

What You See Is What You Get



Youth observe how relationships are portrayed in a variety of media.

Why?

Most youth are surrounded by media—movies, music, videogames, the Internet, and advertising—and they love it. They also like to talk about it. The media portray both respectful and disrespectful relationships, and it is important for youth to understand how the media influence their behavior.

Where and When?

This play fits easily into the regular activities of a class at school or a program at a recreation center, library, or community- or faith-based organization. *What You See Is What You Get* should take about 1 hour, but may take longer if you would like to look at several different media.

How?

Resources for youth can be found in the Zone 1 resources on the USB Flash Drive that comes with this Playbook.

Find media samples.

Ask the kids to bring in print ads or music and lyrics samples that show or describe relationships. They may be more open to discussion if they choose the sample. Encourage them to try to find a balance of healthy and unhealthy examples. Examples do not need to be explicit, but they do need to depict relationships so youth can describe what they see or hear.

Or you can find and bring in various media. You may want to focus on one medium or offer several different media so participants can choose. In general, magazines are the easiest medium to use for this activity. If costs are an issue, you may want to find youth magazines at a thrift store or ask for donations.

Some websites let you search media for examples. While we don't endorse these sites, they may be helpful for finding lyrics, songs, or video clips.

- www.lyrics.com
- music.yahoo.com/lyrics
- music.aol.com

- clipblast.com
- www.searchforvideo.com

If you select TV or movies, please plan to have a TV and DVD/VCR available. If you choose music, plan to have an MP3 or CD player available. It is important that the entire group hears the messages.

Look at the messages in the media.

Bring the chosen medium to the event. Without additional explanation, ask youth to look at the medium and pick one picture, situation, or phrase that is related to relationships. Each person should do this alone. After everyone has selected something from the media, have each person write down the feelings or words that come to mind from the picture or phrase—both good and bad.

Next, ask participants to post the pictures (situation or phrase) on a board or wall where everyone can see. One at a time, each person should share his or her selection and thoughts on the media's depiction of a relationship. If you have a large group, break into smaller groups and have them share with their group.

Finally, ask for overall thoughts about the examples.

- What made it a healthy or unhealthy relationship example?
- Were there examples of relationships you would want to be in? Why or why not?
- Do the media portray mostly healthy or unhealthy relationships?
- What could the media do to portray more healthy relationships?
- What would those examples look like?

Ask why TV, Internet sites, and magazines might portray unhealthy relationships and how the media influences youth. Here are some questions you might use to start the discussion:

- Who paid for the media?
- What group are the media aiming to influence?
- What strategy are they using?
- How does the image make you feel?
- What story is the medium telling?
- What information is left out?
- What values are communicated?

Talking about the influence of the media can help kids ask questions about what they watch, see, hear, and read.

Want to Do More?

- Create a collage of all of the images found during this exercise and display it with a description of what the group found at a community location (library or school hallway).
- Create an “anti-ad.” Have kids write their own ad or take an existing ad and alter the words or images to change the meaning.
- Write original lyrics that communicate respect. Youth can also adapt the lyrics for existing music to bring a message of respect.
- Have youth develop a blog they can update frequently with messages about choosing respect.

Resources Needed:



Media (magazines, newspapers, TV or movie clips, music clips, lyrics, or music videos)



Meeting space and TV with DVD/VHS player, MP3 or CD player (if needed)

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Evaluation Tools contain a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Evaluation Tools contain a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Evaluation Tools contain a feedback form to help you do this.