

Essential Standard	Clarifying Objective
5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.	5.ICR.2.5 Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.
ELA Common Core Standard for 5th Grade RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	

Materials Needed:

- Access to website:
http://www.teachertube.com/viewVideo.php?title=The_Dove_Body_Image_Project&video_id=218180
- Advertisement Samples Presentation
- 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?*
- Go to the website for Dove's Campaign for Real Beauty:
http://www.teachertube.com/viewVideo.php?title=The_Dove_Body_Image_Project&video_id=218180
- 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.

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:

- Using the Advertisement Presentation, show the students the variety of advertisements that send different messages to readers.
- Instruct them to 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 the advertisements and make notes.
- Discuss as a class to whom the advertisements are targeted and what messages are sent.
- 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 lose 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:

- 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.