

# Introduction to Anthropology, Psychology, and Sociology

Grade 11, University/College Preparation (HSP3M)

*Forces That Influence & Shape Behaviour: Body Image and Mass Media*

By: Andrea & Milena



### **Image of the Learner**

Our school is situated in a middle-class neighborhood in the East end of Toronto. The ethno-racial population of the student body is mixed. The students in the classroom are comprised of 20% Caucasian, 30% African-American, 25% Asian, and 25% East Indian. Forty-five percent of the student body is male and 55% is female. A variety of languages are spoken at the school including, English, French, Gujurati, Bengali, Urdu, and Farsi.

Many of the students participate in extra curricular arts, sports, and tutoring programs outside of the classroom. Two percent of the student population is on an IEP (Individual Education Plan). The dynamic of the school Although the school is well rounded, and provides students with ample opportunity to experience various aspects of the arts, sports programs, and variety of other extra curricular activities, the focus of the students and their community is primarily focused on academics. Ninety-five percent of Grade 11 students are taking the university are following the academic program and believe they will be going to university. Eighty-eight percent of Grade 12 graduates will be attending university.

### **Unit Overview**

Under the strand of “Self and Others” students are required to examine the forces that influence and shape behaviour. Students are asked to identify and assess influences that contribute to social development while analyzing their role of the mass media in influences individual and group behaviour. Students are also required to identify and evaluate the influence of media on the socialization of individuals within our society.

### **Rationale**

Students will be required to examine a variety of media sources (e.g. television commercials, magazine advertisements, billboards, newspaper advertisements) and critically examine the messages that are prevalent in these media sources. This material is important to the unit because it will force/encourage students to recognize the common messages in the mass media and identify how they influence the body image of the consumer.

## Enduring Understandings & Unit Expectations Chart

Enduring Understanding	Overall Expectations Of Unit	Specific Expectations Of Unit
<p>List the mass media sources that influence our perceptions of body image.</p> <p>1. Identify the various sources of mass media that influence our perceptions of body image (i.e., students will identify the channels through which industries advertise).</p>	<p>➤ Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.</p>	<p>➤ Analyze the role of the mass media in influencing individual and group behaviour.</p>
<p>Identify the subliminal/hidden messages in this advertisement.</p> <p>2. Critically analyze and question the messages that the advertisers are trying to convey (i.e., students will be able to look at an ad and be able to identify hidden messages).</p>	<p>➤ Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.</p>	<p>➤ Identify and assess the major influences that contribute to an individual's personal and social development.</p>
<p>What are some of the tools used by the mass media to influence our behaviour and perception of body image?</p> <p>3. The mass media uses many tools to influence our behaviour and perception about body image.</p>	<p>➤ Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.</p>	<p>➤ Identify the primary and secondary agents of socialization (e.g. family, school, peers, media, work) and evaluate their influence.</p>
<p>List some of the strategies employed by the mass media to influence our choices as consumers.</p> <p>4. The mass media uses many tools to influence our choices as consumers.</p>	<p>➤ Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.</p>	<p>➤ Evaluate of cultural influences in socialization.</p>

<p>How can we as consumers influence the practices of advertisers?</p>	<p>5. Youth can influence advertisers by using their buying power and by making informed choices about their consumption.</p>	<p>➤ Effectively communicate the results of their inquires.</p>	<p>➤ Demonstrate an ability to organize, interpret, and analyze information gathered from a variety of sources.</p>
<p>What is the underlying agenda of media advertisers?</p>	<p>6. The media does not portray realistic and healthy body image but rather uses unrealistic ideals in order to sell their products.</p>	<p>➤ Effectively communicate the results of their inquires.</p>	<p>➤ Effectively communicate the results of their inquiries, using a variety of methods and forms.</p>

## **Major Assessment Task**

### **Teacher's Guide:**

Students will be required to create a television commercial, a magazine ad or a billboard advertisement. The task will require students to choose a product and use different advertising techniques, while promoting positive body image. Students will work in groups of three or four to produce this piece. When students have completed their advertisement they will present it to the class.

