



Pink Ribbons, Inc.

Directed by Léa Pool

Capitalizing on hope

Educator's Guide



ABOUT THE FILM

Breast cancer has become the poster child of cause-related marketing campaigns. Countless people walk, run and shop for the cure, believing they are doing “good.” Each year, millions of dollars are raised in the name of breast cancer, but where does this money go, and what does this fundraising actually achieve in relation to finding a cure? Written and directed by Léa Pool and produced by Ravida Din, ***Pink Ribbons, Inc.*** is a feature documentary from the National Film Board of Canada that shows how the devastating reality of breast cancer, which marketing experts have labelled a “dream cause,” becomes obfuscated by a shiny, pink story of success.

ABOUT THE GUIDE

The purpose of this guide is to help secondary-level educators introduce ***Pink Ribbons, Inc.*** into their curriculum in the following subject areas:

- + Media literacy
- + Civics
- + Health
- + Psychology
- + Social studies
- + Business and advertising
- + Information and communications technology
- + Visual arts
- + Global issues

The guide offers four main classroom activities that build knowledge and critical thinking about the film and the issues presented within it. Educators can select one or more activities in the guide to enrich their existing curriculum. First, students begin with an investigation of many different types of cause-marketing campaigns and then move into looking more closely at breast cancer campaigns and their attendant issues. The guide offers a great selection of practical classroom activities that can extend student learning through media production and action-based projects.

Educators are encouraged to tailor the activities to their classroom and the time available within the curriculum; we have identified the required length of time needed for each activity in order to help with classroom planning. When faced with time constraints, we encourage developing students’ critical perspective of media; even a nominal study of ***Pink Ribbons, Inc.*** should include some media literacy questions and class debate about the film’s arguments.

SELECTED LEARNING OUTCOMES

The guide has a very comprehensive curriculum chart in the appendix that provides teachers with a quick reference to see how the activities in this guide link to their curricula. By working through the listed activities, students will examine the following key concepts and issues:

- + The power of the media to inform and persuade;
- + The power of the public and corporations to harness the media for informative and persuasive purposes;
- + The relationship between the environment and health;
- + The contradiction between “cause marketing” and the cause of disease;
- + The importance of civic action in environmental health issues.

The activities in this teaching guide also address the following selected general learning outcomes for learners (knowledge, skills and attitudes):

- + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences;
- + Develop an understanding of the impact of corporate ownership and control on media messages;
- + Understand how and why organizations react to, identify, and assess target audiences;
- + Explain societal media issues, particularly with respect to ethics and social justice;
- + Design and create a media text;
- + Reflect on students’ growth as media interpreters and creators;
- + Develop a sense of personal empowerment as active, informed citizen consumers;
- + Locate, and evaluate the credibility of, sources and information.

The guide makes ample use of the highly effective instructional strategies outlined in the book *Beyond Monet: The Artful Science of Instructional Integration*, by Barrie Bennett and Carol Rolheiser.



WHAT IS MEDIA LITERACY?

Media literacy is concerned with the process of understanding and using the mass media. It is also concerned with helping students develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques... Ultimately, media literacy education must aim to produce students who have an understanding of the media that includes a knowledge of their strengths and weaknesses, biases and priorities, role and impact, and artistry and artifice. Visual imagery can be persuasive, partly because of its photographic images, which appear to represent reality. The camera, however, is not an impartial eye. Students need to reflect on pertinent critical questions about the images they see—in films and videos, as well as in advertising and online texts. Media literacy is a life skill. (*Ontario Media Literacy Resource Guide, 1989*)

Media studies in Canada are based on the following key concepts. This version is from the Association for Media Literacy, Ontario (AML):

1 All media are constructions

The media present carefully crafted constructions that reflect many decisions and are the result of many determining factors.

2 The media construct versions of reality

Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations and conclusions already built in.

3 Audiences negotiate meaning in media

Each of us finds or “negotiates” meaning according to individual factors.

4 Media messages have commercial implications

Most media production is a business, and so must make a profit. Questions of ownership and control are central.

5 Media messages contain ideological and value messages

All media products are advertising in some sense proclaiming values and ways of life.

6 Media messages contain social and political implications

The media have great influence in politics and in forming social change.

7 Form and content are closely related in media messages

Each medium has its own grammar and codifies reality in its own particular way.

8 Each medium has a unique aesthetic form

DISCUSSION QUESTIONS AND CLASSROOM ACTIVITIES

ACTIVITY 1

Examining cause-marketing campaigns: The goal of this activity is to activate prior knowledge and set the context for viewing the film.

Learning objectives: To practise close viewing; to begin to understand cause marketing; to practise critical thinking about the ethical implications of corporate-sponsored causes.

Suggested classroom time: 3–4 days

STEP 1 – INSTRUCTIONS

The educator should first model a “deconstruction” of a cause-marketing campaign website for the class, following the guiding questions listed below. The students should then examine two different online cause campaigns in small groups, using the guiding questions to kick-start discussion within their group. They can then share their research with other classmates through jigsaw grouping,¹ or informal presentations.

Guiding questions:

- + How does the organization shape its message to promote its marketing cause to its intended audience? For example, examine the use of words, visuals and audio on the organization’s website. How does it use data? How is the marketing cause promoted? What are the values and beliefs that are portrayed through the messages? What evidence is there of corporate involvement? What aspect of the cause is focused on most by the organization?
- + How has the Canadian or international media represented the organization? (Is it supportive or critical?) Build an electronic file of media stories that are for or against the organization.
- + How are the donations from the public and/or corporations used by the organization? Are there any public financial reports available?

STEP 2 – INSTRUCTIONS

Ask students to summarize their key findings about cause-marketing campaign culture in order to share their conclusions with the class. Here are some topics for them to consider in their conclusions:

- 1 Local and international community relationships (events, publicity);
- 2 Corporate support and relationships;
- 3 Research and funding issues;
- 4 Reliability of organization’s use of data and sources.

