

# **Bullying and Violence Prevention: Marvin**

## **Lesson Title: Fairy Tale Expectations**

### **Grade Level: High School**



#### **Project and Purpose**

Students discuss and write original pieces to demonstrate their understanding the components of a quality loving relationship.

#### **Essential Question**

What makes for a loving relationship in real life?

#### **Notes**

This lesson could be conducted over the course of two class periods.

#### **Materials**

- Writing Utensils
- Computers if available

#### **Procedure**

1. Review with students that from the video we learned that Marvin was harassed because of his sexual orientation. The simple facts that he is attracted to people of the same gender and that romantic love for Marvin looks different than it does in popular culture and most Hollywood movies led to years of being bullied physically and verbally as well as emotionally harassed. The harassment that Marvin endured took a toll on his self-image: "It really starts to mess with your mind. You start believing all the things they're calling you, you believe that your less of a human, and you believe that you're not worth living."
2. Ask students to reflect upon the question: To what extent do Hollywood movies and tabloids depict real life?
3. After a brief discussion about this question, explain that in regards to love, Hollywood depictions of love can quite often do us a disservice. They can give a false image of what healthy romantic love looks like in real life and push us to develop fairy tale expectations for romantic love.
4. Draw a Venn Diagram at the front of the room and label one circle "Hollywood Love" and the other circle "Real Love." Where the circles overlap, write "Both".
  - Brainstorm with students lists of characteristics for the three categories of the Venn Diagram

5. Ask students to think of a popular Hollywood romance – it can be in a romantic comedy film, a Hollywood romance that is reported in the tabloids, a romance depicted in a TV show, etc.
  - If you have access to a computer and projector, show students a clip of a scene from a movie, TV show, or tabloid news source as an example.
6. In pairs, ask students to decide upon a romantic scene that they are going to rewrite so that it more accurately reflects a loving relationship in real life.
  - **Note:** If you are reading a piece of literature in your class (e.g., Shakespeare) that has romantic love scenes that could be re-written to better reflect reality, you choose one passage for all student pairs to re-write in current real life vernacular.
7. After rewriting their scenes, have students perform their work for the class starting first by identifying the unrealistic Hollywood romance elements of the scene, and then performing the more realistic version.

## Conclusion

Bring students back to the central themes of this lesson and how the lesson relates to Marvin's experiences growing up as a gay youth in LA. How does having fairy tale expectations for loving relationships negatively impact us? In Marvin's case, what are some ways you think that Hollywood and fairy tale versions of love may have negatively impacted him?

## Notes

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