

Grade 5

Health Objective 2.04

Analyze how media images can influence perception of a desirable body size and shape.

Language Arts 3.04

Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.

Materials Needed:

Magazines of many different types
Video of commercial clips
Pencil
Paper
Markers, crayons, colored pencils
Glue sticks

Focus:

Go to the website for Dove's Campaign for Real Beauty, www.campaignforrealbeauty.com. Click on Dream Team Winners then select pictures of girls who have written about having low self-esteem related to their physical self. [Select girls who look as though they may be about 11 or 12 years old.] All of these girls overcame low self-esteem by having positive role models.

Ask students, *Why girls begin to have low self-esteem in upper elementary school and middle school. Do boys experience the same problems? What do they worry about?*

Teacher Input:

Ask students these questions:

- *How does media influence us as citizens?*
- *What kinds of messages does television send to viewers in its commercials?*
- *What kinds of messages do magazine ads send to readers?*

Analyzing advertisements:

Option 1

- Give students a variety of magazines from which to choose. [After making sure they are appropriate to be used by students.]
- Instruct them that they will be looking for advertisements. *Look at the advertisements you find and see if there is a particular group that the advertisement focuses on. What kinds of messages does the advertisement send?*
- Allow students about 15 minutes to look at advertisements and make notes.
- Discuss as a class to whom the advertisements are targeted and what messages are sent.

Option 2

- Have a video prepared of appropriate commercials for different age groups and various products from the television for students to view and make notes

on. What kinds of groups do the commercials target? What kinds of messages do the commercial send?

- Assign students to small groups and discuss their observations after viewing the commercials. Call on them to share their ideas with the class.

Discuss with students how media influences our perception of body image. *When we look at advertisements and commercials what kinds of people do we see for products to lose weight? What kinds of people do we see doing athletics? The media lays out a definition of the "perfect" size. What is the definition that the media gives? (tall, skinny, certain size) Is this a correct definition for the "perfect" size? Talk to students about the importance of the media in influencing our body image and self esteem. When we do not fit that definition we feel as though we need to loose weight or do something so we do fit the definition. We do not always need to believe the media when they influence us to be a certain size. When we exercise and eat healthy we are doing what we need to for our body to stay healthy. We do not need to take pills or drink a particular drink to lose weight.*

Practice & Assessment:

Option 1

1. Divide students into groups of four.
2. Give each group a piece of poster board and markers, colored pencils, or crayons.
3. The groups will be instructed to create an advertisement for an age group that will show consumers that they do not need to drink a particular drink or take a pill to stay healthy. They can improve their body image by exercising and eating healthy.
4. Give students time to work on their advertisement and presentation.
5. Have them present their advertisement to the class and vote on the most effective for persuading others to achieve a healthy weight for their size.

Option 2

Students will write a letter to one form of media encouraging them to run public service announcements for citizens to exercise more and eat healthier (instead of taking pills and drink to lose weight and become the "perfect" size). Student should talk about how the advertisements for products to lose weight influence consumers' body image of themselves.