¹ For a discussion of this technique, see jigsaw.org and jigsaw.org/overview.htm.



ACTIVITY 2

An introductory look at Pink Ribbon campaigns: The goal of this activity is to provide further context for viewing.

Learning objectives: To reinforce close viewing; to reinforce understanding of cause marketing; to practise critical thinking about the ethical implications of corporate-sponsored causes; to begin to understand the language, purpose and effects of the Pink Ribbon campaign.

Suggested classroom time: 3 days

STEP 1 – INSTRUCTIONS

The teacher may choose to use one or more instructional strategies for this activity. Think/Pair/Share, mind mapping or KWL² would work well to engage students in discussion about Pink Ribbon cause campaigns. Students should address the following guiding questions to test their current knowledge about breast cancer cause-marketing campaigns.

Guiding questions:

- + What is the purpose of an effective and reliable cause campaign?
- + How should it communicate effectively to its target audience through its websites and events?
- + What knowledge do students already have about breast cancer campaigns, the way they communicate, represent themselves, and the way the media represents them?
- + What colours and language do breast cancer campaigns typically use?
- + What issues exist, in the minds of the students, surrounding Pink Ribbon campaigns? What are their own preconceived notions about the Pink Ribbon?
- + What do they expect to see in a Pink Ribbon campaign based on their research of other cause-marketing campaigns?
- + What do they know about fundraising for breast cancer and product sales of Pink Ribbon products?
- + What level of accountability should the public expect from the organization behind the Pink Ribbon campaign?

STEP 2 – INSTRUCTIONS

Have each of the students analyze Pink Ribbon breast cancer cause-marketing websites in small groups, using the guiding questions below.

Guiding questions:

- + Describe the mood of the website: is it happy, upbeat, serious, etc.?
- + What are the dominant words and images used on the website?

- + What level of corporate involvement is visible on the website through logos, products, promotions?
- + What message does the website convey to them?
- + Is the emphasis on a cure for breast cancer, finding the cause of breast cancer or prevention education?

STEP 3 – INSTRUCTIONS

Each group should prepare to present their findings to the class. They may wish to use a chart to compare aspects from different websites. Have your students reflect on the following questions to prepare their final conclusions for this section.

Guiding questions:

- + Do the individual campaigns appear to be more focused on cure, on cause, on marketing or on image? Explain your point of view with examples.
- + Which campaigns seem most reliable in terms of data on the website and most transparent about the allocation of the funds that they raise from Pink Ribbon campaigns?
- + Which campaigns seem the most effective or ineffective? Please state why.
- + How do these campaigns compare with the cause-marketing campaigns you reviewed in Activity 1?

STEP 4 – INSTRUCTIONS

It is also interesting for students to gain different perspectives by examining alternative websites of groups that oppose mainstream approaches or upbeat approaches to fighting breast cancer. Using the same guiding questions as above, students can record their impressions in a response journal. Later, they can come together in groups to discuss the vast range of perspectives that exist within the breast cancer community. They may wish to use graphic organizers like Venn or fishbone diagrams to chart their findings.

Guiding questions:

- + Describe the mood of the website: is it happy, upbeat, serious, etc.?
- + What are the dominant words and images used on the website?
- + What level of corporate involvement is visible on the website through logos, products, promotions?
- + What message does the website convey to them?
- + Is the emphasis on a cure for breast cancer, on finding the cause of breast cancer or on prevention education, or does the website address other issues?

² Instructional strategies online, olc.spsd.sk.ca/de/pd/instr/index.html.



ACTIVITY 3

Deep viewing of *Pink Ribbons, Inc.*: The goal of this activity is to deconstruct and draw conclusions about the Pink Ribbon and cause-marketing campaigns.

Learning objectives: To analyze the techniques and messages of the film; to begin to consolidate personal perspectives on the issues.

Suggested class time: 2–4 hours

STEP 1 – INSTRUCTIONS

The teacher models a “deep viewing” of the first 15 minutes of the film, pausing frequently to discuss the film, while the students take notes with charts or checklists. They should think about: visual editing and film production techniques; use of music and sound; shaping of argument; and lines of reasoning. For example, note the contrasts between upbeat images and sombre music, and the strategic use of activists’ voices.

Reflection log

Have each student keep a reflection log. Pause the film frequently and have them write for 10 minutes, responding to what they have seen and heard. Ask them to think about how they feel about the issue so far (curious, angry, skeptical?) and what they feel they need to know. Students will keep this journal throughout the viewing process.

Another suggestion is to have the students track selected interview subjects featured in the film and what that person states about:

- + tone and message of Pink Ribbon campaigns
- + corporations
- + research and funding
- + chemicals and the environment
- + fast-food industries
- + drug industries
- + research and funding

Guiding questions:

- + Does the campaign reflect the reality of the disease?
- + Does the campaign truly educate the public about the facts of the disease?
- + Have corporate partnerships turned the disease into a marketed product?
- + What is pinkwashing? How can you find out if a company is pinkwashing? Cite some examples mentioned in the film.

STEP 2 – INSTRUCTIONS

Students should form small groups to spend time consolidating their thinking about what they have learned through the process of “deep viewing” in order to fill in the chart below. They can fill in the chart together as a group or they can fill it in individually following the group discussion.

The chart below illustrates sample lines of reasoning. Note that it is important to allow students to draw their own conclusions. They should use their response logs, and the notes that they formulated in their groups, to help them structure their statements for the chart.

| IN THIS FILM... I SEE/HEAR | IT MEANS | I ASK | AND SO |
|--|--|---|---|
| Example: The filmmaker uses powerful strategies to hook the emotions of the viewer | Emotion is effective in persuading an audience | Then what part does emotion play in Pink Ribbon campaign advertising, and advertising in general? | Perhaps the cosmetics industry has not been widely criticized in its use of chemicals because the image it creates for itself through advertising is very seductive |
| Example: The filmmaker uses powerful strategies to hook the emotions of the viewer | Emotion is effective in persuading an audience | How can an individual separate truth from a biased perspective? | Researching the facts, and debate and discussion, can help the public understand key issues |



ACTIVITY 4

Post-viewing activities: The goal of this activity is to apply knowledge and experience in a real-world context.

