Media and Adolescents
The Impact of Media on Adolescent Socialization

Introduction to Anthropology, Psychology and Sociology
(HSP3M – Grade 11)

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Image of the Learner

Evergood High School is a diverse, co-educational inner-city secondary school located within the Greater Toronto Area. There are 1500 students from Grades 9 to 12. The dynamic student body at Evergood H.S. has been involved in many community initiatives, including Tsunami relief, local "Out of the Cold" programs, and a new pilot project involving recycling and community revitalization. Evergood H.S. is dedicated to the development of all students' full potential in a co-operative, structured and supportive atmosphere. Our programs ensure that students are prepared for post-secondary education and the workplace. We provide a degree of flexibility to all students of various levels of abilities and interests. Our goal is to produce thoughtful, caring and knowledgeable citizens who are able to cope with challenge and change in today's society.

Evergood H.S. offers a wide range of courses at the Academic, Applied, Locally Developed and Open Levels, leading to university, college, apprenticeship and co-operative education. Areas of special interest include Mathematics, Sciences, Computer and Design Technology, Multimedia Animation and Graphics, Dance, Yearbook, as well as a highly competitive and intramural sports program.

Our student body is culturally, ethnically and socio-economically diverse. These qualities that our students share bring uniqueness and richness to the school community. Approximately 60% of our students are from ethnically diverse and/or visible minority backgrounds, including South Asian, Caribbean and Middle Eastern. An estimated 56% of those students have a primary language other than English.

Evergood H.S. has identified educational goals for our students that reflect their individual learning needs, and our staff builds strong programs to support these goals. The mission of our school is to foster appreciation, inclusion and a caring environment where the needs of our students are met.

Unit Overview

The unit "The Impact of Media on Adolescent Socialization" identifies the various socialization agents that, through various stages of an individual's life, influence their behaviour patterns. This unit will specifically focus on media images drawn from newspapers, magazines, posters/advertisements, Internet, television, movies and videos, and explore their influence on adolescent social development. This unit will allow the students to understand who they are as shaped by the mass media, to question whether or not the media provides an equal representation of society, and that they have the power to challenge social reality to influence their future. The unit will begin with a brief investigation of the various agents of socialization, including family, peer group, school and culture. The focus will then shift to the media as an agent of socialization.

This unit allows students to explore the relationship between anthropology, sociology and psychology as they contribute to an individual's personal and social development. Who am I? What is mass media? What is advertisement? What is fact and what is opinion? What is culture? What is adolescence? What is fairness and equality? How do we create an inclusive community? These are some of the questions students will be challenged to answer during the course of the unit. Students will use the research methodologies of anthropologists, sociologists and psychologists to understand the concept of self in relation to others.

"The Impact of Media on Adolescent Socialization" is an integral unit in the grade 11 course *Introduction to Anthropology, Sociology and Psychology.* In our society, mass media shapes behaviour and attitudes. Our youth are inundated with images of how to think and behave, which reinforces stereotypes, gender bias and lifestyle choices that have the power to shape the opinions of individuals. It is critical to give students the tools to analyze the role the mass media plays in influencing individual and group behaviour, and to identify the primary and secondary agents of socialization and evaluate their influence. As a culminating task, students will work in groups of five to create a magazine that reflects the *Image of the Learner.* Their magazines will include advertisements, articles, editorials and images that reflect their newfound understanding. Students will gain an understanding of the potential of using mass media to challenge the opinions of the popular majority, and elevate their voices to express the diversity of their school community.