Class members will have an opportunity to analyze each other's work in the same manner that we analyzed actual television and magazine advertisements. Students will also give each other feedback with regards to whether they would buy the product. As a result, students have a sense of the importance of buying power and how it might influence real advertising companies. This activity will address the following expectations from the Ontario curriculum:

### **Specific Expectations:**

- Analyze the role of the mass media in influencing individual and group behaviour.
- Identify and assess the major influences that contribute to an individual's personal and social development.
- Identify the primary and secondary agents of socialization (e.g. family, school, peers, media, work) and evaluate their influence.
- Evaluate of cultural influences in socialization.
- Demonstrate an ability to organize, interpret, and analyze information gathered from a variety of sources.
- Effectively communicate the results of their inquiries, using a variety of methods and forms.

## **Planning Steps:**

1. Students start off by filling out a questionnaire designed to analyze their perceptions of body image in the media.
2. Then students will be given magazine ads to analyze.
3. Students will present their analysis to each other.
4. The teacher will bring in TV ads and other examples of advertisements with subliminal messages. Students will then choose a TV ad of their choice. For homework students will be asked to analyze the advertisement for hidden messages. What does the advertiser really want us to think and why? What are the implicit and explicit messages being portrayed?
5. The following day the teacher will debrief with the students some of the hidden messages that they found. The teacher will show students the tools used by the mass media to influence our behaviour and perception about body image.
6. In expert groups (TV ads, magazine ads, billboard ads) students will list some of the strategies employed by the mass media to influence our choices as consumers. Students will then teach the other groups about specific strategies used in different forms of advertisements.
7. The teacher will bring in different Nike Ads. Students will discuss why they would or would not purchase the product based on the ad. Then students will watch the "Behind the Swoosh" documentary. Teachers and students will discuss the unethical practices of companies. The teacher

- will explain the concept of buying power that was introduced in the documentary. Students will have a debate about whether it is ethical or unethical to continue to support Nike by buying their products.
8. Students will explore different forms of advertising that promote positive body image (e.g., Dove commercials) and advertising that questions the practices of modern day, main stream advertising (e.g., Ad Busters).
  9. Students will be introduced to the culminating activity.

## Advertisement Assignment

### **The Task:**

You work for the ad company “*Ethical Advertisers*”. Your task is to create a television commercial, magazine ad or billboard ad in order to sell a product of your choice while promoting positive body image among youth. You will work in groups of three or four. When have created your ad, you will present it to others members of “*Ethical Advertisers*” so that your colleagues may analyze your advertisement.

### **Expectations:**

You will be expected to identify the implicit and explicit messages in your ad when you present to the panel of colleagues. You will be required to provide a description of the tools that you used to influence our perception of body image and list the strategies that your team used to convince the consumer to choose your product. Finally you will be asked to reflect upon the experience of creating an ad that promotes positive body image while focusing on selling the product.

### **Steps:**

- Get into groups of three or four
- Choose what form of ad you will be creating
- Choose the product that you will be selling
- Decide on what advertising strategies you will use to promote positive body image in your advertisement
- Decide what materials you will need in order to create your ad (i.e. video equipment)

**Evaluation:**

You will be evaluated based on the following components:

- Knowledge & Understanding 25%
- Thinking/Inquiry 25%
- Communication 25%
- Application 25%

