

A resource for Teachers of Planning 10

Also supports English Language Arts 10 and Social Studies 10



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Hey Teacher!

From advertising to branding, social networking to Googling, media is a part of our lives. Especially the lives of teens. And it's not just because they love technology. Popular media often aims to influence them most.

The impact of media on teen's health has been well documented, showing an influence on health behaviours, such as violence, sexual activity, substance use, physical activity, and disordered eating to name a few.

Opting out of this media world isn't an option. So let's help teens be smart about it. Let them understand how it all works. It isn't that hard. It's just a process of developing some filters to help see media for what it really is.

Being media health literate mean that students will be able to identify health-related content within media messages, critically analyze this content, and recognize the influence it could have on health behaviour.

It's not that media is bad. It's not that at all. We need media to live in the modern world. The point is to empower teens to be critical thinkers. To be aware of the messages they are receiving and how they impact health. To be media **SAVVY**.



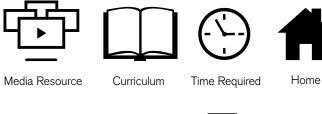
Three lesson plans and support resources are included within this manual. Each lesson has been designed for a 60 minute class. If your class is less than 60 minutes, you can break the lessons up and complete the activities over a number of classes and if your class is longer, you can combine the lessons to ensure you have enough activities for the duration of your class.



Inside, you will find:



Icon Legend:









Print Resources



Resources



Worksheets

Search

Promote Conversation



Curriculum Connections



This resource addresses a number of prescribed learning outcomes for Planning 10, English Language Arts 10, and Social Studies 10.

analyze factors that influence health

analyze health information for validity and personal relevance

evaluate the potential effects of an individual's health-related decisions on self, family, and community



AS

express ideas and information in a variety of situations and forms to

- explore and respond
- recall and describe
- narrate and explain
- argue, persuade, and support
- engage and entertain

A3

listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering

- purpose
- messages
- tone
- structure
- effects and impact
- bias
- context, including historical and cultural influences

A4

select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including

- initiating and sharing responsibilities
- listening actively
- contributing ideas and supporting the ideas of others
- acknowledging and discussing diverse points of view
- reaching consensus or agreeing to differ

A5

select, adapt, and apply a range of strategies to prepare oral communications, including

- interpreting a task and setting a purpose
- generating ideas
- considering multiple perspectives
- synthesizing relevant knowledge and experiences
- planning and rehearsing presentations



A6

select, adapt, and apply a range of strategies to express ideas and information in oral communications, including

- vocal techniques
- style and tone
- nonverbal techniques
- visual aids
- organizational and memory aids
- monitoring methods

A9

speak and listen to interpret, analyze, and evaluate ideas and information from texts, by

- making and supporting reasoned judgments
- · examining and comparing ideas and elements among texts
- describing and comparing perspectives
- describing bias, contradictions, and non represented perspective
- identifying the importance and impact of historical and cultural contexts

В3

view, both collaboratively and independently, to comprehend a variety of visual texts, such as

- broadcast media
- web sites
- graphic novels
- film and video
- photographs
- art
- visual components of print media
- student-generated material



B9

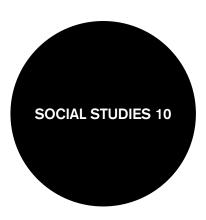
interpret, analyze, and evaluate ideas and information from texts, by

- making and supporting reasoned judgments
- comparing ideas and elements among texts
- identifying and describing diverse voices
- describing bias, contradictions, and non represented perspectives
- identifying the importance and impact of historical and cultural contexts

C4

create thoughtful representations that communicate ideas and information to

- explore and respond
- record and describe
- explain and persuade
- engage



A1

apply critical thinking skills, including

- questioning
- comparing
- summarizing
- drawing conclusions
- defending a position

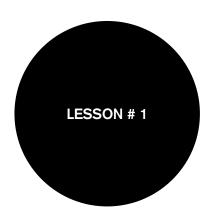
Α2

demonstrate effective research skills, including

- accessing information
- assessing information
- collecting data
- evaluating data
- organizing information
- presenting information
- citing sources

A3

demonstrate effective written, oral, and graphic communication skills, individually and corroboratively



How the Media does it

Lesson Description

The purpose of this lesson is for students to learn techniques used by popular media to persuade consumers; to dissect media messages, including identifying author, audience, purpose, omissions and biases; and to analyze how those messages impact health decisions.

