



Inspiring all girls
to be strong,
smart, and bold sm

Girls Inc Media SmartsSM

Program Structure

- Research based program designed for girls in grades 4 to 6
- 10 sessions learning sessions and 1 – 2 project Sessions 60 minutes each
 - Each session is comprised of a set of objectives, a set of key messages, and a series of fun, interactive educational activities.
- Each session is delivered by one of our trained programmers.
- Each program wraps up with an evaluation from participants and a media related project.
 - For example, one group made an educational media package about the benefits of spaying and neutering animals which they then presented at the SPCA.

Girls Inc of Northern Alberta has reviewed Learning Alberta’s Program of study and found that the following objectives are met within the Media Smarts program criteria.

Knowledge, Skills and Attitudes Learned

1. To critically ‘read’ media messages. Question who the message is from, who it is intended for, what the intention is (ex: to sell), who is being represented and who isn’t, and is it realistic.
2. Examine stereotypes of women / girls in today’s media, decide what is relevant, and change the inauthentic messages to become more authentic.
3. Create messages using various tools and techniques, examine what they want to say and how best to deliver that message.
4. Examine the business side of media.
5. Evaluate the ‘realness’ of reality television. Identify bias, lack of diversity, etc.

Alberta Education Health and Life Skills Program of Studies

General Outcome

Wellness Choices - Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Specific Outcomes

Students will:

Grade 4	Grade 5	Grade 6
W-4.4 examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry	W-5.4 examine the impact that changes in interests, abilities and activities may have on body image	W-6.4 examine how health habits/behaviours influence body image and feelings of self-worth

General Outcome

Relationship Choices – Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Specific Outcomes

Students will:

Grade 4	Grade 5	Grade 6
R–4.1 recognize that individuals can have a positive and negative influence on the feelings of others	R–5.4 practice effective communication skills; e.g., active listening, perception checks	R–6.1 recognize that individuals can choose their own emotional reactions to events and thoughts

General Outcome

Life Learning Choices – Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Specific Outcomes

Students will:

Grade 4	Grade 5	Grade 6
L–4.3 demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results	L–5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits	L–6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered
L–4.5 relate personal interests to various occupations	L–5.5 relate personal skills to various occupations	L–6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers
L–4.6 recognize that personal roles will change over time and circumstances	L–5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media	L–6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level
L–4.8 select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses	L–5.8 develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies	L–6.8 analyze and assess the impact of volunteerism in the school and community

Session	Media Smarts: Participant Learning Outcomes
1 - Welcome	<ul style="list-style-type: none"> • To develop a set of guidelines for the entire program • To define media and recognize specific examples of various types of media • To recognize the purpose of various media (to inform, entertain, persuade)
2 - Media Fact and Fiction	<ul style="list-style-type: none"> • To recognize fiction and nonfiction aspects of various media • To understand the effects of editing • To recognize the ways in which real life differs from media, and to set their life expectations accordingly
3 – Staying Informed	<ul style="list-style-type: none"> • To appreciate the value of accessing multiple sources of news • To recognize the role of opinion, bias and editorializing in news coverage • To consider career options in news media
4 – Advertising Tricks of the Trade	<ul style="list-style-type: none"> • To become more aware of the number of slogans and logos they encounter in everyday life • To understand that the purpose of slogans, logos, celebrity endorsements, and merchandising is to persuade people to buy or use certain products
5 – Targeting Tactics	<ul style="list-style-type: none"> • To recognize and question stereotypes in advertising, including stereotypes about how girls act, how they look and what they enjoy doing. • To become aware of the ways in which advertising is marketed at different groups • To recognize that advertising often appeals to us on grounds other than the usefulness or value of the product being advertised
6 – Stereotypes vs. Diversity in the Media	<ul style="list-style-type: none"> • To recognize and question stereotypes in the media • To understand some of the uses of stereo-typing in the media (such as for comic effect, to save time, and to make a point) • To seek out diversity in the media
7 – Media and Beauty	<ul style="list-style-type: none"> • Media sometimes celebrate just one type of beauty – understand there are many ways to be beautiful, inside and out • Question the emphasis some media place on appearance and outer beauty • Resist media pressures to look a certain way
8 – Girls on Screen	<ul style="list-style-type: none"> • Seek out and recognize strong, smart, and bold female characters in the media • Learn about the process of screen writing and character development • To experience creating a strong, smart and bold girl character
9 – Girls re-cast TV	<ul style="list-style-type: none"> • Learning the terminology of media creation • Consider why some movies get made and others don't • Think about pursuing a career in the media
10 – Get the message out	<ul style="list-style-type: none"> • To consider ways that media can make a positive impact on society • To review what they have learned about the media • To provide input that will improve this program in the future • To celebrate accomplishments in the area of media literacy