



Sharing Our Messages

Lesson Summary

In this lesson, students will have the opportunity to write letters to different industries associated with appearance ideals — fashion magazines, cosmetic surgeons, advertisers, producers, and so on. They have examined the importance of language and messaging to our own view of ourselves, and to how we view and treat others. This lesson builds on what students have learned and focuses on body-image. Students will write letters to stakeholders in the beauty industries and share their thoughts about body-image and how it is portrayed.

Teacher Message

While previous lessons looked at language and messaging used in the media, this lesson focuses on students' use of language as they write letters and share their thoughts about body-image and self-esteem. It is important to have students look inside themselves and think about their own feelings and actions. Having students take action builds a strong sense of responsibility for, and ownership of, the learning. We may be isolated in a school, but if students see that their positive words and actions can encourage others, their learning will extend itself and create a feeling of empowerment.

Materials

Chart paper
Markers
Paper or notebook
Pencils

Media Clips

Evolution. Dove® (available at <https://youtu.be/iYhCn0jf46U>)
Boutique. Concerned Children's Advertisers
(available at <https://www.youtube.com/watch?v=SE4Rx8jDfjU>)

Learning Organizers

Learning Organizer 5-1 Pledge Scroll
Learning Organizer 5-2 My Letter Ideas
Learning Organizer 5-3 Writing My Letter

Assessment Tools

Assessment Tool Lesson 5 Letter Assessment Rubric

Supporting Curriculum Outcomes

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Lesson Outline

Inspiration: How will I engage the students?

1. **Review the reflection piece from the previous lesson (Learning Organizer 4-2) to lay a foundation for this lesson.** During this reflection, students were asked to think about what they love about themselves, and what they could do or say to build self-love and acceptance. Some students may have had a difficult time answering the last question, because they may not like who they are.
2. **Connect this idea of building self-love and acceptance to what students have learned in the unit,** especially what they learned in Lessons 1 and 3 about the importance of not comparing ourselves and instead, of building ourselves and others up.
3. **Tell students that today they are going to take everything that they've learned so far and apply it to themselves.** They are going to create pledges to help make the world a more tolerable, acceptable, respectful place to live in, for all people, no matter what body shape, size, or colour they are. They will need to include themselves in the pledge. Connect this idea to what they learned in Lesson 3 about the importance of building ourselves and others up.
4. **As a class, brainstorm the different things we can do and say to build body-based acceptance.** Record ideas on a whiteboard or on chart paper.
5. **Create a second list of specific actions students can take to address each item on the brainstormed list.** *How* will students ensure that they fulfill their pledges?
6. **Distribute Learning Organizer 5-1 Pledge Scroll to students.** Have them identify the ideas that are most important to them — the ones they are most willing to pledge to carry out. Remind them to include ideas about how they can love themselves and what they will do and or say to ensure this.
7. **Have students date and sign their pledges, and post them in the classroom. This is a great visual reminder to students of the importance of positive messaging and positive actions. They can make a difference through their everyday words and actions.**

Facilitation: How will students learn the concepts?

8. **Show students two PSAs: Boutique and Evolution** (See Materials, above.) Both of these PSAs deal with the impact the beauty industry has on our self-image and how affected we are by the messaging in advertising. This bombardment by the media greatly affects people and portrays a certain ideal as fundamental and attainable. Instruct students to discuss with a partner or in a small group their reactions to the two PSAs. How did they feel watching them? How do they feel about the messages the beauty industry tries to sell us?
9. **Tell students that they will be writing persuasive letters to different people that play a role in creating these messages** – advertisers, magazine editors, producers, cosmetic surgeons, supermodels, and so on. The purpose of these letters is to convince these people that these messages need to stop and positive body-based messaging needs to take their place.
10. **Review the elements of a letter** (salutation, date, closing, ...) and discuss examples of each element. Remind students that their letters will be formal letters.
11. **Explain that every letter has an audience and a purpose.** For these letters, the audience will be a member of the beauty industry and students' purpose will be to point out the harmful effects the negative messages have on people and to explain how they can change their messages to promote positive, inclusive images.

12. **Model writing a persuasive letter, using enlarged versions of Learning Organizer 5-2 My Letter Ideas and Learning Organizer 5-3 Writing My Letter.** For example, you could write a letter to the principal about extending recess. Invite students to help you develop and organize your ideas. Complete the Learning Organizers, and take students through each stage slowly, allowing students to ask clarifying questions, if necessary. At each stage, give students a chance to help you write and to offer their input about what should be included. When your first draft is done, keep it to use in a later lesson about revising and editing drafts.

Application: How will students demonstrate their learning?

