Included in this session are:

- **Activity 1.** Portrayal of adolescents and stereotypes
- Optional/extension activity
- **Activity 2.** Times of change
- Reflection
- Introduction of assessment task
- Home tasks
1. In your groups, display the adolescent images that you collected as part of your home task.

2. In your group, discuss what you think is the ‘stereotyped’ view of an adolescent that is promoted in the media. List some of the characteristics of an adolescent as portrayed by the media.

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3. In your group, think about what is a realistic image of an adolescent. Make a list of the characteristics of the ‘real’ adolescent.

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optional activity

3. In your group, think about what is a realistic image of an adolescent. Make a list of the characteristics of the ‘real’ adolescent.
activity 2 Times of change

The teacher will allocate a picture for your group to review.

Discuss the photo in your groups.

What are the first words you think of when you look at the picture?

____________________________________________________________________
____________________________________________________________________

What do you think might be happening in this person’s/these people’s life?

List some of the issues that could be facing this person/these people in the different contexts of their life.

<table>
<thead>
<tr>
<th>Social</th>
<th>Physical</th>
<th>Family</th>
<th>School</th>
<th>Other</th>
</tr>
</thead>
</table>

How do you think this person/these people might be feeling?

____________________________________________________________________
____________________________________________________________________
Refer back to the adolescent in the photo.

- Who are the people (sources of support) who might be able to help if this person is having difficulties? Think about the support that might be available in the different contexts of their life (at home, school, or in the community).

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- At the back of this Workbook page 108 there is a list of possible sources of support for young people who are experiencing difficulties.
• Refer to the list on the board of ‘Adolescent Issues’ generated by the class.
• Make a list of the six issues you feel are most significantly influencing your life.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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Consider the following:

• How do these issues affect the way you feel about yourself?
• How do media stereotypes affect the way you feel about yourself?
Introduction to assessment task

You will be working in your group on an assessment task. There are two tasks to choose from and these are outlined on pages 23 to 26.

All groups will present their work in the last session of the program.

Session 9 has been set aside for you to work on the task in your groups. You will also be given some planning time in Session 8.

Read the outlines of the tasks and, in your groups, choose the one you would like to work on. Also start thinking about the final format your group might use.

Hint

Keep your assessment task in mind over the next few weeks — there are links to the tasks in the program.
Assessment task 1

Stereotyping

This task is designed to explain the effects of stereotyping and the media on images of adolescents and on individual self-concept. Class groups will illustrate, through a presentation to their class, how popular media, e.g. television, newspapers, magazines, and music, define images of young people. They will describe how different generations view young people, and they will develop an image, through words or pictures, of how young people view themselves. They will identify those personal characteristics that help to define each member of the group.

In completing the task, you will be working towards achieving the following outcomes:

Describe ways people define their own and others’ identity.
• Students will describe how stereotypes influence images of adolescence.

Recommend and demonstrate skills that promote a positive self-concept and resilience.
• Students will generate and use self-praising statements.

The task can be presented, for example, as a poster, an oral presentation, a pictorial record or a letter.
The completed task should include the following components:

**Process**

**In this task you are required to:**

- **Collect** pictures, words or illustrations, to give examples of stereotypes, particularly in relation to adolescents — girls, boys, famous, not famous, sports people.
- **Choose** 3 or 4 pictures or drawings.
- **Record** the first impressions of the group to the pictures, using the first words you think of when you look at the pictures. The descriptions can be one word, a phrase or a sentence that clearly describe the images the pictures or drawings are portraying.
- **Describe** in words the stereotypes of adolescents portrayed in the pictures.
- **Record** these first impressions, and the words describing the stereotypes, in your final presentation, alongside the relevant pictures or illustrations.
- **Discuss** how these images influence expectations we have of ourselves and that others have of us, and:
  - **List** some of these expectations; and
  - **List** when these stereotypical images are useful and when are they harmful; e.g. they could be good role models, they encourage a sense of belonging, they market a particular product, they encourage unrealistic images in relation to expectations.
- **Use** the following headings: media, older people and adolescents and **record**:
  - what the **media** says about adolescents — use some quotes from magazines and newspapers;
  - what **older people** say about adolescents — ask some people you know (parents, teachers, neighbours, grandparents);
  - what **you** say about adolescents — use some positive words, and some words about how you (the members of the group) feel when you hear statements that are unfair or untrue.
    (You could develop a collage of sayings, pictures, quotes, etc.)
- **Discuss** with the group some examples of helpful self-talk that young people could use when confronted with unfair images.
- **Record** these examples on your final presentation.
- **Discuss** positive qualities of each member of the group, or qualities members would like to develop, and **record** on the final presentation.
- Finally, **record** examples of positive ‘adolescent self-talk’ that illustrate the different qualities of each member of your group.