Enduring Understandings & Unit Expectations Chart

Enduring Understandings	Overall Expectations of Unit	Specific Expectations of Unit
1. Critical Thinking: Who I am is shaped by family, peers, and media.	- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologist;	-identify the primary and secondary agents of socialization (e.g., family school, peers, media) and evaluate their influence;
2. Diversity and Inclusive Curriculum: Media is not a fair and equal representation of society.	- describe some differences and similarities in the approaches taken by anthropology, psychology and sociology to the concept of self in relation to others;	-analyze the role of the mass media in influencing individual and group behaviour;
3. Exploring Teen Voice: We have the power to challenge social reality to influence our future.	-demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologist;	-identify and assess the major influences that contribute to an individual's personal and social development;

Culminating Activity

Part A: Teacher Guide

Over the course of the unit, students will be involved in analyzing current articles and advertisements that examine how identity is shaped by media influences.

Students will be divided into 5 groups of 5. Each group member will be responsible for publishing an article that explores media influence on adolescent socialization (e.g., gender stereotypes). They will also produce an advertisement that challenges the current trends in advertising (e.g., Is everybody really white, thin, and wealthy?). The editor's page will require that each student compose a written snapshot that addresses their growth from passive recipients of media's messages to active recipients who challenges the content of the media.

It is the group's responsibility to ensure that their magazine includes a captivating and unifying front and back cover that would appeal to the vast majority of students within the school. In organizing the content of the magazine, a table of contents must be included. The magazine will require further 'fillers' (e.g., horoscope, comics, photos) to add appeal and a sense of cohesion.

Steps for Teacher

1. Introduce the culminating task within the first few lessons of the unit so that students have an awareness of the overall goal.

2. Each individual component of the culminating activity, as well as discussion of the expectations and examination of the associated rubrics, will be integrated and completed at appropriate intervals within the unit, often following a lesson that directly pertains to the task.

3. Accommodations / Modifications will be made for those students who are identified with an IEP or who are between stages 1-3 ESL (e.g., chunking, providing extra time, decreasing length requirements.) Support staff will also be called upon as needed.

4. The following is an assignment breakdown that will be shared with students at the beginning of the unit when the culminating task is introduced:

Marking Scheme - Independent Work:	Marking Scheme – Group Work:
➢ Article 25% ➢ Advertisement 25% ➢ Personal Snap-shot 25%	➢ Overall Completion (front and back cover, table of contents, fillers) 25%

Overall Expectation

- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologist;
- describe some differences and similarities in the approaches taken by anthropology, psychology and sociology to the concept of self in relation to others;

Specific Expectation

- identify the primary and secondary agents of socialization (e.g., family school, peers, media) and evaluate their influence;
- 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;

Culminating Activity

Student Page

A local publisher is looking for a captivating magazine that would target a multicultural, and diverse adolescent population (much like the population of Evergood High School). You have all been invited to develop a pilot magazine for review before a panel of judges. After close examination, one magazine will be selected for publication and distribution.

Publisher Guidelines:

Each team will comprise of 5 individuals (pre-selected by publisher) possessing unique experiences and talents to add creativity and uniqueness to the overall project. The following, outlines the components that must be completed on an individual basis within each team:

1. Group members will be responsible for publishing an independent article that explores media influence on adolescent socialization (e.g., gender stereotypes). Every article should focus on a different issue. As a team, brainstorm 5 possible topics and select based on personal preference.

2. A total of 5 advertisements that challenges the current trends in advertising (e.g., Is everybody really white, thin, and wealthy?) are required. Each participant will produce an advertisement that tackles a different trend.

3. As with all magazines, yours will include an editor's page. This will necessitate that each student compose a written snapshot that addresses their growth from passive recipients of media's messages to active recipients who challenges the content of the media.

Each subsequent component will be addressed as a whole team.

1. A captivating and unifying front and back cover that would appeal to the target population (e.g., population at Evergood High School).

