



The message IS the medium

Lesson Summary

During this lesson, students will learn to distinguish the difference between a public service announcement (PSA) and a for-profit commercial. As they learn, students will be able to discuss and reflect on how advertising affects our body-image and self-esteem and create a message/slogan to share with others that might contradict mainstream media messaging on the topic. These messages or slogans help students build connections to the goals of Lesson 1, and create a powerful voice to celebrate who they are, and not feel the need to compare themselves to others.

Teacher Message

This unit will focus on PSAs and the impact that these advertisements have on shaping views of ourselves and strengthening our self-image and self-esteem. So many messages engulf our students, and it is important to have the students critically examine the voices that deliver those messages and what they represent. This first lesson helps to set out definitions for different types of ad to promote greater student understanding. The collage students create reinforces student learning by providing opportunities for students to examine magazine ads and create a slogan or message of their own. Students build critical thinking skills both by analyzing media and by creating it.

Materials

Chart paper
Markers
Pencils
Glue, scissors
Blank paper
Variety of magazines and newspapers

Book

Boritzer, E., 2002. *What Is Beautiful?* Veronica Lane Books

Learning Organizers

Learning Organizer 2-1 Comparing Ads
Learning Organizer 2-2 Friendship Ads

Assessment Tools

Assessment Tool Lesson 2 Collage Assessment Rubric

Supporting Curriculum Outcomes

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Lesson Outline

Inspiration: How will I engage the students?

1. **Remind students that in Lesson 1, they looked at how dangerous it is to compare our appearance to that of other people.** Tell them that in this lesson, they will spend some time looking at advertisements and thinking about the significance of confronting the messages that they are bombarded with on a daily basis. They will be comparing different media to help understand these messages and critically dissect them.
2. **To begin the work for this lesson, help students distinguish between PSAs and commercial (for-profit) advertisements.** Look through a magazine to find an example of a for-profit advertisement, preferably using an image to convey a theme of friendship. Find a companion PSA example with a similar theme, or use the PSA on Learning Organizer 2-1 Comparing Ads (also available at <http://www.stopabully.ca/bullying-resources>). If possible, paste the for-profit advertisement that you found onto the learning organizer, so that you have both ads on one page. If you will be using a different PSA, paste both the PSA and the for-profit ad you found on the same page.
3. **Show students a copy of Learning Organizer 2-1, including the for-profit ad you found, or show them the two ads you found.**
4. **In small groups, ask students to determine which ad is a PSA and which ad is a for-profit advertisement.** Have them brainstorm, as a group, the differences between the two types of advertisements using **Learning Organizer 2-2 Friendship Ads** as a guide. Again, it would be helpful to shrink and paste the for-profit ad onto the Venn diagram so that students have the image in front of them to refer to.
5. Ask groups to include evidence or examples to show how they know which ad is which.
6. Circulate to see who is working well and who needs some encouragement. Allow about 10 minutes for brainstorming.
7. Encourage groups to share their findings as a class. Record a class summary of the differences between PSAs and for-profit ads on chart paper or a whiteboard as information is shared.
8. **When all groups have shared, ask students to define the two types of advertisements.** For example:
PSA: selling a message; to teach or share information
For-profit: selling a product; to make money

Facilitation: How will students learn the concepts?

9. **To prepare students to connect ads to the topic of body-image and self-esteem, read *What Is Beautiful?* by Etan Boritzer to the class.** *This book is filled with questions about what is beautiful and who defines appearance ideals; it is a great discussion piece to use with students to challenge their notions of appearance ideals.*
10. **As you read, ask students to write or draw any words or images that the book brings to mind.** This can be done on a blank sheet of paper using a collage or graffiti style. (You may need to define this for the class.) This activity would work best if students sat at desks or had a hard surface to work on.
11. **After reading, ask students to share their graffiti.** What words and images jumped out to them from the book?
12. **Invite students to think about the following question, and respond in their journals:** How is our body-image affected by the words and images in advertisements and commercials?
13. **Discuss with the class the direct and indirect messages that ads contain.** Review the PSA and for-profit ads students compared at the beginning of the lesson – what are the messages in those ads? Guide students to understand that the subtle messages in media affect the way we see ourselves and how we feel about ourselves.

14. **Show students a few magazine ads.** What messages do they convey, other than trying to sell a product? What messages are they trying to tell us about body-image or appearance ideals? (e.g., wear these shoes and you will be as beautiful as this, buy this cologne and women will want to be with you...)

Application: How will students demonstrate their learning?