13. **Have students use Learning Organizer 5-2 and 5-3 to help them brainstorm and organize their ideas for their letters.** Introduce the function of each learning organizer, reminding students what to do with each one.
14. **Introduce the Lesson 5 Assessment Tool Letter Assessment Rubric.** Review the criteria on the rubric with students before they begin the process of writing their letters. These criteria can be used to assess the letters when they are complete.
15. **Guide students through the various stages of the writing process.** Conference with them periodically. When first drafts are complete, give students the time to peer revise and edit their drafts, allowing for peer input and suggestions. When drafts have been self, peer, and teacher edited, have students create their final draft.

Reflection: How will students reflect on their learning?

Since this lesson focuses on writing, provide an opportunity for students to reflect on their writing skills. You can use the following prompts to help them reflect:

- *What did you know about your audience that informed your planning process?*
- *What strategies did you find most helpful for organizing information?*
- *What editing strategies were most effective for you?*

Extension: Have students send their letters.

Assessment

This lesson focuses on writing. You can use **Assessment Tool Lesson 5 Letter Assessment Rubric** to assess the letters students write.

While students work through the writing process, sit with individual students from time to time to conference and discuss their progress. Students will write at different paces, so you will be conferencing with them at different stages. Not all students need to have their first draft finished in order to begin conferencing with someone about this draft. Use the time meeting one-on-one with students to help strengthen their writing and their messages.

Related Resources to Extend Learning

Best Bet for Students:

Peel Public Health

(<http://www.peelregion.ca/health/commhlth/selfest/process.htm>)

The Public Health unit in Peel Region in Ontario has a number of excellent resources on the topic of self-esteem. This link provides students with the process of strengthening their self-esteem. It shows students that building self-esteem is an ongoing process, and it takes them through the various stages involved.

There are many other valuable resources on this website connected to the topic of self-esteem.

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Pledge Scroll

In order to create a more respectful world, and help to build tolerance and acceptance around body-image and self-esteem,

I pledge to:

I will accomplish my pledges by:

Name: _____

Signature: _____

Date: _____

My Letter Ideas

Name: _____ Date: _____

Use the following outline to organize the ideas from your brainstorming web to write your letter.

You may write your ideas in point-form notes, or as sentences.

You can use the ideas in your completed outline to write your first draft of your letter.

1. This is what I see happening in the media:

2. This is how I feel about what I see:

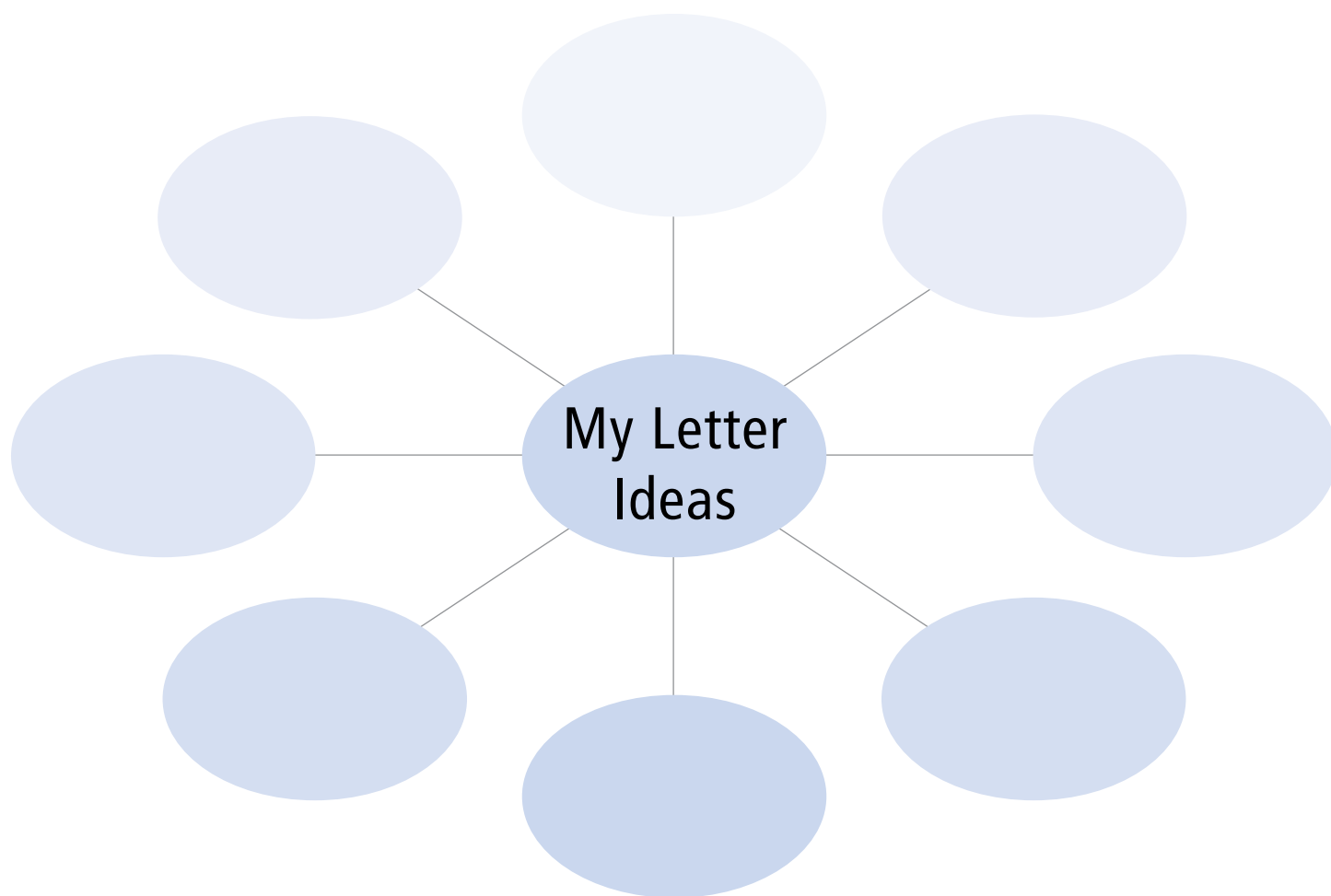
3. This is why I feel that way:

4. This is what I'd like to see happen and why:

5. This is why I'd like to see that:

Writing My Letter

Name: _____ Date: _____



Letter Assessment Rubric

Name: _____ Date: _____

	Level One	Level Two	Level Three	Level Four
Is your letter persuasive?	My letter includes few ideas from my outline and has an unclear format and purpose.	My letter includes some ideas from my outline. It has a somewhat clear format and purpose.	My letter includes key ideas from my outline. It has a clear format and purpose.	My letter includes all ideas from my outline. It has a clear format and purpose.
Are your ideas organized and effective?	I have included few details. My ideas are limited and do not persuade the audience.	I have included some details. I have organized my ideas adequately to persuade the audience.	I have included details. I have organized my ideas effectively to persuade the audience.	I have included many details. I have organized my ideas clearly and effectively to persuade the audience.
Have you made connections to what you have learned about body-image?	I have included few connections to what we learned about body-image.	I have included some connections to what we learned about body-image.	I have included appropriate connections to what we learned about body-image.	I have included appropriate and insightful connections to what we learned about body-image.
Did you use the conventions of writing to write your letter?	I have revised and edited my letter. There are still many corrections to be made.	I have revised and edited my letter. There are still some corrections to be made.	I have revised and edited my letter. There are a few corrections to be made.	I have revised and edited my letter. There are almost no corrections to be made.

Supporting Curriculum Outcomes

Alberta

Language Arts

Use own experiences as a basis for exploring and expressing opinions and understanding.

Experiment with modeled forms of oral, print, and other media texts to suit particular audiences and purposes.

Summarize important ideas in oral, print, and other media texts and express opinions about them.

Organize ideas and information to emphasize key points for the audience.

Communicate ideas and information in a variety of oral, print, and other media texts.

Use developed criteria to provide feedback to others and to revise own work.

Atlantic Provinces

Language Arts

Explain and support personal ideas and opinions.

Consider purpose and the needs and expectations of their audience.

Create written and media texts, collaboratively and independently, in different modes and in an increasing variety of forms.

Address the demands of a variety of purposes and audiences.

Invite responses to early drafts of their writing/media productions.

British Columbia

Language Arts

Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions.

Select and use strategies before writing and representing.

Select and use strategies during writing and representing to express and refine thoughts.

Select and use strategies after writing and representing to improve their work.

Use writing and representing to express personal responses and relevant opinions about experiences and texts.

Manitoba

Language Arts

Use personal experiences as a basis for exploring, predicting, and expressing opinions and understanding.

Health

Identify the influence of self and others on setting priorities and making responsible personal decisions.

Ontario

Language Arts

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

Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies and organizational patterns.

Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.

Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.

Québec

Language Arts

Produce self-expressive, narrative, and information-based texts for a familiar and wider audience.

Use writing strategies to adjust writing to needs of her/his audience.

Make appropriate choices about structures and features of the text type s/he is writing given the purpose, audience, and context.

Saskatchewan

Language Arts

Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.