What to do before class



Make Copies:

Gather:

- Ask students to bring in old magazines that pages can be cut from. Alternatively, provide students access to the Internet.
- Computer(s) with Internet and a projector.





3 minute exercise

Show video to the class.





10 minute exercise

Ask the class "what is a brand?"

Provide a quick introduction to what branding is:

- A created image that consumers connect with a specific product, person, or idea
- A name, logo, slogan or design

Introduce the game. For this game, students are to write down the brand name associated with each logo. Show the slides to the class. Review the student's answers with the "Teacher Answer Key."

Poll the Class:

- How many did you get correct?
- What brands did you know? What brands did you not know?
- How does branding impact the decisions you make related to your health?







20 minute exercise

Explain how the media often uses "hooks" to attract and persuade consumers to use or buy their products. One way the media does this is by using beautiful people to promote their product. Show the video clip from the "Dove Campaign for Real Beauty."



Dove Campaign for Real Beauty

Ask the class, "how else do advertisers attract you to use or buy their products? What are other media hooks?" Examples may include:

- Humor
- Star Power: "celebrity X uses this product. It must be great"
- Scare tactics: "if you don't use product X, something bad will happen"
- Happiness: "if you use product X, you will be cool"
- Bandwagon: "everyone else is doing it"

Show 2 to 4 of the following video clips or others of your choosing:



Red Bull

Happy Water

Under Armour

Funny Campaign Against Smoking

Because I am a Girl

Preventable.ca

Nike

Skinny Girl Margarita — bottle label



Poll the class after each video:

- What hooks are the advertisers using to persuade you?
- Do you think these ads influence your health decisions?
 Why or Why not?

Ask students to share with a partner an example of a media hook they have seen used to sell a health product.









30 minute exercise

Share the "Gatorade" or "Got Milk" ad with the class. Facilitate a discussion dissecting the ad using the questions in the "Dissect an Ad" worksheet .

Ask each student to identify one advertisement that impacts their health from their magazines or an online search. Advertisements for food or drinks, nutritional supplements, medication, tobacco, alcohol, helmets, or sunscreen may be examples that students could find.

Ask students to complete the "Dissect an Ad" worksheet individually or in small groups for the ad(s) they selected. Ask the students to present their findings back to the class.



Homework



Introduce the idea that sometimes we disagree with the media that is trying to persuade us. Some of the reasons that we might disagree include:

- We believe that the media is sending a false message
- The media is being discriminatory
- The media is targeting minors that are unable to use the product

Distribute the "Media Hunt" worksheet and ask the students to complete it as homework. Instruct each student to identify 3 pieces of health influencing media that they disagree with. Encourage students to search for health media on blogs, Facebook groups, health information websites, etc.

Tell students they will need to be prepared to report back to the class on the media they found and their critique of it.



Making Media

Lesson Description

The purpose of this lesson is for students to discuss critiques of popular media, as well as apply the techniques used by media to create their own persuasive media. To inform the development of their own media, students will conduct market research, including asking questions, collecting information, and analyzing findings. Following, they will develop a media strategy.

What to do before class

Review:

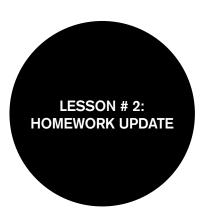
Resource 2: A — "30 Seconds to Persuade Assignment Description"



Make Copies:



Computers with Internet access for students





10 minute exercise

Ask each student to report back to the class on one of the three pieces of media they found in the "Media Hunt" and their critique of it.









50 minute exercise

Tell the students the purpose of this activity is to create a 30 second media persuasion to convince their classmates to buy or use a health product.

Have the students break out into pairs or small groups.

Brainstorm as a class health-influencing products and ask each group to select one of these products to promote. Examples of health-influencing products may include: energy or caffeinated drinks, acne face wash, food, etc.

Instruct students to generate 3 questions to conduct market research with their classmates, to whom they will be selling their product. Prompt the class by asking:

• What would you need to understand about your classmates to sell them your selected product?

Example market research questions may include:

- What do you like about this product?
- How would you use this product?
- What would make you buy this product?
- What would stop you from buying this product?

Allow each group to spend 2 minutes with 3 other groups to ask their market research questions. Instruct groups to have one recorder to capture the discussion.

Tell students to plan their media strategy by using the "Plan Your Media Strategy" worksheet .

Support students to plan and create their own health media for the remainder of the class time.