15. Have students create collages to challenge media messages about body-image. Ask students to find several different pictures of bodies and faces in the magazines and newspapers provided to create a collage that challenges typical representations of attractiveness. Explain what a collage is, pointing out that the images can be of various sizes and need to touch and/or overlap. Students may choose to tear out images or cut them out with scissors. Tearing creates an interesting effect when glued onto the paper.
16. As students work, circulate and ask questions such as: What kinds of images will you select? What will they symbolize in your design? How does your design convey a message to the audience? Connect this discussion to work with the downward spiral in Lesson 1; when the images we are faced with are not representative of the people in our society, we fall into a negative spiral comparing ourselves.
17. If students had difficulty finding a diverse collection of images, discuss why this might be as a class after the collages are finished. What does this say about what is – and what is not – presented in the ads?
18. Ask students to create a message or slogan to include on their completed collage about how people should feel about themselves and how they look (e.g., Love Yourself as You Are, or You Are Beautiful.) This will transform their collage into a media production, creating a message to educate others about body-image and self-esteem. The messages will probably contradict the magazine images, creating a juxtaposition. Students can type their message or slogan into a word document, in a large font, or handwrite it and affix the message to the collage diagonally.
19. Ask you may ask students to write a persuasive paragraph to accompany their collage explaining why their message is important. In their paragraph, students can convince others of their message and educate them about why it is important to love ourselves.
20. Ask students to reflect on the following:
- *What did you notice about the images you found? How diverse were the bodies or faces with regards to size, shape, race, and so on?*
 - *Why did you choose to include those images and that message?*
 - *What would you change about your collage? Why?*

Reflection: How will students reflect on their learning?

Have students respond to the questions below after the collage activity:

- What did you notice about the images you found? How diverse were the bodies/faces with regards to size, shape, race, etc.?
- Why did you choose to include those images and message?
- What would you change about your collage and why?

You may discuss these questions as a class, or have students write their answers in a journal or writer's notebook, or on a piece of paper.

Assessment

There are many opportunities in this lesson to assess student learning. During the brainstorming, assess how students are working in their groups, and record observations on a class checklist or anecdotally.

Assessment Tool 2 Collage Assessment Rubric can be used to assess student work on the collage. You may also ask students to reflect on their collage using the teacher prompts above.

Related Resources to Extend Learning

Best Bets for Teachers:

Kater, K., 2004. *Real Kids Come in All Sizes; 10 Essential Lessons to Build Your Child's Body Esteem*. Broadway.

Provides background information and strategies to encourage normal eating and physical activity, acceptance of size diversity, comfort in developing bodies, and the development of strong individual identities.

Best Bets for Students:

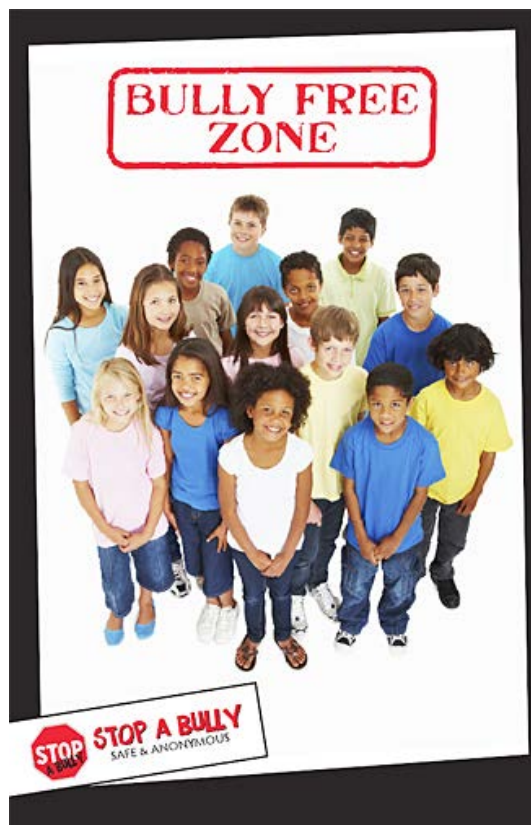
Ewald, W. 2002. *The Best Part of Me: Children Talk about Their Bodies in Pictures and Words*. Little Brown Books for Young Readers
Photographer Wendy Ewald worked with real children to capture their best features in photographs and invited the children to write paragraphs about how they chose their best features.