2. In organizing the content of the magazine, a table of contents must be included.

3. The magazine will require further 'fillers' (e.g., horoscope, comics, photos) to add appeal and a sense of cohesion.

Evaluation Criteria:

Marking Scheme - Independent Work:	Marking Scheme – Group Work:
➢ Article 25% ➢ Advertisement 25% ➢ Personal Snap-shot 25%	➢ Overall Completion (front and back cover, table of contents, fillers) 25%

Expectations to be Addressed:

Overall Expectation

- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologist;
- describe some differences and similarities in the approaches taken by anthropology, psychology and sociology to the concept of self in relation to others;

Specific Expectation

- identify the primary and secondary agents of socialization (e.g., family school, peers, media) and evaluate their influence;
- 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;

Culminating Activity – Article Rubric

Criteria	Leve1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Selection of topic; relevance to course curriculum	Topic unrelated to course content	Topic has limited connection to course content	Topic connected to one aspect of the course content	Topic connected to more than one aspect of the course content
Critical Thinking/ Media Literacy	Article does not deconstruct media messages and does not challenge or suggest alternate views	Article attempts to deconstruct media messages by presenting limited challenges and/or suggestions of alternate views	Article deconstructs media messages by challenging current trend and suggesting alternate views	Article thoroughly deconstructs media messages by challenging and questioning current trend and suggesting various alternate views
Position statement and supporting information	Position cannot be determined, support is unrelated to argument	Position is stated but not maintained throughout, with limited support	Position is stated, maintained and supported	Position is clearly stated, consistently maintained and thoroughly supported
Visual Appearance	Article lacks overall organized	Article is organize but not structured into columns	Article organized into structured columns	Article effectively organized into structured columns
Language Conventions (e.g., spelling, grammar and punctuation)	Limited/no use of good writing mechanisms with limited/no accuracy and punctuation, sentence structure, paragraphs, grammar, spelling, etc.	Some use of good writing mechanisms with some accuracy in punctuation, sentence structure, paragraphs, grammar, spelling, etc.	Use of good writing mechanisms with accurate punctuation, sentence structure, paragraphs, grammar, spelling, etc.	Excellent use of writing mechanisms with accurate punctuation, sentence structure, paragraphs, grammar, spelling, etc.

Culminating Activity – Advertisement Rubric

Criteria	Leve1 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Critical Thinking/ Media Literacy	-Advertisement does not deconstruct media messages and does not challenge or present alternate views -No evidence of consideration and application of the five key questions of media literacy	-Advertisement attempts to deconstruct media messages by presenting limited challenges and/or alternate views -Consideration and application of two to three key questions of media literacy are evident	-Advertisement deconstructs media messages by challenging current trend and presenting alternate views -Consideration and application of most of the key questions of media literacy are evident	-Advertisement thoroughly deconstructs media messages by challenging and questioning current trend and presenting various alternate views -Consideration and application of all five key questions of media literacy are evident
Visual Appearance/ Layout	-The combination of visuals and text are not very appealing to the eye -The is a limited overall impact	-The combination of visuals and text are somewhat appealing to the eye -There is some overall impact	-The combination of visuals and text are appealing to the eye -There is overall impact	-The combination of visuals and text is extremely appealing to the eye - Profound overall impact
Language Conventions (e.g., spelling, grammar and punctuation)	Limited/no use of good writing mechanisms with limited/no accuracy and punctuation, sentence structure, grammar, spelling, etc.	Some use of good writing mechanisms with some accuracy in punctuation, sentence structure, grammar, spelling, etc.	Use of good writing mechanisms with accurate punctuation, sentence structure, grammar, spelling, etc.	Excellent use of writing mechanisms with accurate punctuation, sentence structure, grammar, spelling, etc.

Culminating Activity –Snapshot Rubric

Criteria	Leve1 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Evidence of Personal Growth	Demonstrates minimal growth from a passive to an active recipient of media messages but lacks reflection	Demonstrates some growth from a passive to an active recipient of media messages through reflection	Demonstrates growth from a passive to an active recipient of media messages through reflection	Demonstrates growth from a passive to an active recipient of media messages through insightful reflection
Visual Appearance	Snapshot lacks overall organization	Snapshot is organized but not into structured columns	Snapshot organized into structured columns	Snapshot effectively organized into structured columns
Language Conventions (e.g., spelling, grammar and punctuation)	Limited/no use of good writing mechanisms with limited/no accuracy and punctuation, sentence structure, paragraphs, grammar, spelling, etc.	Some use of good writing mechanisms with some accuracy in punctuation, sentence structure, paragraphs, grammar, spelling, etc.	Use of good writing mechanisms with accurate punctuation, sentence structure, paragraphs, grammar, spelling, etc.	Excellent use of writing mechanisms with accurate punctuation, sentence structure, paragraphs, grammar, spelling, etc.