The following post-viewing activities are intended to extend student knowledge through hands-on learning.

Learning objectives: To effect change in the real world; to deepen understanding of the complex issues of breast cancer research, funding, campaigning, cause marketing; to consolidate media literacy skills through production.

Classroom time: 1 week

STEP 1 – INSTRUCTIONS

Have the students select a project from the list provided below. They can work in groups or individually to prepare the projects. They should keep all the elements of their project in an electronic portfolio if possible.

Suggested projects:

1 What's in a Pink Ribbon? Examine the history and meanings of the Pink Ribbon, and compare it to logos of alternative breast cancer sites, as well as other disease cause-marketing campaigns. Examine the history of the colour pink in advertising and popular culture.

Activity

Design an alternative symbol for breast cancer awareness. Explain your design choices and purpose in light of your research.

2 Breasts and the Media: How has the media shaped and represented the meaning of breasts? Contrast the authentic function and meaning of breasts (nourishment) with that of popular culture (sexuality).

How might these cultural meanings be reflected in the different ways that breast cancer campaigns are constructed and conducted? How do you see Samantha King's comment about the "tyranny of cheerfulness" reflected in the images and language of the campaigns? What language do they employ to talk about the disease? What images? What do they include and omit? (Do you ever see an image of a breast on the websites?)

Activity

Design an alternative image for a "pink" breast cancer awareness organization (either an existing or hypothetical one), in the form of a home page, a brochure, a button or other. Include data on breast cancer. Consider catchphrases, slogans, colour and images.

3 Cosmetics Industry Disconnect: How are cosmetics advertised? Examine pertinent elements such as stereotypes, digital manipulation, language, standards of beauty, colour and editing. Investigate the reality behind the glossy industry image (industry laws, toxicity of products, testing, protection of test results). Optional: Compare cosmetic industry ads (particularly those of Estée Lauder and Avon) to advertising strategies in the breast cancer fundraising community.

Activity

Design an ad (video, podcast, print) that persuades a specific audience to question cosmetics ads and think critically about consumption of cosmetics. Include a slogan.

Create the ad. Share it with your school. Put it online. Tweet the site.

4 Channel the Anger: Research the critical voices that question the purpose, strategies and effect of the mainstream Pink Ribbon campaigns. What are they doing to change the public's perception and choices regarding breast cancer fundraising and research? How might a person become involved in such an organization?

Activity

Choose one of the organizations online and carry out an action, e.g., volunteering; signing a petition; writing a letter; initiating a local petition on behalf of the organization; participating in a webinar; making phone calls (if appropriate).

Set up a booth, in school or in a local community centre, informing students about the issues raised in the film. Use knowledge of advertising and promotion to design the booth and an informational brochure.

5 Marketing the Cause: Research cause marketing. How should a consumer think about the contradiction between a corporation's "bottom line" (profit motive) and its support of funding to combat a horrible disease? Develop topics you would like to discuss with businesses and campaigners, such as the ethics of taking money from a business whose products might pose a risk to the public.

Activity

Invite representatives from a local cause campaign, and from a local business engaged in cause marketing, to speak to the class about their roles. Organize a question-and-answer period to follow.

Engage in a formal class debate afterward about the pros and cons of the issue.

6 Culture Jam: Examine "culture jamming" and the history of the protest movement, particularly regarding breast cancer research (see adbusters.org).

Brainstorm some appropriate and effective culture-jamming actions:

Activity

Design and produce a button or brochure that "jams" pink ribbon culture and raises questions about the cosmetics industry's connections as well as the allocation of funds. Distribute in your school, and record and discuss the feedback.

Produce a 30-second video that parodies corporate involvement in disease campaigns and provokes thinking about the organizations' ethical responsibilities to the public and the environment. Show it in your school and record and discuss the feedback.

STEP 2 – INSTRUCTIONS

Following the completion of their projects, the students will present their work to the class or, if appropriate, post on a video-sharing site and share through social media. During each presentation, the students should use their response journals to comment on the power of the work presented by their classmates and reflect on their learning over the past week.



GLOSSARY

AstraZeneca – a global biopharmaceutical company that provides medicine for some of the world’s most serious diseases.

Avon – the world’s leading direct seller of beauty and related products, with a global annual turnover of \$11 billion, marketing to women in over 100 countries. Avon’s product line includes beauty products, fashion jewellery and apparel, and features such well-recognized brand names as Avon Color, Anew, Skin-So-Soft, Advance Techniques, Footworks, Avon Naturals and Mark.

Biology – a natural science concerned with the study of life and living organisms, including their structure, function, growth, origin, evolution and distribution.

Biopsy – the surgical removal and microscopic examination of tissue to see if cancer cells are present. The removal and examination of tissue, cells or fluids from the living body.

Breast cancer – a type of cancer originating in breast tissue. Worldwide, breast cancer accounts for 22.9% of all cancers (excluding non-melanoma skin cancers) in women.

Breast Cancer Awareness Month – takes place annually, in October, to increase awareness about breast cancer and to raise money for research.

Breast cancer culture – the activities, attitudes and values that surround and shape the fight against breast cancer in public. The dominant values are selflessness, cheerfulness, unity and optimism.

Cancer activism – has become a fixture in the United States, where fundraising events are abundant and government financing of research into the disease has skyrocketed.

Cancer risk clinics – clinics that act in studying cancer, some providing aid to cancer patients, survivors, etc.

