



LESSON

# 4

## I Am Unit

Grade 8 • Ages 14-16

### TIME FRAME

Preparation: 15 minutes

Instruction: 30 minutes for steps Part 1; poster may be a multi-day project

### MATERIALS

5-10 Fashion, sports and popular magazines

Sticky notes, some for each group of three to four students

Dove "Evolution" clip (1 min 15 sec): <https://www.youtube.com/watch?v=iYhCn0jf46U>

Poster board, one for each group of three to four students

Markers & RAK Journals

[Kindness Concept Posters](#): Respect, Self-Care

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.8.1, 2; CCSS.ELA-Literacy.L.8.1;

Colorado: Comprehensive Health S.3, GLE.2, EO.a,b; Reading, Writing and Communicating S.1, GLE.1, EO.a,b; S.3, GLE.1, EO.a.i

SEL: Self-awareness, Social awareness, Self-management, Responsible decision making

[Learning standards key](#)

## Messages in the Media

Students will explore how the media alters images to send us unrealistic messages and create their own positive message posters to counter those messages.

### Lesson Background for Teachers

5th Grade Unit: What Influences Us – Specifically, Media Influence Lesson

This lesson builds on previous lessons in this unit.

### Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**RESPECT** Treating people, places, and things with kindness.

**SELF-CARE** Taking care of yourself through kind words, actions and thoughts.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Collecting positive body image words and phrases in their small groups before creating their slogans.
- Using a graphic organizer to create a shared definition of what all positive slogans or images would be.

### Resources

Adapted from: <http://learningtogive.org/lessons/unit409/lesson3.html>.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



## Share (3 mins)

Tell the person next to you about your favorite advertisement.

## Inspire

### What is Beauty (10 mins)

We have been talking about how our families and our heritage influence us. Now we are going to discuss media and popular culture can impact us as well.

Divide students into groups of three or four. Have groups brainstorm and then write a list of what clothes and styles are popular (e.g., long hair, tight jeans, low hanging jeans, certain brands of clothes or shoes).

Hand each group a magazine and some sticky notes and have them find images of "beautiful" men and women. Have them discuss the images in their groups and write on a sticky note what the image or ad says about body image (i.e. you must have skinny legs, high eyebrows, perfect skin, big muscles). Stick the note to the page.

Have students discuss the images they found in the magazines as a class.

#### Part 1:

Watch the Dove Evolution clip. (1 min 15 sec):

<https://www.youtube.com/watch?v=iYhCn0jf46U>



## Empower

### Be Your Best You (10-40 mins)

Then ask the following questions:

- What do you think is the message of this clip?
- How did you react when you saw this?
- Most images in ads have been altered or enhanced like in this clip. It takes hours of preparation, professional makeup application, lighting, and computer manipulation. Why do you think they do this? (To sell products to people who want to look like the ad.)
- Do you think billboards and ads like the one you see at the end of the clip impact how you feel about yourself? Why or why not?
- How do you feel about advertisers telling us what we should look like? Do you think that is ethical?

*As we discussed, these magazine images try to portray the ideal weight or body type, but there is no such thing. Some bodies grow rounder before growing taller; some grow taller before filling out. You can't change the height you will be or the shape of your body. Some of you will be broad, round, slim, tall, full, short, or thin. The best body size and shape for you is programmed into your genes. What can we control? (What we eat, how much we exercise, how much we sleep, etc.)*

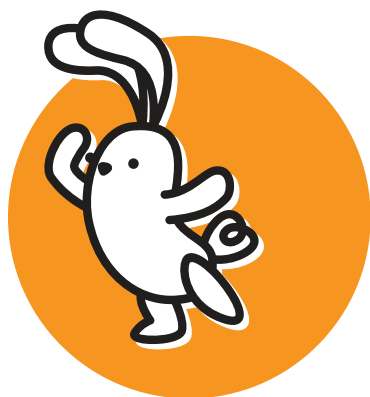
#### Part 2:

In their groups, have students create a slogan or image that will help people feel good about themselves, celebrate different looks, and promote healthy living. In small groups, have students create posters to share this slogan and/or image for a campaign called "Be Your Best You."

Have groups present their posters to the class.



The RAK paradigm is the framework for teaching and building kindness skills.



If students want, they could present these posters to other classes and grades or post them around the school to foster a positive school culture.

### Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- What have you learned from this lesson about advertising?
- What messages do advertisers send?
- How do these messages impact our identity?

### Reflection Questions

- Do these ads impact the way you feel about yourself or what you buy? If so, in what ways?
- Do you think advertisers should be allowed to alter images to sell products?
- How do you think we can create realistic expectations for people through media?

### Summary

*Today we looked at how the media changes images to portray unrealistic versions of reality. These images are impossible to avoid, but if we put other messages out there with more realistic, positive and uplifting, we can help balance out the impact. Having realistic expectations of ourselves and others is much kinder than holding ourselves to standards we are unable to achieve.*



### Act (2 mins)

#### Kindness Minute

*The media also pressures us to buy more and consume more things. This can have a negative impact on the environment because it creates a lot of waste! All the packaging of products we buy goes right into the recycle or landfill. We can reduce what goes into the landfill by buying less and sharing what we have. Brainstorm some things you can share with others instead of buying. (Examples: Books, sports equipment, clothes, tools, etc.)*

#### Kindness in Action

Find an ad that sends a positive message. Cut it out and paste it below or write what you saw