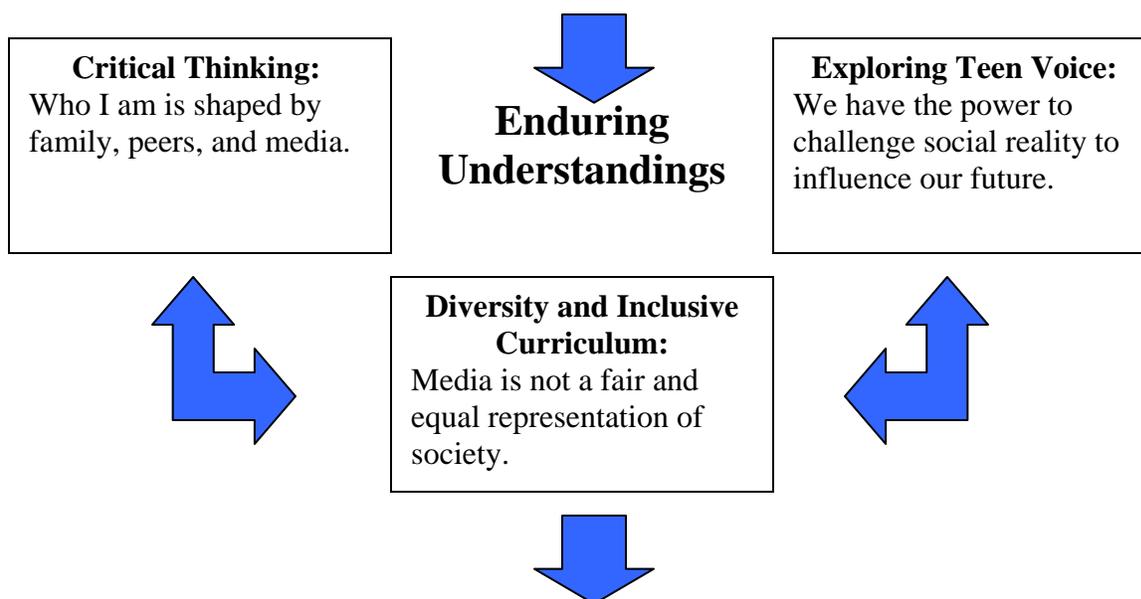# Culminating Activity –Overall Completion and Appeal

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
The final product includes all required elements and is completed in an organized and effective manner	-Magazine lacks one or more of the required elements (e.g., a front and back cover, a table of contents, and various fillers). -Lacks organization and effectiveness	-Magazine includes a front and back cover, a table of contents, and various fillers. -Is somewhat organized and effective	-Magazine includes a visually appealing front and back cover, a table of contents, and various fillers. -Is organized and effective	-Magazine includes a creatively appealing and effective front and back cover, a table of contents, and various fillers. -Is well-organized and effective

Instructional Organizer - *Unit at a Glance* –

Introduction to Anthropology, Psychology and Sociology – HSP3M
Unit: The Impact of Media on Adolescent Socialization

Rationale: Students are inundated with media messages. Media is a powerful force in influencing one's thoughts, beliefs and actions. It is because of media's power to influence that students must become critical thinkers who evaluate media messages. Throughout this unit, students will develop media literacy skills to critically analyze and challenge media messages.

Critical Thinking: Who I am is shaped by family, peers, and media.

