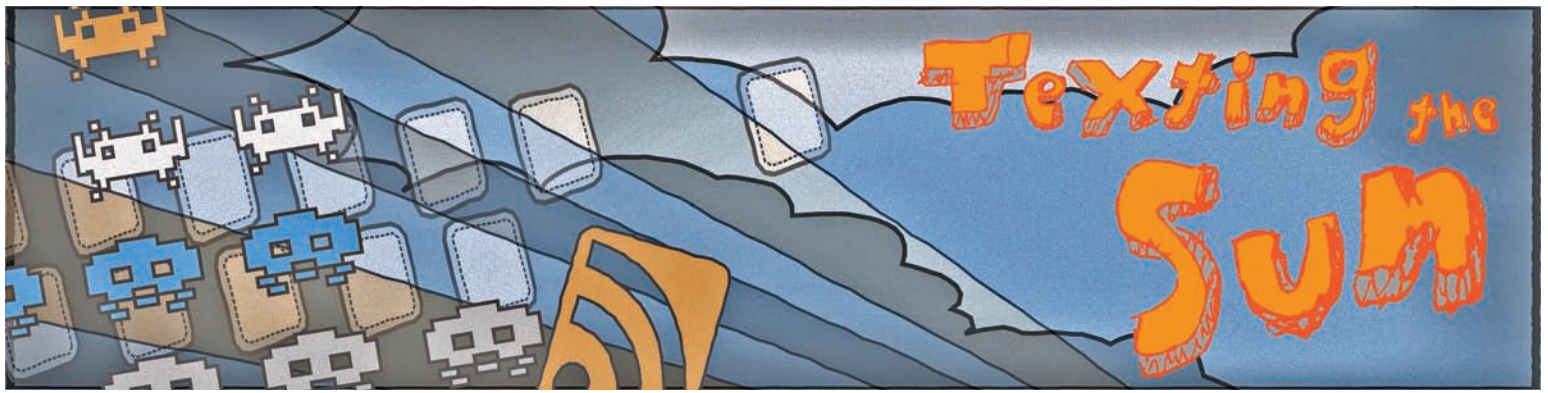
Write an Op-Ed piece, present a testimonial, or create a poster expressing your opinions about how products are marketed to young people. “Tweens” are a major force in our economy and major target of marketing campaigns. What would you like media decision-makers to know about what is important to you? Is there anything about how media forces impact your life that you’d like to see changed? Are there any guidelines media pros should have to consider when selling to, or representing your age group?

Expansion Opportunity

As a class, engage members of your community in dialogue, community members might include local representatives, advertising professionals, news directors or journalists, or even your student body government. If you see something you want to change about how the media represents or targets young people, how can you make your voice heard?

*“Media education is seen...not as a form of protection,
but as a form of preparation.”*

— David Buckingham, Director of the Centre for the Study of Children, Youth and Media



INSTALLMENT NUMBER THREE

Make Your Media

Take a tour of your school with fresh eyes. What types of media messages surround you during the day: posters, announcements, banners, brand names? Imagine it's your first day at your school. What types of information would you find helpful—e.g. a map of the school classrooms, code of conduct, a welcome letter for new students? If you have these already, do they need updating? Is there any “good news” at your school that the student body isn't aware of? For example, perhaps there is a student who is doing something good for the community behind the scenes, or a team or club with a recent achievement. Individually or in groups, make a list of ideas that reflect how you could create positive media for your school.

Expansion Opportunity

Pick one of your ideas and make it happen! Your imagination is the limit, from a new poster for the hallway or PA announcement, to an ongoing column in the school paper, or a “welcome” handbook for transfer students. Work with your school paper, student government, school administrators, or assembly coordinator to create an ongoing opportunity to help students through constructive media.

*“The sheer amount of time young people spend using media—
an average of nearly 6 ½ hours a day—makes it plain that the potential of media to
impact virtually every aspect of young people’s lives cannot be ignored.”*

— Kaiser Family Foundation, 2005



INSTALLMENT NUMBER THREE

Oregon Educational Standards

	Information Investigations	Be Heard	Make Your Media
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			
Social Science: Analysis			

FROM THE PLAY:

Casper: *I click it and then this window pops up.*

Monica: *Okay.*

Casper: *I type in my zip or just click on the “use GPS” button. Test the little sun and I know what’s going on outside.*

Monica: *Wow.*

Casper: *I know, right? See. Here we go. Partly cloudy. High near eighty.*

Monica: *But you’d miss the sunshine sometimes, right?*