

# Media mania

## SPECIFIC OUTCOMES

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Examine the impact that changes in interests, abilities and activities may have on body image

Promote safety practices in the school and community

Analyze factors that affect the planning and attaining of goals

Assess how roles, expectations and images of others may influence career/life role interests

- review the knowledge accumulated in the lessons
- use media strategies to promote healthy alternatives to alcohol, drugs and gambling
- showcase healthy choices and important life areas for other students in the school

## CONTENT AND TIME (45-MINUTE LESSON)

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8.1 Opening activity: Advertising agents (5 minutes)

8.2 Media mania (30 minutes)

8.3 Review: Summary session (10 minutes)

## REQUIRED MATERIALS

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HANDOUT 1.1: Understanding the lessons (from lesson one)

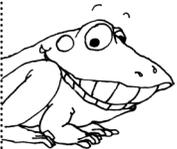
HANDOUT 8.2: Media mania

Poster paper

Art supplies (felts, crayons, construction paper, glue, scissors, magazine and newspaper advertisement samples and anything to make the student ads creative)

Important Life Areas chart (from lesson four)

Notebooks



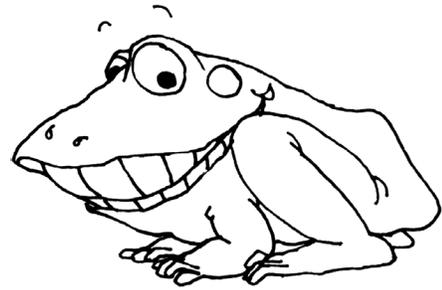
## 8.1 Opening activity: Advertising agents

(5 minutes)

Invite volunteers who brought in sample advertisements to show them to the class. You may want to display some good examples on the board, so that the students can see them clearly while they are creating their own ads. Briefly discuss the ads brought in, along with ideas the students have observed on T.V., the Internet, billboards, buses and buildings. Remind the class to use catchy slogans, dynamic colours and expressive emotions that appeal to students from grades one to six.

It would be helpful to quickly review the media strategies discussed in lesson five. You may want to write these on the board for easy reference during this activity. They are as follows:

- Being young
- Having fun
- Looking cool
- Feeling free
- Being independent
- Getting satisfaction
- Experiencing success
- Being proud



## 8.2 Media mania

(30 minutes)

Review the expectations of this activity, given at the end of lesson five. Explain that the students are representatives of an advertising agency. Their job is to design a creative ad for a magazine that will influence young people to make healthy life choices in relation to one or more of the important life areas (this chart should be posted for the students to see clearly). If necessary, discuss examples of appropriate ads, such as:

- Being a supportive friend
- Challenging yourself to learn a new sport
- Believing in your ability to accomplish a goal

Again, encourage the students to think carefully about the picture, the words and the message they are sending to the audience. Challenge them to use the media strategies reviewed in the opening activity, and to write clear messages with eye-catching illustrations.

Have the students create their ads on large poster paper to be displayed throughout the school. If you prefer smaller ads, you can use HANDOUT 8.2: Media mania.

## 8.3 Summary session

(10 minutes)

Have the students look through the work in their notebooks and refer back to HANDOUT 1.1: Understanding the lessons. Briefly review the activities completed during the eight lessons. Have the students share their posters and describe individual perspectives about the lessons. Ask volunteers to identify one or more of the following:

- The media strategy they used for their poster and why
- The most important concept they learned during the unit
- Their favourite activity throughout the eight lessons
- One or two personal changes they would like to make, as a result of their learning

As an extension to this activity, you may have them respond in writing to one or more of these points. If possible, have the students showcase their advertisements to a younger buddy class during another lesson.

Display the advertisements around the school, for students in all grades to read and contemplate. This gives the grade five students the opportunity to become positive role models for others in the school.

Check the class envelope and respond to any questions asked.

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