Enduring Understandings

Exploring Teen Voice: We have the power to challenge social reality to influence our future.

Diversity and Inclusive Curriculum: Media is not a fair and equal representation of society.

Culminating Activity: Students will work in groups of 5 to create a magazine that targets the population of their school community. Each student will produce an article that explores media influence on adolescent socialization (e.g., gender stereotypes); an advertisement that challenges the current trends in advertising (e.g., Is everybody really white, thin, and wealthy?); and a snapshot that addresses their growth from passive recipients of media's messages to active recipients who challenges the content of the media.

Lesson Overview:

Lesson 1: Unit Introduction	**Lesson 5:** Article Analysis and Construction
Lesson 2: Advertising Trends	**Lesson 6:** Exploring Your Growth
Lesson 3: Social Science Research Method	**Lesson 7:** Linking it All Together
Lesson 4: Challenging Current Trends in Advertisements	

Lesson Plan- Introduction to Unit
Time: 75 min

Description
There are a total of twenty-five students. Teacher selects five groups of students made up of five students in each group. In their groups of five, students will explore the various mass media visuals posted around the room. Students will complete their individual "role on the wall" figures.

Strand
Self and Others

Overall Expectations
- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologists

Specific Expectations
- analyze the role of the 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

Prior Knowledge and Skills
- Students are familiar with various social and cultural organizations of societies
- Students have some basic understanding of what is mass media

Teaching and Learning Strategies
1. Administer survey to students (see Appendices). Information will be used for formative assessment and checking for prior knowledge.
2. Brief discussion highlighting the various agents of socialization, clearly identifying the media.
3. Numerous visual prompts depicting individuals in the media (headlines and photos from posters, advertisements, magazines, newspapers etc.) will be posted around the room. Students will explore the visual prompts.
4. Teacher poses question "What is media?". Brainstorm exercise using "Think-Pair-Share" (TPS) to respond to question.
5. Using flip chart paper record information, re-group as a class and share feedback.
6. Teacher presents dramatic convention "Role on the Wall". Students have previously drawn their figures. Magazines, newspapers, and media are made available for students to create a collage in their figures. Images and words inside the figure represent the student's self-perception. The exterior of the figure represents how students believe others perceive them. The outer perspective will be revisited in a later lesson.
7. Students write a reflection in their journals on their inner self.

Assessment and Evaluation
- One-on-one and group observations
- Think-Pair-Share
- Anecdotal notes
- Group discussion
- Class discussion
- Formative teacher assessment of students participation in discussions, surveys, "role on the wall" and reflective journals

Accommodations
- Visuals for E.S.L. learners
- Kinesthetic tasks
- Small and whole group discussions
- Reflective journals

Resources
- Student surveys
- Flip chart paper
- Markers
- Visual prompts
- Pre-cut figures
- Magazines, newspapers, pamphlets
- Scissors, glue, tape
- Textbook- *Our Social World: An Introduction to Anthropology, Psychology and Sociology* by Wayne Sproule

Appendix 1

Student Survey

How often in a week do you use each of the following forms of communication?

	Seldom or Never (0 to 2 times)	Regularly (3 to 7 times)	Often (8 or more times)
Newspapers or magazines			
Radio			
Television			
Books			
Movies			
Telephone			
Fax Machine			
Internet			
Other (specify)			

Précis of Learning Activities / Strategies

Lesson 2: Advertising Trends
Time: 75 min.

Overview of Key Learning Activities / Strategies:
Students will explore various magazines paying particular attention to the advertisements. In groups of 5, students will complete a chart making special note of the product or service being advertised and/or the individuals used in the marketing scheme. Students will return to the role on the wall activity from lesson one to complete the outer self as depicted in the advertisements. A reflective journal exploring their thoughts and feelings on the above activity will be completed individually.

Link to Culminating Activity:
- Developing an awareness of who is represented in current advertising trends in order to be able to challenge this trend for their own advertisement.

