

# Keeping Ourselves Safe

## Years 11–13

## Focus area 4

This section of the KOS programme contains one of the following focus areas for students at years 11–13 (ages 15–17):

- 1. Is that legal?
- 2. Wrongdoing or moral dilemma?
- 3. Anger and violence
- 4. **Violence and the media**

**Note:** Research suggests that an effective KOS programme should include learning experiences from each of the focus areas.

## Focus area 4: Violence and the media

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## Focus area 4: Violence and the media

### Notes for the teacher

1. Ensure that safety guidelines are in place. All school staff (not just the teachers concerned) must know what to do if a student discloses abuse to them during or after *Keeping Ourselves Safe*. Parents should also be made aware of what to do. See the Child Protection Guidelines available on the School Portal.
2. Students may need help with accessing suitable resources. Allow plenty of time for this before the lesson.
3. Check local news items to ensure that items personally relevant to students are dealt with sensitively.

### Curriculum links

**Key Competencies:** Managing self; Relating to others; Participating and contributing

**Learning area:** Levels 6–7 Health and Physical Education – Strand A: Safety Management; Strand C: Identity, sensitivity and respect; Strand D: Rights, responsibilities, and laws

**Key area of learning:** Mental health: Knowledge, understanding and skills to recognise situations of abuse and harassment

**Underlying concepts:**

- Well-being, Hauora (all aspects) – analysing own values and attitudes to violence
- Health promotion – sharing ideas about a violence-free school
- The Socio-ecological perspective – identifying media influences on attitudes to violence
- Attitudes and values – developing positive attitudes to safety

### Resources

Copy sheet: **Questions for Analysing the Portrayal of Violence in the Media**

Teachers or students' own collection, or recollection, of a variety of media, such as those listed below. Students should be given advance notice of what to bring, observe and think about.

Possible media forms include:

- TV programmes – documentaries, drama, TV news, cartoons, soaps
- movies – for example, those targeted at the teen market
- newspapers – compare different newspapers, and evaluate the extent and coverage in one newspaper
- electronic/computer games
- music lyrics
- print media – magazines, books, graphic novels.

## **Learning intention**

At the end of this focus area students will be able to analyse how the media can influence behaviour and attitudes to violence.

## Activities

### Violence in different media types

Before the lesson, ask students to choose one media type that they would like to investigate. Divide students into groups according to the media type they have chosen. Ask them to investigate their chosen media type and gather information about the forms of violence it portrays and how it presents them.

After viewing a range of examples of their chosen medium, each group answers the following questions (these are also provided on Copysheet: **Questions for Analysing the Portrayal of Violence in the Media**):

What types/forms of violence are portrayed?

What kinds of people are most commonly shown as victims in these portrayals?

What kinds of people are most commonly shown as the perpetrators of violence?

Do you think the violence is sensationalised? Why, or why not?

What are the positive and negative aspects of reporting/portraying violence?

Do you think this portrayal desensitises us to violence? Why, or why not?

Each group then summarises their findings and prepares a brief presentation to show whether or not their evidence supports the statement:

The media normalise unhealthy behaviours and attitudes towards violence.

Each group presents to the class. At the end, decide with the class which media types are more, or less, responsible for unhealthy attitudes and behaviours towards violence.

### Creative activity

Working individually or in pairs, students do one of the following:

- produce a poster for display at school promoting healthy non-violent attitudes and behaviours
- write an article for the school newsletter or local newspaper summarising the class findings about violence and the media, with a conclusion about promoting healthy non-violent attitudes
- prepare a 15-minute presentation for year 9 students about creating a violence-free school.

### Assessment

This lesson could contribute to aspects of:

- Health achievement standard 2.3 AS91237: Take action to enhance an aspect of people's well-being within the school or wider community
- Health achievement standard 2.4 AS91238: Analyse an interpersonal issue(s) that places personal safety at risk
- Health achievement standard 3.1 AS91461: Analyse a New Zealand health issue.

## **Copysheet: Questions for Analysing the Portrayal of Violence in the Media**

Answer the following questions about your chosen media type.

What types/forms of violence does the medium portray?

What type of people are most commonly shown as victims in these portrayals?

What type of people are most commonly shown as the perpetrators of violence?

Do you think the violence is sensationalised? Why, or why not?

What are the positive and negative aspects of this reporting/portrayal of violence?

Do you think this kind of portrayal desensitises us to violence? Why, or why not?