"A New Threat" Youth Video: HDSB Links to Curriculum

Link to Video
https://www.youtube.com/watch?v=vHUxTf_hQGQ

Background
The video was developed by youth in Halton to raise awareness about the tobacco industry and the potential health risks of e-cigarette use.

Health and Physical Education Curriculum: Healthy Living Strand (Grade4)
Language Arts Curriculum: Media Literacy Strand (Grades 5-8)

Grades	Curriculum Expectations
Grade 4	**Health and Physical Education Curriculum: Healthy Living Strand** 1.5 Critical and Creative Thinking C1.4 Substance Use, Addictions, and Related Behaviours C2.3 Substance Use, Addictions, and Related Behaviours C3.2 Substance Use, Addictions, and Related Behaviours
Grade 5-6	**Language Arts Curriculum: Media Literacy Strand** 1.1 Understanding Media Texts: Purpose and Audience 1.4 Understanding Media Texts: Audience Responses 2.2 Understanding media Forms, conventions, and Techniques: Conventions and Techniques 3.1 Creating Media Texts: Purpose and Audience 3.2 Creating Media Texts: Form 3.3 Creating Media Texts: Conventions and Techniques 3.4 Creating Media Texts: Producing Media Texts
Grade 7-8	**Language Arts Curriculum: Media Literacy Strand** 3.1 Creating Media Texts: Purpose and Audience 3.2 Creating Media Texts: Form 3.3 Creating Media Texts: Conventions and Techniques 3.4 Creating Media Texts: Producing Media Texts 4.1 Reflecting On Media Literacy Skills and Strategies: Metacognition 4.2 Reflecting On Media Literacy Skills and Strategies: Interconnected Skills

"A New Threat" Youth Video: Curriculum Connections and Sample Activities

Video Activity Objectives	Curriculum Expectations	Activity Description
Inquiry-Based Learning Students use inquiry-based learning to explore what substances are found in cigarettes and e-cigarettes; what factors influence people to use cigarettes and e-cigarettes; and the effects of using cigarette and e-cigarettes.	**Grade 4** **Health and Physical Education Curriculum: Healthy Living Strand** **Critical and Creative Thinking** 1.5 use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education **Substance Use, Addictions, and Related Behaviours** C1.4 identify substances (e.g., nicotine, carbon monoxide, tar) found in tobacco products and smoke (e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff), and describe their effects on health **Substance Use, Addictions, and Related Behaviours** C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question) [CT]	Watch the "A New Threat" video together as a class. Invite students to brainstorm (individually or in groups) inquiry-based learning questions that they might like to explore further. Assign the questions to individuals or groups to explore and report back to the class. *Examples:* • *How did the Tobacco Industry come to exist?* • *How does the Tobacco Industry market its products? Who is their audience?* • *What is an e-cigarette? Why was it invented?* • *What is the difference between a regular cigarette, and an e-cigarette?* • *What does the law say about cigarettes and e-cigarettes?*

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	Substance Use, Addictions, and Related Behaviours C3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them	
Video Activity Objectives	**Curriculum Expectations**	**Activity Description**
Reaching a Target Audience Students will demonstrate: an understanding of how the tobacco industry uses personality profiles about target audiences in order to market cigarettes and e-cigarettes; an awareness of how the tobacco industry downplays the health risks associated with smoking; an awareness of how advertisers use specific strategies to target youth; an understanding of why the tobacco industry needs to recruit replacement smokers.	**Grade 5** **Language Arts Curriculum: Media Literacy** **Understanding Media Texts** **Purpose and Audience** 1.1 identify the purpose and audience for a variety of media texts (e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks) **Audience Responses** 1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences) **Understanding Media Forms, Conventions, and Techniques** **Conventions and Techniques** 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact; photographs of columnists to signal that they are expressing a personal opinion)	1. Watch the "A New Threat" video together as a class. The students in the video state that the Tobacco Industry targets youth. Ask students to reflect on the images in the video (celebrities using tobacco-related products, movie scenes with tobacco imagery, colourfully packaged tobacco products). Who is the Tobacco Industry targeting with each of these ads, and how? What message does each image send to the viewer? 2. Use the Thinking Like a Tobacco Company lesson plan to divide the class into groups and provide each group with a "customer profile." Students will brainstorm messages that would influence their target group to try e-cigarettes or cigarettes.