Capitalism – an economic system that is based on private ownership of the means of production and the creation of goods or services for profit.

Cause – a person or thing that acts, happens or exists in such a way that some specific thing happens as a result; the producer of an effect.

Cause marketing – refers to a type of marketing involving the cooperative efforts of a “for profit” business and a non-profit organization for mutual benefit. The term is sometimes used more broadly and generally to refer to any type of marketing effort for social and other charitable causes, including in-house marketing efforts by non-profit organizations. Cause marketing differs from corporate giving (philanthropy), as the latter generally involves a specific donation that is tax-deductible, while cause marketing is a marketing relationship not necessarily based on a donation.

Cell – the basic structural and functional unit of all known living organisms. It is the smallest unit of life that is classified as a living thing, and is often called the building block of life.

Chemical – a form of matter that has constant composition and characteristic properties. Can be in solid, liquid or gas form.

Chemical industry – composed of the companies that produce industrial chemicals, converting raw materials (oil, natural gas, air, water, metals and minerals) into more than 70,000 different products worldwide.

Chemotherapy – the treatment of cancer with an antineoplastic drug or with a combination of such drugs into a standardized treatment regimen.

Cingenta – a pesticide production company.

Convenient sample – a sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher, disregarding the proper representation of an entire population.

Corporate philanthropy – charitable donations of money and resources given by corporations to non-profit organizations.

Cosmetics – in the U.S., the Food and Drug Administration (FDA), which regulates cosmetics, defines them as “intended to be applied to the human body for cleansing, beautifying, promoting attractiveness, or altering the appearance without affecting the body’s structure or functions.”

Cure – the state of being healed, the end of a medical condition; the substance or procedure that ends the medical condition.

Diagnosis – the identification of the nature and cause of anything, used to determine cause-and-effect relationships.

Diplomacy – the art and practice of conducting negotiations between representatives of groups or countries, the conduct of relations with regard to issues of peacemaking, trade, war, economics, culture, environment, health and human rights.

Early detection – the act of discovering a disorder or disease before it has fully developed.

E-mail-based campaign – involving individuals who write e-mails to companies to spur change.

Energy industry – the totality of all of the industries involved in the production and sale of energy, including fuel extraction, manufacturing, refining and distribution. Modern society consumes large amounts of fuel, and the energy industry is a crucial part of the infrastructure and maintenance of society in almost all countries.

Environmental justice groups – organizations participating in a social movement in North America whose focus is on the fair distribution of environmental benefits and burdens, based on theories of the environment, justice, environmental law and governance, environmental policy and planning, development, sustainability and political ecology.

Epidemic – a widespread occurrence of an infectious disease in a community at a particular time.

Estée Lauder – the first cosmetics company to use the pink ribbon as a symbol for breast cancer awareness.

Estrogen – the primary female sex hormone.

Etiology – the study of causation, or origination.



Federal standards – standards for products and services that are regulated at a nationwide level.

Focus groups – a form of research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes toward a product, service, concept, advertisement or idea. Questions are asked in an interactive group setting where participants are free to talk with other group members.

Ford Motor Company – has been active in the fight against breast cancer since 1993, with 100% of the net proceeds from all Ford Warriors in Pink merchandise sales donated to a range of charities.

Formaldehyde – a gas (at room temperature) that is known to be a human carcinogen and has a pungent odour.

Globalization of the breast cancer movement – producing the culture of breast cancer risk perceptions, taking problematic messaging and spreading it throughout the world.

Grassroots movement – often found at the local level and volunteer-run, driven by the politics of a community. The term implies that the creation of the movement and the groups supporting it is natural and spontaneous, which highlights the differences between it and a movement that is orchestrated by traditional power structures.

Growth hormones – hormones that stimulate growth, cell reproduction and regeneration in humans and other animals; often used in farming production, and have been linked to causing cancer.

Hypocrisy – the state of promoting or administering moral principles, religious beliefs or standards that one does not actually have or is guilty of violating; considered a lie or contradictory behaviour.

Infrastructure – organizational structures needed for the operation of a society or enterprise, including the services and facilities necessary for an economy to function.

Ingestion – the consumption of a substance by an organism.

IV League – a breast cancer support group in Austin, Texas, for women with metastatic breast cancer. They meet on a regular basis and help each other cope with the rigours of the disease and the realities of dying.

Lead – a chemical element in the carbon group, counted as one of the heavy metals. Excessive levels of lead are poisonous to human beings, as they can damage the nervous system and cause brain and blood disorders.

Lumpectomy – a surgical operation in which a lump is removed from the breast.

Mammography – the process of using low-energy X-rays to examine the human breast, used as a diagnostic and screening tool. The goal of mammography is the early detection of breast cancer.

Mastectomy – the surgical removal of one or both breasts, partially or completely, usually done to treat breast cancer.

Metastasis – the spread of a disease from one organ or part to another non-adjacent organ or part.

Militaristic metaphors – cancer is often portrayed and discussed through the use of military metaphors: as a “battle,” “fight” or “struggle.”

Misinformation – false or inaccurate information that is spread unintentionally.

Mitosis – a medical term referring to a process whereby a single cell is converted from a normal cell to a cancerous cell.

Mortality – the condition of being mortal, or susceptible to death.

Mythology – a sacred narrative usually explaining how the world or humankind came to be in its present form; often used to convey idealized experience, to establish behavioural models, and to teach.

Non-profit organization – an organization that uses surplus revenues to achieve its goals rather than distributing them as profit or dividends.

Oncology – the study and medical treatment of tumours.

Outcomes research – research that investigates the outcomes of health-care practices. It has been defined as the study of the results of health services, taking patients’ experiences, preferences and values into account. It aims to provide scientific evidence relating to decisions made by all who participate in health care.

Palliative care – an area of health care that focuses on relieving and preventing the suffering of terminally ill patients.