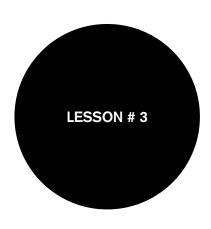


Homework

For the next class, tell students they will need to have:

- Finalized their media
- Prepared to provide a 30 second presentation to sell their product to their classmates, as well as a one minute explanation of their media strategy.





Can you be Persuaded?

Lesson Description

The purpose of this lesson is for students to present their persuasive media and articulate the media strategy used.

What to do before class

Ensure you have enough copies for students to evaluate each group presentation.



Make Copies:







50 minute exercise

Tell students that each group will be presenting their media to the class today. Distribute the "Classmate Feedback Form" and review with the students.

Invite students to present their media.

After each presentation, remind students to complete the "Classmate Feedback Form." Utilize the "Teacher Evaluation Rubric" to grade students during the presentations.







10 minute exercise

Poll the class:

- What made some media more effective than others?
- What strategies will you use to think critically about health media?

Provide each group with the "Classmate Feedback Forms" completed in response to their media, as well as their grade from the "Teacher Evaluation Rubric."

Invite any questions/discussions/reflections.



Support Resources: Lesson # 1

Identify the brand: Teacher answer key



1. Monster Energy Drink



2. Instagram



3. Under Armour



4. X box



5. Starbucks



6. Canucks



7. Red Bull



8. Pepsi



9. Skype



10. Gatorade



11. Lululemon



12. Twitter



13. Easton



Dissect an Ad







Dissect an Ad





	Name:		
RESOURCE 1: C	Dissect an Ad 1. Who is trying to sell the product?		
	2. Who is the target audience?		
3. What values or lifestyle	does the ad connect the product with?		
4. What techniques or hoo	oks are used to attract you to the product?		
5. What does the advertisen	nent not tell you about the product?		
6. Advertisers "if then" state	ement (ie. If I buy product X, then)		
7. Keal lite "if then" statem	ent (ie. If I buy product X, then)		
8. Is the ad helpful or harn	nful to your health or a little bit of both? Explain why.		



Name:

Media Hunt



Identify 3 examples of health-related media messages that you disagree with and explain why.

SOURCE*	MEDIA MESSAGE	WHY I DISAGREE		
example				
TV commercial on dieting	Being skinny makes you happy	My weight doesn't define how happy I am in life		



Support Resources: Lesson # 2

30 seconds to persuade: Assignment description

PURPOSE:

The purpose of the assignment is for students to create media to persuade their classmates to purchase or use a health-influencing product in a 30 second group presentation. In addition, the groups will be asked to provide a one minute explanation of their media strategy.

TYPES OF MEDIA:

Students can create media in a number of different forms, including print or audio advertisements, videos, photography, product labels, music etc.

EVALUATION:

Each group will receive feedback from their classmates on the "Student Feedback form," as well as be evaluated by their teacher using the "Teacher Grading Rubric."



Name:

RESOURCE 2: B	Planning your Media Strategy			
	1. List the names of your group members:			
	2. List your 3 market research questions			
3. Describe the characteristics of	of your classmates (ie. age, gender, interests)			
Based on your market researd	<u>:h:</u>			
4. What is the main message fo	or your media?			
5. What hooks will you use to attract your classmates to your product?				
6. What language and tone will you use to appeal to your classmates?				
7. What images and colours wo	ould be helpful for this media?			

Name:
8. What information will you not tell your classmates about your product?
9. What do you want your classmates to do after seeing the media?
10. What media format (video, advertisement, photography, song, jingle, etc.) would be most effective in communicating your message?
Extra note space below

RESOURCE 3: A	Student Evaluation Form			
	1. What was the most effective part of the media strategy?			
nat would have streng	thened the media strategy?			
nat would have streng	thened the media strategy?			
at would have streng	thened the media strategy?			



Student's Name:

Teacher Grading Rubric

Areas of Assessment	Ratings				
Quality of Media	5 EXCELLENT	4	3 GOOD	2	1 POOR
Level of Persuasion	5	4	3	2	1
Strength of Media Strategy	5	4	3	2	1
Overall Presentation	5	4	3	2	1





Centre for Media Literacy:

medialit.org

Centre on Media and Child Health:

cmch.tv

The Kaiser Family Foundation:

kff.org/entmedia/entmediafactsheetseries.cfm

Alcohol Marketing in the Digital Age:

digitalads.org