Resources:
- Various magazines
- Role on the wall
- Scissors, glue
- Journal
- Handout (chart)

Assessment:
- Anecdotal notes during small group and whole class discussion
- Review and feedback on reflective journals and role on the wall

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Lesson 3: Social Science Research Method: "There are psychological and social implications inherent in the overall construction of a magazine."
Time: 75 min.

Overview of Key Learning Activities / Strategies:
Students will closely examine social research methods. Using the *Five Core Concepts* and Five Key Questions students will deconstruct a magazine into its component parts. This will enable them to become competent, critical, and literate in this particular media form.

Link to Culminating Activity:
- Developing an awareness of how a magazine in constructed as they will be creating one

Resources:
- Course Text, "Our Social World"
- CML MediaLit Kit, by Elizabeth Thoman and Tessa Jolls

Assessment:
- Observation checklist

Lesson 4: Challenging Current Trends in Advertisements
Time: 150 min.

Overview of Key Learning Activities / Strategies:
Students will produce an advertisement that challenges the current trends in advertising (e.g., Is everybody really white, thin and wealthy?). Each group member will be responsible for selecting and recreating one advertisement to challenge a current trend. Application of the *Five Key Questions* must be considered.

Link to Culminating Activity:
- Creating advertisement to be including in culminating activity.

Resources:
- CML MediaLit Kit, by Elizabeth Thoman and Tessa Jolls
- Website – www.school.mcgrawhill.ca/resources (How to create an effective advertisement)
- Plain white paper, markers, pencil crayons, scissors, glue
- Computer software

Assessment:
- Rubric

Lesson 5: Article Analysis and Construction
Time: 150 min.

Overview of Key Learning Activities / Strategies:
Through the lens of the Five Core Concepts and the Five Key Questions, students will participate in a whole class and small group analysis of a popular magazine article. Using the placemat strategy, students will work in groups of five to brainstorm various topics related to adolescent socialization. The overlapping topics will go in the center of the placemat and from this list, each group member will select a different issue to explore in their articles.

Link to Culminating Activity:
- Creating article to be including in culminating activity.

Resources:
- Chart paper for placemat and markers
- Magazine article for whole class analysis
- Software for word processing

Assessment:
- Rubric

Lesson 6: Exploring Your Growth
Time: 75 min.

Overview of Key Learning Activities / Strategies:
Using the flower power activity students will develop a further awareness of their identify and their position as holders of power through media representation. The information gathered from this activity will assist students in developing their written snapshot.

Link to Culminating Activity:
- Individual snapshot will be included in the editor's page of their group magazine

Resources:
- Flower-power worksheet
- Software for word processing

Assessment:
- Anecdotal notes for flower-power activity
- Rubric for snapshot

Lesson 7: Linking it All Together
Time: 150 min.

Overview of Key Learning Activities / Strategies:
Students will take each of their individual components and come together in their groups to begin the process of publishing their magazines. Reference to the student culminating activity handout will serve as a guide in completing the final product.

Link to Culminating Activity:
- Final phase of culminating activity where all pieces come together

Resources:
- Previously completed components from lessons 1 – 6
- Software for word processing and publishing
- Magazines as exemplars

Assessment:
- Rubric for overall completion and appeal

Statement of the Design Process

Our four-member team worked co-operatively to complete our curriculum development project. After reaching a consensus on the topic, we struggled to form our statements of enduring understanding. A lengthy brainstorming session proved successful in moving us towards a mutually agreed upon direction. Once we clarified and narrowed our thoughts, we were able to form our culminating task. The group mutually and enthusiastically agreed that the culminating activity would have the students design their own magazine that reflected their school culture. We set to work on our backward design process, breaking down the project elements and working in pairs. We regrouped to share our progress, insights and to clarify ideas. The process and completion of this project was a positive experience for the group members. Given the enormity of the assignment, we were all very thankful for the resources, experience and input that each of us was able to share and contribute.