Pathology report – a medical test detailing, in the case of breast cancer patients, the health of the patient’s breasts.

Petroleum – a chemical substance found in a variety of cosmetic and personal care products that is suspected of being a carcinogen. Long-term damage to health and side effects from impurities in the manufacturing process are suggested to be cancer-causing.

Pinkwasher – a company or organization that claims to care about breast cancer by promoting a pink ribbon product, but at the same time produces, manufactures and/or sells products that are linked to the disease.³

Pinkwashing – Breast Cancer Action coined the term pinkwashing as part of their Think Before You Pink campaign.⁴

Planned Parenthood – a non-profit organization providing reproductive health and maternal and child health services.

The Plastics Focus Group – a support group composed of a handful of women who worked in the automotive plastics industry, moulding car parts for the Big Three.

Precautionary principles – used when taking action against suspected risks.

Prevention – measures taken to prevent disease or injury rather than curing them or treating their symptoms after the fact.

Prognosis – a medical term for predicting the likely outcome of an illness.

Radiation – the medical use of ionizing radiation, generally as part of cancer treatment to control or kill malignant cells. Radiation therapy may be curative in a number of types of cancer if they are localized to one area of the body.

³ thinkbeforeyoupink.org

⁴ thinkbeforeyoupink.org



Radiologist – a medical professional who employs imaging to both diagnose and treat disease visualized within the human body.

Remission – the state of absence of disease activity in patients with a chronic illness, with the possibility of return of disease activity.

Research – creative work undertaken systematically to increase the stock of knowledge, including knowledge of humanity, culture and society.

Revlon Walk – The Revlon Run/Walk is held in New York City and Los Angeles to benefit women’s cancer charities. The event features a five-kilometre (three-mile) course that can be run or walked, plus a Health Expo. Celebrities often attend. The aim is to raise awareness and critical funds for women’s cancer research, counselling and outreach programs.

Risk factor – a variable associated with an increased risk of disease or infection.

Saturation point – the stage beyond which no more of something can be absorbed or accepted, often relating to consumerism, advertising and media.

“Slash, burn and poison” – a remark used in the film referring to the medical treatment of cancer, where doctors operate on, sanitize and medicate the cancerous area; it is considered a crude way of dealing with a disease.

Stage One breast cancer – invasive breast cancer; cancer cells are breaking through to or invading normal surrounding breast tissue.

Stage Two breast cancer – invasive breast cancer in which no tumour can be found in the breast, but cancer cells are found in the lymph nodes under the arm; or a breast tumour measures two centimetres or less and has spread to the axillary lymph nodes; or a breast tumour is larger than two centimetres but not larger than five centimetres and has not spread to the axillary lymph nodes.

Stage Three breast cancer – invasive breast cancer in which the cancer may be any size and has spread to the chest wall and/or skin of the breast; or no tumour is found, but cancer is found in axillary lymph nodes, which are clumped together or sticking to other structures; or cancer may have spread to lymph nodes near the breastbone.

Stage Four breast cancer – the most advanced stage of invasive breast cancer, when cancer has spread beyond the breast and nearby lymph nodes to other organs of the body, such as the lungs, distant lymph nodes, skin, bones, liver or brain.

Survivorship – the state or membership of being a survivor.

Tomoxifen – is currently used for the treatment of both early and advanced estrogen-receptor-positive breast cancer in pre- and post-menopausal women. It is also approved by the FDA for the prevention of breast cancer in women at high risk of developing the disease.

Toxin – a poisonous substance introduced to or produced within living cells or organisms.

Uncoordinated spending – results in the overlap of studies and gaps in research by philanthropists and organizations that are not in proper communication with one another.

Virus – a small infectious agent that can replicate only inside the living cells of an organism.

Yoplait – a brand of yogurt produced by a company owned by General Mills, which participates in the annual program “Save Lids to Save Lives,” which raises money for breast cancer research in the United States. Yoplait donates 10 cents per pink foil lid that is mailed to the company, but they state in fine print on all promotional materials that their donations will be capped at \$2,000,000 per year. This money is donated to the Susan G. Komen Breast Cancer Foundation.

SOURCE LIST

Canadian Cancer Society:
cancer.org

Canadian Encyclopedia

Educational website:
pink4chee.org/education

Merriam-Webster English Dictionary:
merriam-webster.com

North American Association of Central Cancer Registries:
naaccr.org

Online encyclopedia:
wikipedia.ca

Online reference:
dictionary.reference.com

Oxford English Dictionary

Statistics and resources:
worldwidebreastcancer.com/learn



ADDITIONAL RESOURCES

TEACHING STRATEGIES

Beyond Monet: The Artful Science of Instructional Integration: bcatml.org/POT/beyondmonet.pdf

Jigsaw grouping: jigsaw.org

Media Prism: breakoutonline.ca/images/action/breakout-appendix%2002.pdf

ARTICLES

Cause marketing:
nytimes.com/1996/12/22/magazine/charity-begins-at-the-marketing-meeting-the-gala-event-the-product-tie-in.html?pagewanted=all&src=pm

Maclean's interview with Samantha King:
macleans.ca/culture/books/article.jsp?content=20061009_134235_134235

Richard Eskow critical article:
huffingtonpost.com/rj-eskow/the-real-komen-lesson-cha_b_1260407.html

Speech by Jane Houlihan, Environmental Working Group:
ewg.org/node/26545

ACTIVISM

Adbusters:
adbusters.org

Breast Cancer Action:
bcaction.org

Milking Cancer:
thinkbeforeyoupink.org/?page_id=2

Skin Deep Cosmetics Database:
ewg.org/skindeep

Cause Marketing:
causemarketingforum.com/site/c.bkLUKcOTLkK4E/b.6381267/k.BEDB/Home.htm
(Halo Awards)

CAUSE CAMPAIGNS

Breast cancer:

nationalbreastcancer.org

rubanrose.org/fr

cbcf.org/Pages/default.aspx

esteelauder.com/pinkribbon/index.tmpl

pinkribbon.org

pinkribbon.com

ww5.komen.org

pinkribbons.org

pinkribbonfoundation.org.uk

bcaction.org

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cancer.ca/Ontario.aspx?sc_lang=en

CREDITS

This guide was produced by NFB Education. It was principally written by Carol Arcus, with the collaboration of NFB Education team members Tey Cottingham and Ashley Catania. Carol Arcus taught high school media for 18 years, helped write and revise the media strand for the Ministry of Ontario, and has taught Additional Qualifications media courses to teachers. She is currently Vice President of Ontario's Association for Media Literacy.