*See the rubric for specific components*

## Rubric – The Achievement Chart for Social Sciences and Humanities

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
<p><b>Knowledge/ Understanding:</b></p> <ul style="list-style-type: none"> <li>- knowledge of facts and terms</li>   <li>- understanding of concepts, principles, and theories</li> </ul>	<p>The student:</p>			
	<ul style="list-style-type: none"> <li>- demonstrates limited knowledge of facts and terms in advertising</li>   <li>- demonstrates limited understanding of concepts in mass media</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates some knowledge of facts and terms in advertising</li>   <li>- demonstrates some understanding of concepts in mass media</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates considerable knowledge of facts and terms in advertising</li>   <li>- demonstrates considerable understanding of concepts in mass media</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates thorough knowledge of facts and terms in advertising</li>   <li>- demonstrates thorough understanding of concepts in mass media</li> </ul>
<p><b>Thinking/ Inquiry:</b></p> <ul style="list-style-type: none"> <li>- critical and creative thinking skills (e.g., decision-making skills, problem-solving skills)</li>   <li>- research and inquiry skills (e.g., formulating questions; selecting strategies and resources; analyzing and evaluating information; forming conclusions)</li> </ul>	<p>The student:</p>			
	<ul style="list-style-type: none"> <li>- uses critical and creative thinking skills to examine perceptions of body image in the media with considerable effectiveness</li>   <li>- applies few of the skills involved in a research/inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>- uses critical and creative thinking skills to examine perceptions of body image in the media with considerable effectiveness</li>   <li>- applies some of the skills involved in a research/inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>- uses critical and creative thinking skills to examine perceptions of body image in the media with considerable effectiveness</li>   <li>- applies most of the skills involved in a research/inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>- uses critical and creative thinking skills to examine perceptions of body image in the media with considerable effectiveness</li>   <li>- applies all or almost of the skills involved in a research/inquiry process</li> </ul>

**Rubric – The Achievement Chart for Social Sciences and Humanities**

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
<b>Communication:</b>	<b>The student:</b>			
- communication of information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity, and with confidence
- use of language, symbols, and visuals	- uses language, symbols, and visuals with limited accuracy and effectiveness	- uses language, symbols, and visuals with some accuracy and effectiveness	- uses language, symbols, and visuals with considerable accuracy and effectiveness	- uses language, symbols, and visuals with a high degree of accuracy and effectiveness
- communication for different audiences and purposes	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
- use of various forms of communication (e.g., reports, interviews)	- demonstrates limited command of the various forms	- demonstrates moderate command of the various forms	- demonstrates considerable command of the various forms	- demonstrates extensive command of the various forms

**Rubric – The Achievement Chart for Social Sciences and Humanities**

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>- application of ideas and skills in familiar contexts</li> <li>- transfer of concepts, skills, and procedures to new contexts</li> <li>- application of procedures, equipment, and technology</li> <li>- making connections (e.g., between personal experiences and the subject, between subjects, between the subject and the world outside the school)</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>- applies ideas and skills about mass media in familiar contexts with limited effectiveness</li> <li>- transfers concepts about advertising in the mass media to new contexts with limited effectiveness</li> <li>- uses procedures, equipment, and technology safely and correctly only with supervision</li> <li>- makes connections to industry practices with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- applies ideas and skills about mass media in familiar contexts with moderate effectiveness</li> <li>- transfers concepts about advertising in the mass media to new contexts with moderate effectiveness</li> <li>- uses procedures, equipment, and technology safely and correctly with some supervision</li> <li>- makes connections to industry practices with moderate effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- applies ideas and skills about mass media in familiar contexts with considerable effectiveness</li> <li>- transfers concepts about advertising in the mass media with considerable effectiveness</li> <li>- uses procedures, equipment, and technology safely and correctly</li> <li>- makes connections to industry practices with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- applies ideas and skills about mass media in familiar contexts with a high degree of effectiveness</li> <li>- transfers concepts about advertising in the mass media with a high degree of effectiveness</li> <li>- demonstrates and promotes the safe and correct use of procedures, equipment, and technology</li> <li>- makes connections to industry practices with a high degree of effectiveness</li> </ul>

## **Instructional Organizer**

### **Mass Media and Body Image**

Overreaching question: *How does the mass media influence our perceptions of body image?*

#### **Main Topical Questions:**

1. What are the mass media sources that influence our perceptions of body image?
2. What are some possible implicit/explicit messages that advertisers try to convey to their audience?
3. What are some of the tools used by the mass media to influence our behaviour and perception of body image?
4. What are some of the strategies employed by the mass media to influence our choices as consumers?
5. How can we as consumers influence the practices of advertisers?
6. What is the underlying agenda of media advertisers?