Name: _____ Date: _____

1

** paste your for-profit magazine ad here **

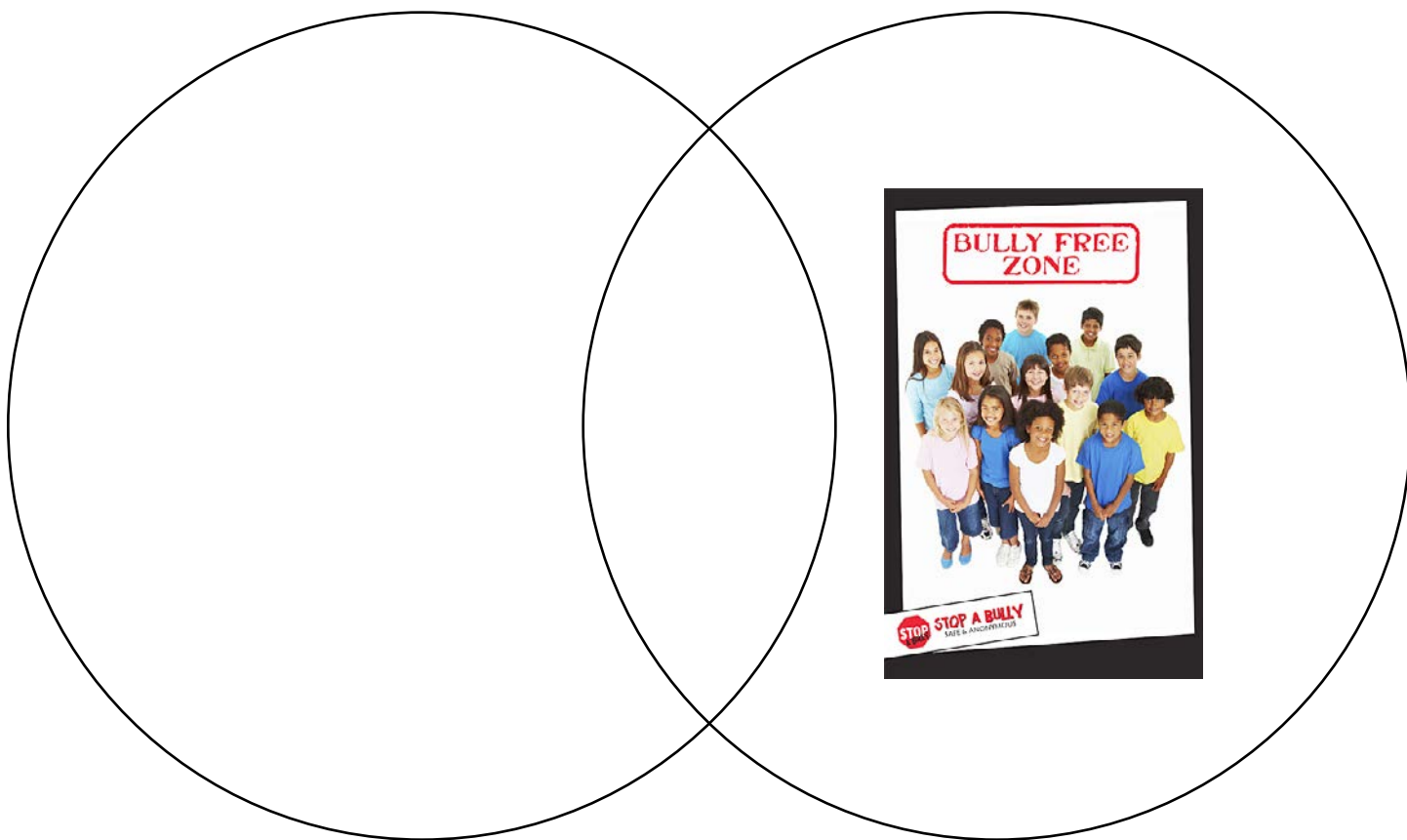
2



Friendship Ads

Name: _____ Date: _____

Which one is a PSA? Which one is a for-profit ad? How do you know?
How are these two ads different from each other? How are they the same?
Record your thoughts on the Venn diagram.



Collage Assessment Rubric

Name: _____ Date: _____

	Level One	Level Two	Level Three	Level Four
Have you included a variety of pictures?	I have chosen a limited variety of pictures. Many are not relevant or are not connected to the topic.	I have chosen an adequate variety of pictures that are somewhat relevant and connected to the topic.	I have chosen a good variety of pictures. Most are relevant and connected to the topic.	I have chosen a wide variety of pictures that are relevant and clearly connected to the topic.
Have you used different techniques to create your collage? (overlapping, pictures touching, interesting placement on page...?)	I have used few techniques to create my collage and left many blank spaces on my page.	I have used some techniques to create my collage. I have covered most of the page.	I have used several techniques to create my collage. I have covered the entire page in an interesting way.	I have used many techniques to create my collage. I have covered the entire page in a creative and interesting way.
How effective is the visual impact of your collage?	The overall visual impact of my collage is limited and unclear.	The overall visual impact of my collage is somewhat effective.	The overall visual impact of my collage is effective.	The overall visual impact of my collage is very effective.
How thoughtful is your body image message/slogan?	My message is limited and does not promote a positive attitude about body-image.	My message is satisfactory and somewhat promotes a positive attitude about body-image.	My message is effective and promotes a positive attitude about body-image.	My message is very effective and promotes a positive attitude about body-image.

Supporting Curriculum Outcomes

Alberta

Language Arts

Read, write, represent and talk to explore personal understandings of new ideas and information.

Comprehend new ideas and information by responding personally, taking notes, and discussing ideas with others.

Select visuals, print, and/or other media to inform and engage the audience.

Experiment with words, phrases, sentences, and multimedia effects to enhance meaning and emphasis.

Atlantic Provinces

Language Arts

Contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers.

Respond critically to text by identifying instances of opinion, prejudice, bias, and stereotyping.

Address the demands of a variety of purposes and audiences.

British Columbia

Language Arts

Use speaking and listening to improve and extend thinking.

Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic.

Use writing and responding to extend thinking.

Manitoba

Language Arts

Demonstrate sensitivity to appropriate language use when communicating orally.

Nova Scotia

Health

Demonstrate an awareness of the effects of stereotyping and discrimination.

Ontario

Language Arts

Explain how a variety of media texts address their intended purpose and audience.

Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Generate ideas about a potential topic and identify those most appropriate for the purpose.