PROVINCIAL CURRICULUM MATRIX

| PROVINCE | SUBJECT | RELEVANT SECONDARY COURSES | RELEVANT SECONDARY KEY EXPECTATIONS AND OUTCOMES (SUMMARIZED) | PINK RIBBONS, INC. LEARNING OUTCOMES AND ACTIVITIES |
|----------|---------------------------|--|---|---|
| Alberta | Life Management & Careers | Career and Life Management, Grades 10–12 | Be an informed consumer on health issues and choices | <ul style="list-style-type: none"> + Develop a sense of personal empowerment as active, informed citizen consumers + Explain societal media issues, particularly with respect to ethics and social justice + Investigate the status of cancer research and funding |
| Alberta | Language Arts | English Language Arts 10–12 | <p>Understand the effectiveness of texts to invoke response</p> <p>Identify persuasive techniques</p> <p>Assess the accuracy of texts; identify biases; evaluate sources</p> <p>Identify and assess the ideas, information and underlying assumptions in texts</p> <p>Form positions in relationship to text</p> <p>Describe relationship between text and audience, and influence of texts on group values and behaviours</p> <p>Understand how cultural contexts and values influence content</p> <p>Understand influence of audience on text creators</p> <p>Analyze and evaluate how text creators influence own and others' understandings, attitudes</p> <p>Identify vested interests of text creators</p> <p>Establish a focus for text creation</p> <p>Adapt strategies to suit content and purpose</p> | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Develop an understanding of the impact of corporate ownership and control on media messages + Understand how and why organizations react to, identify and assess target audiences + Explain societal media issues, particularly with respect to ethics and social justice + Design and create a media text + Reflect on their growth as media interpreters and creators |
| Alberta | Information Technology | Information and Communication Technology 11–12 | <p>Critically assess the authenticity of information</p> <p>Identify techniques used by the media to influence an audience and the meaning of the content</p> | <ul style="list-style-type: none"> + Develop an understanding of the impact of corporate ownership and control on media messages + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Locate, and evaluate the credibility of, sources and information |
| Alberta | Social Studies | Social Studies 4–12 | <p>Evaluate validity of various points of view in the media</p> <p>Understand how the media are used to disseminate policies and ideas</p> | <ul style="list-style-type: none"> + Locate, and evaluate the credibility of, sources and information + Develop an understanding of the impact of corporate ownership and control on media messages + Examine popular cause campaigns |
| B.C. | Language Arts | English Language Arts 8–10 | <p>Understand and analyze the role of mass media in society</p> <p>Create media messages</p> | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Design and create a media text |



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| British Columbia | Language Arts | English Language Arts 11–12 | <p>Examine, and evaluate critically, content and audience</p> <p>Analyze cultural, racial and gender roles and stereotyping</p> <p>Communicate effectively using media</p> <p>Select information and expand their knowledge base</p> | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Design and create a media text + Locate, and evaluate the credibility of, sources and information |
| British Columbia | Information Technology | Information Technology, Grades 8–12 | <p>Understand impact of technology in society, as well as the ethical use of information</p> <p>Become discerning users of mass media</p> <p>Assess sources for bias and context</p> | <ul style="list-style-type: none"> + Develop an understanding of the impact of corporate ownership and control on media messages + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Locate, and evaluate the credibility of, sources and information + Explain societal media issues, particularly with respect to ethics and social justice |
| Manitoba | Language Arts | English Language Arts Senior 1–4 | <p>Understand forms and techniques of media texts</p> <p>Identify factors in media texts that affect meaning and convey emotion, such as cultural values</p> <p>Evaluate how symbols are used to represent abstract ideas</p> <p>Evaluate reliability and credibility of various perspectives</p> <p>Analyze distinctions between fact, opinion and bias</p> <p>Identify how media texts define personal experiences in communities</p> <p>Analyze ways that social experiences shape personal responses to media texts</p> <p>Create original texts</p> | <ul style="list-style-type: none"> + Develop an understanding of the impact of corporate ownership and control on media messages + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Explain societal media issues, particularly with respect to ethics and social justice + Examine the power of the ribbon symbol + Understand how and why organizations react to, identify and assess target audiences + Design and create a media text |
| Manitoba | Arts | Visual Arts 5–8 | <p>Become more deeply aware of culture and create a context for media images</p> | <ul style="list-style-type: none"> + Design and create a media text + Explain societal media issues, particularly with respect to ethics and social justice + Examine the power of the ribbon symbol |
| Manitoba | Global Issues | Global Issues 12 | <p>Discuss the relationship between media control, power and profit</p> | <ul style="list-style-type: none"> + Develop an understanding of the impact of corporate ownership and control on media messages |
| Manitoba | Social Studies | Social Studies 4–12 | <p>Develop a sense of personal empowerment as active democratic citizens</p> | <ul style="list-style-type: none"> + Develop a sense of personal empowerment as active, informed citizen consumers + Design and create a media text |