#### **Description of the Culminating Activity:**

Students will be required to create a T.V commercial, a magazine ad or a billboard advertisement. The task will require students to choose a product and use different advertising techniques, while promoting positive body image. Students will work in groups of 3 or 4 to produce this piece. When students have completed their advertisement they will present it to the class. Class members will have an opportunity to analyze each other's work in the same manner that we analyzed actual T.V and magazine advertisements. Students will also give each other feedback with regards to whether they would buy the product. This way, students have a sense of the importance of buying power and how it might influence real advertising companies.

#### **Overall Expectations:**

- Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.
- Effectively communicate the results of their inquiries.

#### **Specific Expectations:**

- Analyze the role of the mass media in influencing individual and group behaviour.
- Identify and assess the major influences that contribute to an individual's personal and social development.
- Identify the primary and secondary agents of socialization (e.g. family, school, peers, media, and work) and evaluate their influence.
- Evaluate of cultural influences in socialization.
- Demonstrate an ability to organize, interpret, and analyze information gathered from a variety of sources.
- Effectively communicate the results of their inquiries, using a variety of methods and forms.

**Assessment Strategies:**

- Self evaluation
- Peer evaluation
- Rubric
- Checklists
- Teacher- student conferencing

**Lesson Overview:**

Lesson #1: Identifying sources of mass media and our perceptions of body image (75 minutes)

Lesson #2: Critical analysis of implicit and explicit messages about body image in the mass media (75 minutes)

Lesson #3: Tools used by the mass media (75 minutes)

Lesson #4: Youth and buying power (75 minutes)

Lesson #5: Alternative forms of advertising (75 minutes)

Culminating Activity: (4 periods x 75 minutes)



## Introductory Lesson

<u>Topic:</u> Introduction to Mass Media and Body Image			
<u>Grade:</u> 11		<u>Date:</u> January 10, 2007	<u>Course:</u> HSP3M
<p><b><u>Prior Learning:</u></b></p> <ul style="list-style-type: none"> <li>• exposure to various forms of mass media</li> </ul> <p><b><u>Learning Expectations:</u></b></p> <ul style="list-style-type: none"> <li>• evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).</li> <li>• explain the role of socialization in the development of the individual.</li> </ul>			
Lesson Components	Teaching/Learning Strategies	Assessment Strategies	Resources
Introduction	<ul style="list-style-type: none"> <li>• Divide students into groups of four to five. Each group gets a magazine ad. Students are required to complete a questionnaire, with regards to their attitudes towards body images in the media.</li> </ul>	Staying on task	Questionnaire
Investigation Whole Class/ Small Group	<ul style="list-style-type: none"> <li>• After the students complete the questionnaire, have each group put in two piles the advertisements that reinforce positive (least offensive ad) and negative (most offensive ad) body images.</li> <li>• Have the groups present each ad and show the class which ads they interpreted as most offensive versus least offensive.</li> </ul>	Co-operation in Groups	Questionnaire

Lesson Components	Teaching/Learning Strategies	Assessment Strategies	Resources
Sharing/ Discussion	<ul style="list-style-type: none"> <li>• Have one presenter per group explain <b>why</b> they categorized each ad in the most offensive pile and least offensive pile.</li> </ul>	Participating in the group discussion	Advertisements
Independent Work	<ul style="list-style-type: none"> <li>• Ask the students to choose an ad and write a paragraph about what messages the ad is implying and how the ad makes them feel.</li> </ul>	Working quietly	Advertisements

## Précis of Learning Activities

Lesson #1: See Introductory Lesson Plan.

