

<i>Health</i>
5.ICR.2.5 Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.
<i>English Language Arts</i>
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Materials Needed:

- Magazines of many different types
- Video of commercial clips (See link on Haiku site under 5th Grade Lesson Plans and Materials)
- Pencil
- Paper
- Markers, crayons, colored pencils
- Glue sticks

Focus:

Ask students, *Why do 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?*

You Tube for Dove’s Campaign for Real Beauty, <https://www.youtube.com/watch?v=iYhCn0jf46U&feature=youtu.be> or click on the link in the Haiku page under 5th Grade Lesson Plans and Materials.

Explain, *This video clip shows how much a model is made up with cosmetics and how much her image is altered by Photoshop before she is considered beautiful. Ask, How do images of ideal beauty affect how young people feel about themselves?*

Statement of Objectives:

We have been studying puberty and how it affects fifth graders physically, emotionally, and socially. Today we are going to talk about how young people are affected by the media.

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:

Option 1

Divide students into groups of four.

Give each group a piece of poster board and markers, colored pencils, or crayons.

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. Give students time to work on their advertisement and presentation.

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.

Closure:

Often young people (and especially girls) receive unhealthy messages from media images. They may get the idea they are not pretty enough or skinny enough. These messages are especially hurtful if someone practices unhealthy behaviors to try to achieve a different body size or shape. Examples might be smoking, eating disorders, or over-exercise. Good health should be the primary motivation for changes in behavior, not an unrealistic image of what is beautiful.