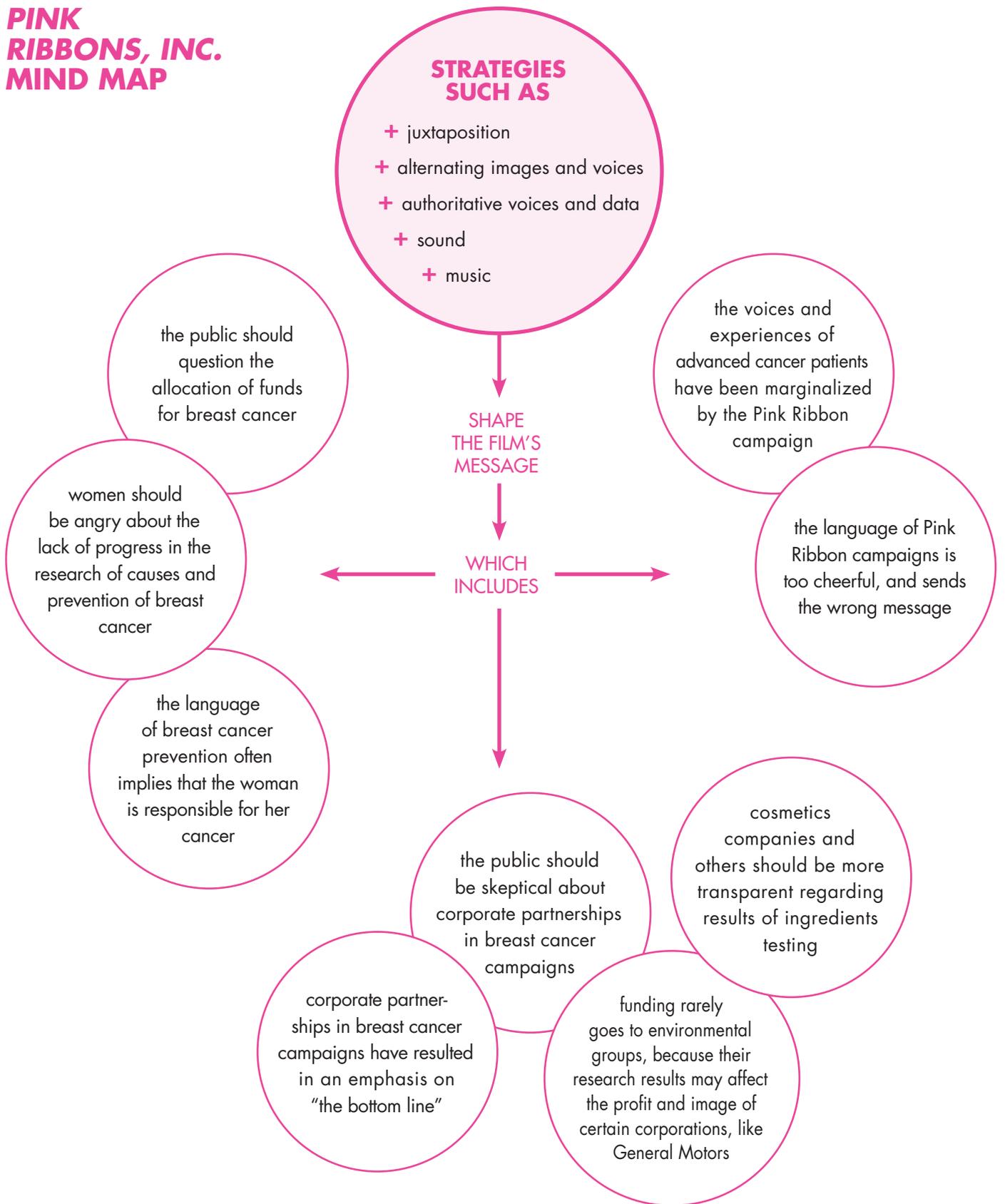
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| Saskatchewan | Language Arts | English Language Arts 10–12 | Identify audiences, purposes, messages and specific techniques and conventions Identify specific persuasive techniques Respond to and evaluate information and ideas critically Distinguish between emotional appeal and reasoned argument | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Examine cause campaigns + Locate, and evaluate the credibility of, sources and information |
| Saskatchewan | Media Literacy | Media Studies 20 | Recognize codes, forms and conventions and the way they shape messages and convey meaning Analyze and evaluate the intents and underlying values of media Recognize the role and power of advertising in the mass media Design and create a media text | <ul style="list-style-type: none"> + Develop an understanding of the impact of corporate ownership and control on media messages + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Explain societal media issues, particularly with respect to ethics and social justice + Examine the power of the ribbon symbol + Design and create a media text |
| Saskatchewan | Health | Wellness Grade 10 | Identify and understand persuasion and propaganda techniques | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Develop an understanding of the impact of corporate ownership and control on media messages + Examine the power of the ribbon symbol |
| Saskatchewan | Social Studies | Psychology 20 | Understand the influence of media on our thoughts, feelings and behaviours, as well as on society and cultural values | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Explain societal media issues, particularly with respect to ethics and social justice |
| Atlantic Provinces | Language Arts | English Language Arts 10–12 | Assess ideas, information and language, synthesizing and applying meaning from diverse perspectives Interpret ambiguities in texts Reflect on own responses to media texts, considering own and others' social contexts | <ul style="list-style-type: none"> + Locate, and evaluate the credibility of, sources and information + Examine a variety of cause campaigns + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences |
| Atlantic Provinces | Social Studies | Social Studies 10–12 | Analyze group, institutional and individual influence on people and society Examine how advertisers and propagandists promote their interests | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Develop an understanding of the impact of corporate ownership and control on media messages + Explain societal media issues, particularly with respect to ethics and social justice |