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Lesson #2: Critical analysis of implicit and explicit messages about body image in the mass media

Time: 75 minutes (1 period)

Link to culminating task: Students must be able to answer the following questions:

- What does the advertiser really want us to think and why?
- What are the implicit and explicit messages being portrayed?
- What is it about the advertisements message that makes us want to buy the product?
- What values are represented or omitted from the message in the advertisement?
- Who is the intended audience?
- Why is the advertisement appealing?
- Is the message realistic?
- Who is finding the advertisement and why?

Overview of key learning activities: The teacher will bring in TV ads and other examples of advertisements with subliminal messages. The teacher will help students to deconstruct these messages. Students will then choose a TV ad of their choice. For homework students will be asked to analyze the advertisement for hidden messages.

Resources: Magazine advertisements from a variety of sources.

Assessment: Checklist for in class participation and completion of the homework assignment.

Lesson #3: Tools used by the mass media

Time: 75 minutes (1 period)

Link to culminating task: In expert groups (TV ads, magazine ads, billboard ads) students will list some of the strategies employed by the mass media to influence our choices as consumers. Students will then teach the other groups about specific strategies used in different forms of advertisements. Students will take notes during other peoples' presentations as they will need them when they go to create their own advertisements.

Overview of key learning activities: The teacher will debrief with the students some of the hidden messages that they found in their television commercial analysis. The teacher will show students the tools used by the mass media to influence our behaviour and perceptions about body image. The teacher will show the students examples of subliminal messages in Disney movies.

Resources: Disney's the Lion King video and Aladdin video

Assessment: Peer assessment of expert group presentations

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Lesson #4: Youth and Buying Power

Time: 75 minutes (1 period)

Link to culminating task: Students will write a journal response about youth and buying power. Students will reflect about the concept of a responsible consumer. They will need to have an understanding of this in order to create an "ethical" advertisement that promotes positive body image.

Overview of key learning activities: The teacher will bring in different Nike Ads. Students will discuss why they would or would not purchase the product based on the ad. Then students will watch the "Behind the Swoosh" documentary. Teachers and students will discuss the unethical practices of companies. The students will do a value line based on whether they believe we should support Nike products. The teacher will explain the concept of buying power that was introduced in the documentary. Students will have a debate about whether it is ethical or unethical to continue to support Nike by buying their products.

Resources: Behind the Swoosh documentary

Assessment: Participation checklist for the debate. The teacher will provide anecdotal feedback in the journal.

Lesson #5: Alternative forms of advertising

Time: 75 minutes (1 period)

Link to culminating task: Students will need to have an understanding of alternative forms of advertisements if they are to produce an “ethical” advertisement that promotes positive body image.

Overview of key learning activities: Students will explore different forms of advertising that promote positive body image (e.g., Dove commercials) and advertising that questions the practices of modern day, main stream advertising (e.g., Ad Busters). Using Dove advertisements, students will analyze these advertisements in the same way that they analyzed advertisements in lesson # 2, using the same questions.

Resources: Dove commercial, Dove magazine ad, several copies of Ad Busters

Assessment: Self -assessment (students will be asked to re-examine their views about messages in the mass media and make a comparison to the questionnaire that they filled out during the introductory lesson).

*Note: After this lesson, students will be introduced to the culminating task and given four 75 minute periods to work on it before presenting the final product.*

### **Statement of the Design Process**

Our group had never used a backward design process in our planning for the learning experiences of our students. Initially our challenge was moving away from using curriculum expectations as a starting point and turning our attention to the creation of the enduring understandings. We were forced to put ourselves in the shoes of the learner. We asked ourselves what we remembered from certain courses and we reflected upon what type of knowledge and content was useful for us. We then decided what we wanted our learners to remember long after they had forgotten the final exam. Only then did we turn to the curriculum expectations.

We feel that this planning process is both beneficial for our students and ourselves. We need to have a clear vision of what it is that we want our students to gain from our course. As a result both of us will be using the backward design process as we plan units for our students in September.