**Notes**

The final presentation should include:

- A minimum of three pictures, quotes, illustrations.
- Interviews with at least two people.
- Evidence that each member of the group has contributed to the task.
Assessment task 2

Surviving a bad day

This task is designed to illustrate how our thoughts about different events influence feelings, mood and interactions with others, and to identify strategies and sources of support to help cope with the events.

In completing the task, you will be working towards achieving the following outcomes:

Evaluate the influences on self-concept, self-esteem and resilience

- Students will describe the role of different thoughts in specific situations and the influence of these thoughts on subsequent feelings/mood.

Recommend and demonstrate skills that promote a positive self-concept and resilience

- Students will select resilience strategies that they have found to be personally useful; and
- Identify sources of support in the school community.

The task could be presented as a small booklet, or in a folder. The map and cards could be presented on an OHT or as a handout.
The completed task should include the following components:

<table>
<thead>
<tr>
<th>Process</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this task you are required to:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use</strong> the following story as a guide, and <strong>write</strong> a story of a day at school, including some good things that happened and some ‘disasters’. Include no more than five or six events.</td>
<td></td>
</tr>
<tr>
<td><strong>Today is Wednesday, sports day. I’m not really any good at sport anyway and Steve always yells at me and bumps into me so I lose the ball and everyone laughs. First lesson, Maths, one I really like and what happens? I’ve done the wrong homework and Mr Mitchell asks me first for the answers. Look like an idiot. At least I’ve got a decent lunch today. Tried out for the Year 8 play. Paula says I won’t make it, I’m too short. Afternoon as bad as I thought, had to play anyway and as usual lost the ball twice to the other side, Steve yelling as usual. Can’t wait to get out of here!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Write</strong> down each of the events or happenings, and against each one:</td>
<td></td>
</tr>
<tr>
<td><strong>Describe:</strong></td>
<td></td>
</tr>
<tr>
<td>• what words (self-talk) might the student be saying to her/himself, both positive and negative;</td>
<td></td>
</tr>
<tr>
<td>• how the student in the story might feel;</td>
<td></td>
</tr>
<tr>
<td>• what body language might the student be showing;</td>
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<tr>
<td>• how might the student act (e.g. individual actions, actions towards others);</td>
<td></td>
</tr>
<tr>
<td>• who could the student go to for help;</td>
<td></td>
</tr>
<tr>
<td>• what might the student say when asking for help or support; and</td>
<td></td>
</tr>
<tr>
<td>• some actions others in the class could take to help the student feel better.</td>
<td></td>
</tr>
<tr>
<td><strong>Make a survival kit</strong> that includes:</td>
<td></td>
</tr>
<tr>
<td>• a map of all the sources of help and support you can think of in the school for young people.</td>
<td></td>
</tr>
<tr>
<td>• cards that give ideas for resilience skills that would help a young person to cope with a really bad day.</td>
<td></td>
</tr>
<tr>
<td><strong>Record</strong> examples of positive self-talk that a young person could use to help them cope better with a very difficult day.</td>
<td></td>
</tr>
</tbody>
</table>

The final presentation should include:

- At least five sources of help
- At least four cards
- At least three examples of positive self-talk.
Choose an advertisement to review (this could be a TV, radio, magazine or billboard advertisement). Examine the way the media uses stereotypes to give us messages about particular individuals and situations.

• What is the advertisement selling?

• Who is it aimed at?

• Is it using stereotypes to sell the product? How?

• Does this advertisement appeal to you? Why or why not?

Read the assessment task in your own time and start planning.
Adolescence is a time of significant change and transition.

Adolescents face a range of challenges in their social, physical, family and school domains.

There are things you can do to help make this time easier.