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| Northwest Territories (see Alberta for Grades 10–12) | Language Arts | English Language Arts 9 | Evaluate the relationship between forms, audiences and purpose Evaluate media techniques and elements Evaluate reliability of, and perspectives and biases in, media texts Recognize that some perspectives may be missing from media texts | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Locate, and evaluate the credibility of, sources and information + Examine biases in various cause campaigns |
| Ontario | Arts | Media Arts 10–11; 11 University/College prep; 12 University/College prep; 12 Workplace | Identify and analyze ways media can influence societal values Use critical analysis to deconstruct, interpret and assess Explain ethical and legal media issues, particularly with respect to social justice Analyze how media artworks can serve as a catalyst for societal values | <ul style="list-style-type: none"> + Explain societal media issues, particularly with respect to ethics and social justice + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Design and create a media text |
| | Arts | Visual Arts 11; University/College prep; 12 University/College prep; 12 Workplace | Analyze the function and social impact of media Explain how media can influence individual and community values | <ul style="list-style-type: none"> + Explain societal media issues, particularly with respect to ethics and social justice + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Develop an understanding of the impact of corporate ownership and control on media messages |
| | History | Canadian and World Studies 9–10; 11/12 | Evaluate the credibility of sources and information | <ul style="list-style-type: none"> + Locate, and evaluate the credibility of, sources and information |
| | Civics | Civics 10 | Research questions and issues of civic importance Understand the various ways decisions are made and conflicts resolved in matters of civic importance, and the ways individual citizens participate in these processes Understand responsibilities as citizens by applying skills related to purposeful and active citizenship | <ul style="list-style-type: none"> + Research cause campaigns and corporate influence + Explain societal media issues, particularly with respect to ethics and social justice + Develop an understanding of the impact of corporate ownership and control on media messages + Develop a sense of personal empowerment as active, informed citizen consumers |
| | History | Canadian History 10 Applied; 11 Open; History 10 Academic | Distinguish between fact, opinion and inference in texts Identify different viewpoints and explicit biases | <ul style="list-style-type: none"> + Locate, and evaluate the credibility of, sources and information + Examine several cause campaigns + Examine differing viewpoints in <i>Pink Ribbons, Inc.</i> |

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| | Language Arts | English 9–12 (Applied and Academic) | <p>Understand and critically interpret how media texts are constructed and why they are produced—particularly the use and significance of conventions and techniques</p> <p>Differentiate between fact and opinion</p> <p>Evaluate the credibility of sources; recognize bias; be attuned to discriminatory portrayals</p> <p>View, analyze and discuss media texts, and relate to own experience</p> <p>Understand the roles of the viewer and the producer</p> | <ul style="list-style-type: none"> + Explain societal media issues, particularly with respect to ethics and social justice + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Develop an understanding of the impact of corporate ownership and control on media messages + Locate, and evaluate the credibility of, sources and information |
| | Media Studies | Media Studies Grade 11 | <p>Analyze the forms and messages of a variety of media works and audience responses to them, and create their own media works</p> <p>Identify codes, conventions and techniques, and explain how they create meaning</p> <p>Analyze and critique media representations of people, issues, values and behaviours</p> <p>Understand and analyze the ways creators of media texts target and attract audiences</p> <p>Understand the impact of ownership and control on access, choice and range of expression</p> <p>Understand their own growth as media consumers, analysts and producers</p> <p>Create media texts for different audiences and purposes, using forms, codes, conventions and techniques</p> | <ul style="list-style-type: none"> + Explain societal media issues, particularly with respect to ethics and social justice + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Develop an understanding of the impact of corporate ownership and control on media messages + Design and create a media text + Reflect on their growth as media interpreters and creators |
| | Language Arts | English as a Second Language (A–E) | <p>Evaluate media messages critically</p> <p>Understand how media texts are constructed and aimed at specific audiences</p> | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences |
| | Health | Health for Life 11 | <p>Analyze the value of health information</p> <p>Analyze how the environment influences the health of the community</p> | <ul style="list-style-type: none"> + Explain societal media issues, particularly with respect to ethics and social justice + Examine the validity of breast cancer information through certain campaigns + Examine the truths behind the pink ribbon image |
| | Social Studies | Social Sciences and the Humanities | <p>Understand how to formulate appropriate questions, differentiate between evidence and opinion, recognize bias</p> | <ul style="list-style-type: none"> + Locate, and evaluate the credibility of, sources and information + Develop a sense of personal empowerment as active, informed citizen consumers |
| | Technology Studies | Technological Education 9–12 | <p>Locate information relevant to solving problems and addressing challenges from a variety of sources</p> | <ul style="list-style-type: none"> + Locate, and evaluate the credibility of, sources and information |

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| Quebec | Language Arts | English Language Arts 7–9 | <p>Understand how, why and by whom media texts are constructed and the impact on the meaning(s) and message(s) that audiences derive from them</p> <p>Understand how social purpose(s) and function(s) are introduced in media texts</p> <p>Identify connections made by producers between media texts</p> | <ul style="list-style-type: none"> + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences + Explain societal media issues, particularly with respect to ethics and social justice |
| | Language Arts | 10–11 | <p>Be actively involved in both reading and producing media texts that respect individual and collective rights</p> <p>Investigate, in a critical and proactive manner, consumerism and advertising</p> <p>Produce a balance of spoken, written and media texts</p> <p>Understand and analyze inherent social messages and meanings in media texts</p> <p>Understand and analyze codes and conventions that construct meanings and messages</p> | <ul style="list-style-type: none"> + Explain societal media issues, particularly with respect to ethics and social justice + Develop a sense of personal empowerment as active, informed citizen consumers + Design and create a media text + Develop an understanding of the impact of corporate ownership and control on media messages + Develop an understanding of the way film techniques and strategies (including omission and inclusion) shape messages and meanings for specific audiences |
| Yukon (see British Columbia English Language Arts curriculum) | | | | |

PINK RIBBONS, INC. MIND MAP



MEDIA PRISM FRAMEWORK FOR ANALYSIS

(ADAPTED FROM THE SCOTTISH FILM COUNCIL)