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Creating Media Texts
Purpose and Audience
3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an advertising campaign to encourage students to participate in a charity drive)

Form
3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community)

Conventions and Techniques
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices)

Producing Media Texts
3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., • a T-shirt to be worn by a character in a story or television show • a pamphlet on a socially relevant topic they have studied this year • a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study • a flyer/poster, created using software, to advertise a school event • a mock television commercial for a food product, drink, or item of clothing • a news broadcast about a topic – such as immigration – from a cross-curricular unit of study • a breakfast,

lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)

Grade 6
Language Arts Curriculum: Media Literacy

Understanding Media Texts
Purpose and Audience
1.1 explain how a variety of media texts address their intended purpose and audience (e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming)

Audience Responses
1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing)

Understanding Media Forms, Conventions, and Techniques
Conventions and Techniques
2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify "good" and "bad" characters; movie techniques: freeze frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering "what next?")

Creating Media Texts
Purpose and Audience
3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose (e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it)

Form
3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue)

Conventions and Techniques
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; scenes can be edited to change the pace of the action; background music can be used to enhance the mood)

Producing Media Texts
3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., • a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques • a mock television broadcast of an announcement about a school-related issue • a soundtrack to accompany the reading of a section of a graphic novel or comic book • a computer-generated cover design, including special fonts, to enhance a published piece of writing • a multimedia presentation to inform younger students about how to use a

	website to research a topic related to a unit of study • a pamphlet outlining the researched or imagined biography of a writer • a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples • a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play • a movie poster to advertise a movie based on a narrative they have studied)	

Video Activity Objectives	Curriculum Expectations	Activity Description
Creating a Public Service Announcement Develop literacy skills tied to understanding how meaning can be constructed in a media text through the use of a variety of production techniques (e.g., camera angles, types of shots, editing; sound). Develop literacy skills tied to the development of their message, including establishing point of view, using clear and concise language, etc.	**Grade 7** **Language Arts Curriculum: Media Literacy** **Creating Media Texts** **Purpose and Audience** 3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class), and identify challenges they may face in engaging and/or influencing their audience **Form** 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a website or multimedia presentation about a unit of study to present research findings to the class), and explain why it is an appropriate choice **Conventions and Techniques** 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., movie poster conventions: title, images of the actors "in role", positive quotations from reviewers; movie poster techniques: distinctive lettering, arresting or unusual layout or treatment of images) **Producing Media Texts** 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., • a class newspaper for parents • a class magazine for students in a lower grade • a multimedia report on a unit of study for geography • a website about the school for new students • a movie poster • an advertisement for a new product • a theatre review with commentary	Watch the "A New Threat" video together as a class. The students in the video felt strongly about sending a message to parents about the health risks of e-cigarettes, and decided to raise awareness by creating a video. Using the Think Literacy: Planning a Public Service Announcement; Producing a Public Service Announcement lesson plans (p 14-21), have students choose one issue impacting their community and develop a Public Service Announcement about the issue.

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on the use of conventions and techniques for a class/school newspaper • a scene for a film based on a prose narrative • two media texts on the same subject using different media forms)

Reflecting on Media Literacy Skills and Strategies
Metacognition
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers

Interconnected Skills
4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Grade 8
Language Arts Curriculum: Media Literacy

Creating Media Texts
Purpose and Audience
3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience

Form
3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies) and explain why it is an appropriate choice

Conventions and Techniques
3.3 identify conventions and techniques appropriate to the form chosen for

a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, "free offer" promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement)

Producing Media Texts
3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., • a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character • a one-minute video advertising a class fund-raising project • a website based on the content of a unit of study • a report on school sports events to be presented during morning announcements • magazine advertisements for a particular product, aimed at different age groups among the students in the school • an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper • a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying • a storyboard for a video of a favourite song that is not available as a video)

Reflecting on Media Literacy Skills and Strategies
Metacognition
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Interconnected Skills
4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts