Saving the Kids

An Honors Creative Project

By

Amanda M. DeWester

Dr. Alan Richardson, Advisor

Ball State University
Muncie, Indiana

May 2, 2002

Graduation date: May 4, 2002
THE PROJECT
Abstract

Thoughts of suicide and the beginnings of eating disorders peak in intensity during the early teenage years of a person's life. This statistic can be, in part, associated with the increase in media awareness during these years as well as a general dissatisfaction with the inability of the average human body to transform into the stereotypical advertising image. With study and understanding of the advertising industry and how it works, students can learn to identify and overcome the negative feelings of self-worth that are key to the success of marketing. Through a detailed lesson-plan, real-life examples of the images that infiltrate their world every day, and hands-on projects to get them started in a media-savvy direction, sixth graders at Greenfield Middle School will be given the tools they will need to become more aware consumers, and interested people for years to come will have the resources at hand to spread the lesson again and again.

Acknowledgments

Many thanks are due to my advisor, Dr. Alan Richardson, for sponsoring the ideas and endeavors necessary to make this project a reality. Thank you, Dr. Richardson, for believing in my goal and in my ability to complete a presentation that required new understanding of areas in which I had no experience.

Also, I would have been lost without the professional guidance of Ms. Karen Stock, Greenfield Middle School teacher, who helped me find the resources necessary to bring my knowledge together in the form of a presentation intended to specifically target the middle school audience. Your help is truly appreciated.
RESEARCH
MEDIA INFLUENCES
People are exposed to three thousand advertisements each and every day of their lives. In one lifetime, the average person will have viewed three years worth of television commercials alone (Still Killing Us Softly). With all of the media that surrounds our lives, it is impossible for even the least vulnerable of people to be completely free of the influences that popular images have on our culture. These images relentlessly infiltrate our society, sending messages, even if subliminal, about what should define us as people. The more consumers buy into the images, the better off the advertisers are for marketing products as necessity to us, and so the cycle continues. In the meantime, these images create lasting implications that will reach farther for the people they affect than an advertised product or company could probably ever hope to last.

A scrutinizing eye will reveal the truth to exactly what it is that people buy from the media. For women, it is a message of powerlessness, a reminder of the need to be small, beautiful, and even quiet. For men, the image takes a different direction, telling everyone that men are, most importantly, strong and successful in business. Should a person of either gender not reach the ideal expectations in these areas, then he or she should learn to understand that they are not as valuable as those who do. Not surprisingly, very few people do reach the ideal (Perse 85). All of the rest of us, therefore, are not worth as much as we would like to be and must make up for this lack of identity through the products we buy. It is a sales pitch that people believe time after time.

Even beyond getting consumers to purchase products to achieve the ideal image, however, are the farther-reaching implications involved when other aspects of advertising
just that way by men (Killing Us Softly 3). They are intended to look small, vulnerable, and, of course, always sexy. They are often shown in positions that, one could assume, have been taken as the result of physical violence against them. While advertisements do not directly cause a person to be violent, they are responsible for helping to create a climate in which violence is acceptable (Cortese 48). In a society where at least one of every four women of college age has been raped or assaulted, it is not difficult to see why this issue should be of concern to the gender (Beyond Killing Us Softly: The Strength to Resist).

Conversely, advertising images of men create a climate that shows the necessity for power, the importance of large size, and the lack of acceptability for men to exhibit any traits that might possibly be characterized as feminine (Craig 139). It is a formula that sets the stage for violence, denying men any form of communication or rational emotional outlet that is necessary, in the real human world, for dealing with everyday life hassles and problems (Killing Us Softly 3). Men are to strive to be invulnerable, having power and dominance in every way possible. When this does not always happen, as no person can be in control every moment of his life, advertising does not help tell men how to manage the problem except, of course, to exhibit violent behavior (Still Killing Us Softly).

Popular advertising creates a world that could never truly exist, and yet people believe its images every day. Five per cent of people exhibit the body type that the media has popularized. Ninety-five per cent, then, do not (Cortese 20). This ninety-five per cent, however, will not typically be seen in advertisements. Anyone over the age of twenty-five years will not typically exist in the media world, either. Media beauty is
defined by youth, and, although the majority of our culture’s population is over the age of twenty-five, people over that age are typically not to be considered as beautiful (Beyond Killing Us Softly: The Strength to Resist). As most people could imagine, this has large implications for the elderly and the way they are viewed in society. According to the media, we should expect them to exist only in the rare instance that they “need a good laxative” (Still Killing Us Softly). This also causes problem for very young people, as they often, then, become objects of a sexual nature in the media. With one in four girls and at least one of every ten boys claiming to have been sexually molested in childhood in the real world, it could be said that the culture needs to take a second look at what is being idealized in the land of advertising (Beyond Killing Us Softly: The Strength to Resist).

Like the elderly, handicapped people and those with disabilities do not make more than the occasional appearance in the world of media despite their prevalent existence in real world. People of color, too, although they do exist in advertising, are generally cut down to size, made either to look smaller or less important than their white counterparts, or actually made to look white (Cottle 71). Sadly, this image spills over into societal perceptions of minorities in the real world, where it helps to perpetuate the cycle of racial stereotypes that have almost always been a part of our country’s climate.

By showing and idealizing this unrealistic and undesirable media world time and again in our society, advertisers have managed to make many people believe, whether they know it or not, that this is what they should strive for. The foundation of mass media is built on selling products, and the best way it has found to do that is to make people uncomfortable with who they are and to replace their own ideas of self with ones
that can be bought in a store (Beyond Killing Us Softly: The Strength to Resist). As a culture, we unintentionally learn to take from this media our definitions of success, beauty, romance, relationships, and normalcy. We learn that happiness can be bought. We learn that we are worth as much as we can buy, and if our neighbor has something we do not, we, too, must find a way to attain the fortunate status. Most importantly, though, we learn to find our own personal value in these wild images that were specifically intended to make us hate ourselves. We devalue our true human worth in place of owning just the right makeup, dieting at any age and at all costs to attain the right size, consuming the most unnatural and unhealthy products to prove rugged masculinity, and giving up every trait considered to be owned by the opposite gender so that we, in fact, may be made into exactly half the people we have the potential to be as we search, all the while, for this advertising world we have been promised.
WORKS CITED


Works Consulted


LEARNING STYLES
The four dominant learning styles on which I have chosen to base my lesson and teaching method research include the styles of the diverger, the assimilator, the converger, and the accommodator. By finding ways to cater to each of these different types of learners within my presentation, I hope to be able to reach the maximum number of students possible with my presentation. Each of the four styles has a distinct set of characteristics and needs which an educator must address in order for the students to reach their full understanding potential.

Divergers are best at viewing concrete situations from a number of angles. They have a strong imaginative ability and a solid understanding of people, and they are great at recognizing problems and at brainstorming. Their approach is often to observe rather than to take action as they learn by listening and sharing. They thrive on taking time to develop great ideas. These students value trust and participation among their teachers and need a supportive staff to share their goals. They also must understand what the reasons are for doing a particular activity or for learning specific information right away so as to make sense to what is being shared with them. Divergers function best in harmonious situations.

Assimilator students are best at understanding a range of information and figuring out how to put it into concise, logical form. They perform best by setting goals and methodically working towards them. Assimilators need well-organized presentations, like to have things down on paper, and feel most comfortable when everything is highly structured. These students are strong planners. They are good at defining problems and developing theories. They work best with sequential information and prefer to see main points made in lists.
Convergers are best at finding practical uses for information and theories. They are strong problem solvers, decision makers, and deductive reasoners. They excel at defining problems and making decisions based on the solutions they find to these problems. They prefer to deal with technical tasks than with social or interpersonal issues. They want clear ideas and value strategic thinking. Convergers enjoy experimentation and use it to internalize information. They thrive on timelines and believe in reward/punishment. They need task-oriented presentations and very few rules. They seek to find how everything works.

Accommodator students get their information through sense and touch. They enjoy carrying out plans correcting in-flight, and involving themselves in challenging experiences. They tend to act on gut feelings and rely more on other people than on their own technical analysis for information. They like change and are flexible. They are good at getting things done because they are not afraid to take risks. Accommodators tackle problems by looking for patterns. They need to be near people who can follow up and implement details.

All four of these learning styles are important to consider when planning a lesson for students. Hitting on concrete experience, reflective observation, abstract conceptualization, and active experimentation in teaching, ideally, would cater to every student in a classroom. By touching on these four ideas within a lesson, all four types of learners will, at least, have an equal chance of absorbing and understanding the information presented.

All information taken from the manual of the Academy of Leadership for Teachers.
METHOD OF TEACHING
I discussed with classroom teachers a number of possible teaching methods including: Brain-compatible learning (C.L.A.S.S. – Connected Learning Achieves Student Success), Covey’s Seven Hats (wearing different “hats” to achieve different perspectives on a subject), pedagogical (lecture) methods, hands-on techniques, auditory-visual-kinesthetic modes of learning, learning from seven different modalities (music, reading, movement, etc.), differentiated learning (addressing all styles of learners), the Montessori method (learning by exploring), the Gestalt method (learning one step completely before moving on to the next), the Madeline Hunter method (planning the objective and how you assess it before writing the lesson plans to teach it), and The 4MAT System of learning. I decided via their suggestions to further research The 4MAT System for use in my presentation.

The 4MAT System has eight basic steps intended to use concrete experience, reflective observation, abstract conceptualization, and active experimentation in learning as its cornerstones. This works well with the four learning styles discussed in my previous research, as these four ways of learning are exactly the areas that need to be touched to cater to students with different learning styles. 4MAT starts with concrete experience.

Students start with a created experience that brings themselves into the process. This caters to the right mode of the brain, and also helps diverger learners. Step two is a reflective observation step addressing the brain’s left mode. It requires reflecting on and analyzing the experience from step one. In step three, students are asked to make the transition of forming concepts from the reflective analysis which they have just
completed. While still bordering on reflective observation, this step reaches the right mode again and starts the flow towards abstract conceptualization.

Step four is based on content and is one of two steps (the other is number five) which schools use most often in teaching. This step develops the concepts and skills, a left mode practice, and then moves students on to step five, the practicing of defined givens, also a left mode activity. Right mode, however, rebounds in step six, where students, moving into the realm of active experimentation, practice adding something of themselves to the process. This is a critical step in the process.

In step number seven, students analyze the application for relevance and usefulness, finding ways to apply its practicality to their own lives. This left mode activity still fits in the area of active experimentation while catering to a different side of the brain. On the eighth and final step, students are set to do the process again, this time with understanding and the ability to apply the information to new, more complex experiences, a function of the right brain mode.

In making certain that all the steps of this process are included in a presentation, an instructor can be sure to hit as many willing listeners of different learning styles as possible. Simultaneously, a lesson done using this method will help to target and strengthen both modes of the brain. Students will not only be able to grasp the concepts of the content, but also should be fully able to express their new information in its practical applications.

**BIBLIOGRAPHY**

GREENFIELD-CENTRAL CURRICULUM
Once I had arranged to present my lesson in a Greenfield Middle School classroom, I went about the process not only of researching the necessary information and the methods with which it should be presented, but also of putting together a complete lesson plan. Teachers informed me of the fact that Greenfield teachers (as well as most others) are required to integrate corporation curriculum standards into their lesson plans. The teachers provided a book of academic standards for all of Indiana, a book which Greenfield uses in full in their own curriculum planning, for me to read through so that I might identify the standards my presentation addressed before writing my final lesson plan. The following were applicable standards I found in the booklet, “Indiana’s Academic Standards for Sixth Grade in English/Language Arts, Mathematics, Science, and Social Studies for 2001”:

Standard 6.2.1 Identify the structural features of popular media

Standard 6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.

Standard 6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in Text.

Standard 6.3.6 Identify and analyze features of themes conveyed through Characters, actions, and images.

Standard 6.1.9 Explain how technologies can influence all living things.

These standards were adopted by the Indiana State Board of Education in an effort to identify the skills and concepts that sixth graders across the state should develop as they progress through the grade. I believe that my presentation will help to touch on at
least the five educational standards and goals listed above and will, furthermore, have lasting effects for the students.
GAME PLAN
OBJECTIVE OF PRESENTATION

Our culture is increasingly more image and media oriented. Advertising is cited in research as one of the most powerful educational forces today. Despite this fact, very few schools have included programs within their curricula to help teach students how to be educated viewers of the media. With this in mind, I hope to create a one-hour program and interactive presentation to help adolescent students, those who are just beginning to experience the effects of advertising, to understand the implications of media images and how they can combat the cultural suggestions those images portray.

DETAILED PRESENTATION OUTLINE

I. Give a magazine to each student to look through for five minutes. Tell them that some girls will receive male-oriented magazines and vice versa, but that they should not switch. They are just to take five minutes to look through the magazine and see what is in there. After five minutes, have the students close the magazines and ask them to remember one advertisement, the first one that pops into their minds, no matter what it was for, and to reopen to that page. Have them raise their hands to show how many found products or services that they would not consider using, but that they
remembered. If many found silly, useless products, then they have served the purpose of making a point. The point of the exercise is to prove to the students that advertisements stick with them, whether they realize it or not, and regardless of whether or not they are for products that they would even consider using.

II. Not only does advertising’s influence come from what we see in magazines, but it also comes from audio images, sounds or mottos that we associate with certain products or services. Make this point to the students. To prove it to them, ask them to try to recall the companies for which some television jingles or catch phrases advertise. See how many of these they can identify.

Examples:

“You’re in good hands with [Allstate].”

“It’s not gecko, it’s [Geico].”

“Zoom zoom.” (Mazda)

“(Foster’s], Australian for beer.”

“Dude, you’re getting a [Dell].”

“Drivers Wanted.” (Volkswagen)

“Like a rock.” (Chevy)

“Express yourself.” (Cingular)

“Can you hear me now? Good.” (Verizon)
Point out to the students that these are all for products that sixth graders would not normally need, but still they remember the majority of them (if not all of them). They do not need their own insurance; they are four years away from even being able to drive a car, much less buy one; they are not supposed to be drinking beer; and unless they have a great allowance, their own computer is probably not in the near future.

III. People see advertisements every single day and do not even realize that they are paying attention to them. Ask the students to question whether or not these same advertisements might also be sending messages to them that they do not realize. Explain that the average person spends three years of their life watching commercials on television, that they see three thousand advertisements per day, and that the industry that is advertising to them is a $180 billion industry. Still, nobody claims to be influenced by these advertisements. The reason for this is that the influences are being made in a way that very few people even realize their presence.

Point out to the students that the key to advertising and to getting people to buy products is to make consumers feel like they need whatever is being sold. There are only a few ways that this can be
done, and they all involve making people feel insecure about what they have or who they are now. Ask the students to find an advertisement in their individual magazines or to think of an advertisement from television that puts them up against their neighbor by saying that you need to have everything your neighbors have or that everything you own should outdo everyone else’s possessions. (Example: “This car in your driveway will make your neighbors jealous!”) Make it a contest to see who can find it first.

Ask the students to imagine if they were going to buy their shoes based on whether or not they would look better than the person next to them in a bathroom stall. It is just as silly of a principle as these advertisements, yet people buy into it every day. Advertisers make competition out of things that would not normally require it. Ask them to imagine the copy on an advertisement like that. “You may not smell good, but at least your feet are cool!”

Another way advertisers make us feel insecure is to tell us that what we have is not good enough. Our computers are not fast enough, our skin is not smooth enough, we are too tall, too short, too fat, or too little. The list goes on and on. Tell the students that the more they are told these things, the more they will tend to
believe them, and the more the advertisers will be able to convince them to buy products to address these “problems”. Ask the students to find an advertisement in their magazines that shows a way to change your identity by improving something that is not good enough about you. (Example: Lipstick advertisements will often urge you to “define yourself” by finding a better color for your lips than the plain, ugly color that they are on their own.)

Point out to the students that advertisements tell women that they need to look better than other women and tell men that they need to be stronger and more successful than other men. The advertisers are smart. They make it a contest of people against people, and they sell all of us all kinds of things we do not need by doing just that. The very sad part about that statement is that, in their hurry to make some people look better than others so that everyone will rush in and buy the necessary products to be the best they can be, the advertisers have actually made certain groups of people look more important than others. Asian people, Indian people, black people, women (especially fat women), small men, people of alternate lifestyles, and, generally, anyone who is not white is downplayed in the media, often hardly noticeably, to look less important and sometimes not even human. What this does, then, if we start to believe it, is to give all of us a feeling of
being more important or less important that other humans because of the way we look. Ask the students to find advertisements in their magazines that have two or more people in them. Have them determine which person in the picture looks more important and for what reasons. Have them share their findings and list the traits that make one person look more powerful or important in a picture than another person. Ask them to explain how that might start playing into the stereotypes we have of people. (Example: White people may be in the foreground of a picture, while people of different ethnic backgrounds are in the background, are often shorter, and generally do not have the focus of the advertisement.) Point out, also, that this works for hair color, with blondes often in the foreground to advertise a product that is supposed to be fun, and brunettes often the focus of an advertisement that is made to look intelligent. Make this search a contest for who can find these kinds of advertisements first, as well.

IV. Talk to the students about why it is important to realize what advertising does at the age that they are right now. Everybody's self-confidence is directly linked to the images that they have of themselves. Studies show that a lot of people who are confident as young children lose their self-esteem when they are twelve to
fourteen years old. Quite a bit of this has been linked to media images. Five per cent of all people have the potential for the body type that we see every day on television and in magazines, yet everyone thinks that that is the image they are supposed to achieve. A lot of magazine covers do not even show people the way they really look! They use computers and editing techniques to make people look flawless. So, no matter what we all do, even if we learn to buy all the right products, we will never look as good as the people on the magazine covers, because even they do not look as good in real life as they do in the media. Still, most people over the age of ten believe that somehow, through dieting or whatever, they can achieve that look. Ask the students to raise their hands if they believe that they had pretty healthy bodies as fourth graders. Once their hands are up, tell them that studies show eighty per cent of all fourth grade girls as being on diets. Ask them why they think fourth graders might think they need to be on diets.

One reason a lot of children get the wrong impression about body shape and size is from the images that surround them when they are small. Barbie, for example, has unrealistic proportions to her body. In comparison to the average woman's measurements of 37"-29"-40", Barbie would measure, as a real human being, about 38"-18"-28". The probability of a real person existing with her
measurements is only one in 100,000, and that person would have to walk on all fours. Barbie, in real life would be 7'2" tall, would weigh 110 pounds, and would have a neck twice the size of the average human's. Likewise, Ken would be 7'8" tall, and the average man would have to add 7" to his chest and 8" to his neck to equal Ken's proportions.

As unrealistic as these dolls are, a lot of children think that that is what they should grow up to be. When their bodies start changing and they do not look like that, the results are often depression and low self-esteem. A lot of students, girls especially, start to do worse in school because of this.

Part of the reason for this is that the advertisements back up the unrealistic ideas of beauty and handsomeness. A lot of advertisements make girls believe that the only thing that is important for them is to look good. In fact, even though girls are supposed to be super-thin and in perfect condition, it is rare to find girls being active in advertisements. Often they are seen finding their fun in talking on the phone or posing for pictures with friends, not in playing sports or being outside. Conversely, boys are made to look active all of the time and are looked strangely upon for calmer activities such as reading a book. Boys are
encouraged to be very active. Ask the students to find advertisements in their magazines that show boys being active and girls sitting, doing makeup, talking on the phone, taking pictures, or doing some other dormant activity. Then ask the students to find just the opposite. See how the advertisements of each type compare in number.

V. Remind the students that the presentation is not discouraging them from looking their best, because it can be important to present yourself well at times. What all of these examples have been trying to get them to decide, instead is to choose not to define themselves by the way they look. Point out to them just how shallow the world of advertising is. For one, it only likes young people. If we lived in the world that advertising shows us, most of our parents would not exist because they would be too ugly. Anyone important in our lives who is over the age of twenty-five years would not exist, either, because they would be too old for the advertising world. Also, anyone who we know who has a real relationship based on something other than sexuality and looking good would not exist in the world of advertising. Ask the students to think of what is important to them. Have them name one person in their life who they consider to be most important to them. List these people on the board, and then cross out all of
those who would not fit in in the advertising world. Tell the students how important it is for them to understand just how shallow the advertising world is. When they realize this, they will reach a new level of maturity as people, a level that a lot of adults do not ever reach because they do not understand how to look critically at the media.

Show the students how fashion goes out just as quickly as it comes in. Hold up pictures of styles from magazines five and ten years ago that would have been popular for people their age. Remind them that, in the end, the only things that will always be popular for a person to do will be bathing and being kind to other human beings. At some point in life, popularity among average, everyday people comes from the kind of person you are, and not how you look. Even though all of the magazines tell all of us what we should be doing to be our best, none of them really hit it on the head. Being our best is about developing character and personality to be the best that it can be. If it has anything at all to do with our bodies, it is that we should strive to have the healthiest bodies possible, which actually means ignoring most of the advertisements, especially those that ask us to do unnatural activities like taking diet pills, getting plastic surgery, smoking cigarettes, and drinking lots of beer.
VI. As a final activity for the students, have them watch commercial segments from a popular television series (Example: “Friends”). Ask them what images they see and what messages the commercials give without directly saying anything. Once they can relate the techniques of critical media viewing, pronounce them educated media viewers and encourage them to remember what they have learned as they see advertisements every day in their lives. Remind them to be better people because of who they are, not what they look like.
THE PRESENTATION AS IT RELATES TO THE STUDIED 4MAT TEACHING METHOD

The first activity I have planned will address the first two steps of the 4MAT method. By having students choose a magazine and take five minutes to skim through it, students will have an experience that brings them into the process. Since the first quadrant of the 4MAT method addresses divergent learners, this process should address their learning style. Following the brief time to skim through the magazine, students will have an opportunity to share the advertisement they remembered. Divergent learners are said to value trust and participation with their teachers. Sharing what they found will address that. Diversers' approach to learning is to view concrete situations from a number of angles. Since each student will have remembered a different advertisement from his or her magazine, sharing remembered advertisements will give many different angles and ideas about what people remember and will give students an opportunity to reflect on all the ideas being presented. Having the magazines to look at provides the concrete situation. These learners are great at recognizing problems and brainstorming, so by doing the activity, they should quickly realize how influential advertising is and, therefore, understand the purpose of the activity. There should then be no reason to provide a situation that is anything but harmonious since this is not an inflammatory activity.

Goal two of my project addresses steps three and four of the 4MAT learning style and the assimilator students' learning styles. Assimilators like to understand a range of information and put it into logical form. By finding and identifying advertisements and the messages they give, students will be addressing a large amount of information and
categorizing it by the message it is sending. This requires them to use the information they learned from the first sharing activity and take it one step further by actually identifying which advertisement sends which message and by making comparisons. This will develop the concept and, hopefully, the skills to recognize the tools media uses in creating advertising messages.

Goals three and four use the information gleaned in step four to move into quadrant three of the 4MAT learning style. Step five (the first step in quadrant three) asks students to practice the skill, in this case, of finding more examples of advertisements that address each type of message which tells people they are not good enough the way they are. Using the Barbie and Ken dolls and having the students calculate the statistics that accompany what they would translate to in real life will satisfy step six, which is active experimentation and adding themselves to the process. This is a critical step, especially for the students who have the converger learning style. These people are best at finding practical uses for information and theories, and this activity makes them problem solvers when they realize that media images cannot translate to real life. Since looking at statistics is a practical, technical task and does not require interpersonal skills, this should be an activity conducive to their learning style.

The final goal will address quadrant four of the 4MAT learning style. This is for the accommodator student. This student likes to carry out plans and adjust as they go. They enjoy change and being flexible. They do not mind taking risks, and they like to look for patterns. By comparing magazines from the 2000’s to magazines of the 1990’s, students will have an opportunity to see how fashion is fickle and has certainly changed from one decade to the next. Creating a collage of fashions from then and now will give
them a challenge and allow them to look for patterns which will help them in the final step of the lesson plan. That step asks them to view a segment of a popular television show, identify the commercials, and relay the messages, blatant and implied, that those commercials are sending. Quadrant four asks for the student to analyze the application for relevance and usefulness and apply it to their own lives. The end product of this presentation will, hopefully, be that the students will walk away with a better understanding of how to be a critical media viewer and a more confident person for who they are, not what they buy.
FINAL PRODUCT
Lesson Plan

Objective: Students will be able to identify negative messages sent through advertising and to understand the marketing that is behind the media. Students will identify the structural features of popular media (6.2.1). Students will analyze text that uses a compare-and-contrast organizational pattern (6.2.2). Students will note instances of persuasion, propaganda, and faulty reasoning in text (6.2.8). Students will identify and analyze features of themes conveyed through characters, actions, and images (6.3.6). Students will explain how technologies can influence all living things.

Goal 1: Students will identify that they pay attention to media and absorb messages given.
Strategy: Students will be asked to thumb through a magazine for five minutes (not being told what to look for), close it, and then re-open it to the first ad that they recall seeing. They will then identify the features of that advertisement and explain whether or not it is for a product or service that they would consider using. They will then come up with the names of products based on companies’ mottos to reiterate the point that they pay attention to advertisements, whether they realize it or not.

Goal 2: Students will learn to identify advertisements which require people to be just like or better than their neighbors.
Strategy: Students will flip through the magazines to find comparison advertisements and work together to identify what it is that the advertisement is saying must be a part of life in order to achieve or surpass the success of someone else in your life.

Goal 3: Students will identify ads that attempt to persuade them to believe that they are not good enough the way they are.
Strategy: Students will (in a contest to see who can find it the fastest) search through magazine advertisements to find one that portrays the idea of your body not living up to the standard that a product or service will help it live up to.

Goal 4: Students will come to understand the idealized images that make the media.
Strategy: The group of students will interactively discuss natural human dimensions versus the dimensions that Barbie and Ken dolls would have if they existed as real people.
**Goal 5:** Students will learn the quick, in-and-out nature of popular fashion and the damage that it can do to peoples’ bodies and minds.

**Strategy:** From being shown examples of teen-minded magazines from the early 1990s, students will be asked to identify the mistakes that teenagers in those years may have made because of advertising that they now regret for the harm done to their bodies.

**EVALUATION:** Students will watch the commercial portions of a *Friends* episode and identify, by themselves, the messages that are being sent through the television to them. This practical application of their knowledge across to another form of advertising will prove their understanding of the material.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  1  2  3  4  5

2. In the future, I will be able to recognize messages given in advertisements  1  2  3  4  5

3. I believe that there is much more to a person than how they look or what they wear.  1  2  3  4  5

4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5

5. I would be interested in learning more on this topic.  1  2  3  4  5

What was the most useful part of the presentation?: 
TEACHER PRESENTATION EVALUATION

Please rate the presentation using the numbers 1 to 5.

1 = strongly disagree  2 = disagree somewhat  3 = neutral  4 = agree somewhat  5 = strongly agree

1. The presenter related to the students.  1  2  3  4  5
2. The students seemed to understand the presentation material.  1  2  3  4  5
3. The presenter used a variety of resources.  1  2  3  4  5
4. The presenter showed understanding of the teaching method being used for the lesson.  1  2  3  4  5
5. The subject matter of this presentation was useful to the students.  1  2  3  4  5

Comments:
This lesson was successfully presented to sixth grade students at Greenfield Middle School on Thursday, May 2\textsuperscript{nd}, 2002. The students' evaluations, classroom teacher Ms. Karen Stock's comments, and digital picture printouts of the activities are included.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  1 2 3 4 (5)
2. In the future, I will be able to recognize messages given in advertisements  1 2 3 4 (5)
3. I believe that there is much more to a person than how they look or what they wear.  1 2 3 4 (5)
4. I think more schools should have programs like this one to teach students how to understand advertisements.  1 2 3 4 (5)
5. I would be interested in learning more on this topic.  1 2 3 4 (5)

What was the most useful part of the presentation?:

The most useful part of the presentation was looking through the magazines.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1 = strongly disagree  2 = disagree somewhat  3 = neutral  4 = agree somewhat  5 = strongly agree

1. I learned something I didn’t already know.   1  2  3  4  5

2. In the future, I will be able to recognize messages given in advertisements   1  2  3  4  5

3. I believe that there is much more to a person than how they look or what they wear.   1  2  3  4  5

4. I think more schools should have programs like this one to teach students how to understand advertisements.   1  2  3  4  5

5. I would be interested in learning more on this topic.   1  2  3  4  5

What was the most useful part of the presentation?:

Knowing that I won't be sucked in by commercials.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.
1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn't already know.   1  2  3  4  5
2. In the future, I will be able to recognize messages given in advertisements   1  2  3  4  5
3. I believe that there is much more to a person than how they look or what they wear.   1  2  3  4  5  5  7  8  9  10
4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5
5. I would be interested in learning more on this topic.   1  2  3  4  5

What was the most useful part of the presentation?: The movie.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  1  2  3  4  5

2. In the future, I will be able to recognize messages given in advertisements

   1  2  3  4  5

3. I believe that there is much more to a person than how they look or what they wear.

   1  2  3  4  5

4. I think more schools should have programs like this one to teach students how to understand advertisements.

   1  2  3  4  5

5. I would be interested in learning more on this topic.

   1  2  3  4  5

What was the most useful part of the presentation?:

The reading of the magazines.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.
1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  1  2  3  4  5

2. In the future, I will be able to recognize messages given in advertisements.  1  2  3  4  5

3. I believe that there is much more to a person than how they look or what they wear.  1  2  3  4  5

4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5

5. I would be interested in learning more on this topic.  1  2  3  4  5

What was the most useful part of the presentation?:
Hands on interaction with magazines.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1 = strongly disagree  2 = disagree somewhat  3 = neutral  4 = agree somewhat  5 = strongly agree

1. I learned something I didn't already know.  1  2  3  4  5

2. In the future, I will be able to recognize messages given in advertisements  1  2  3  4  5

3. I believe that there is much more to a person than how they look or what they wear.  1  2  3  4  5

4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5

5. I would be interested in learning more on this topic.  1  2  3  4  5

What was the most useful part of the presentation?:

[Handwritten response: Learning about how they trick you.]
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  
   1  2  3  4  5

2. In the future, I will be able to recognize
   messages given in advertisements
   1  2  3  4  5

3. I believe that there is much more to a
   person than how they look or what they wear.
   1  2  3  4  5

4. I think more schools should have programs
   like this one to teach students how to
   understand advertisements.
   1  2  3  4  5

5. I would be interested in learning more on
   this topic.
   1  2  3  4  5

What was the most useful part of the presentation?:

   The TV commercials.
Please rank the presentation using the numbers 1 to 5.

1 = strongly disagree  2 = disagree somewhat  3 = neutral  4 = agree somewhat  5 = strongly agree

1. I learned something I didn't already know. 1 2 3 4 5

2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear. 1 2 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements. 1 2 3 4 5

5. I would be interested in learning more on this topic. 1 2 3 4 5

What was the most useful part of the presentation?:

I think that just by having someone talk about this topic, kids will feel more confident and not be so judgmental.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn't already know.  
   1 2 3 4 5

2. In the future, I will be able to recognize messages given in advertisements.  
   1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear.  
   1 2 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements.  
   1 2 3 4 5

5. I would be interested in learning more on this topic.  
   1 2 3 4

What was the most useful part of the presentation?:

I realized we pay attention to advertising when we got to guess what product when she said the advertisements.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree 2=disagree somewhat 3=neutral 4=agree somewhat 5=strongly agree

1. I learned something I didn’t already know. 1 2 3 4 5
2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5
3. I believe that there is much more to a person than how they look or what they wear. 1 2 3 4 5
4. I think more schools should have programs like this one to teach students how to understand advertisements. 1 2 3 4 5
5. I would be interested in learning more on this topic. 1 2 3 4 5

What was the most useful part of the presentation?:

When Mandy said you did not need those things to make you feel better.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree 2=disagree somewhat 3=neutral 4=agree somewhat 5=strongly agree

1. I learned something I didn’t already know. 1 2 3 4 5

2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear. 1 2 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements. 1 2 3 4 5

5. I would be interested in learning more on this topic. 1 2 3 4 5

What was the most useful part of the presentation?:

To know what to recognize.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know. 1 2 3 4 5

2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear. 1 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements. 1 2 3 4 5

5. I would be interested in learning more on this topic. 1 2 3 4 5

What was the most useful part of the presentation?:

learning not to judge people by their outside.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1 = strongly disagree  2 = disagree somewhat  3 = neutral  4 = agree somewhat  5 = strongly agree

1. I learned something I didn’t already know.  1 2 3 4 5

2. In the future, I will be able to recognize messages given in advertisements  1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear.  1 2 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements.  1 2 3 4 5

5. I would be interested in learning more on this topic.  1 2 3 4 5

What was the most useful part of the presentation?: Learning not to buy things to look cool.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1 = strongly disagree  2 = disagree somewhat  3 = neutral  4 = agree somewhat  5 = strongly agree

1. I learned something I didn’t already know.  1 2 3 4 5
2. In the future, I will be able to recognize messages given in advertisements  1 2 3 4 5
3. I believe that there is much more to a person than how they look or what they wear.  1 2 3 4 5
4. I think more schools should have programs like this one to teach students how to understand advertisements.  1 2 3 4 5
5. I would be interested in learning more on this topic.  1 2 3 4 5

What was the most useful part of the presentation?:

What will stick and what won’t.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  1  2  3  4  5

2. In the future, I will be able to recognize messages given in advertisements   1  2  3  4  5

3. I believe that there is much more to a person than how they look or what they wear.  1  2  3  4  5

4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5

5. I would be interested in learning more on this topic.  1  2  3  4  5

What was the most useful part of the presentation?:

Learning that most of the ads are wrong.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.
1=strongly disagree 2=disagree somewhat 3=neutral 4=agree somewhat 5=strongly agree

1. I learned something I didn’t already know. 1 2 3 4 5
2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5
3. I believe that there is much more to a person than how they look or what they wear. 1 2 3 4 5
4. I think more schools should have programs like this one to teach students how to understand advertisements. 1 2 3 4 5
5. I would be interested in learning more on this topic. 1 2 3 4 5

What was the most useful part of the presentation?:  
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn't already know.  1  2  3  4  5
2. In the future, I will be able to recognize messages given in advertisements  1  2  3  4  5
3. I believe that there is much more to a person than how they look or what they wear.  1  2  3  4  5
4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5
5. I would be interested in learning more on this topic.  1  2  3  4  5

What was the most useful part of the presentation?:

The most useful part was learning how to judge messages, advertisements, and people.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  1  2  3  4  5
2. In the future, I will be able to recognize messages given in advertisements  1  2  3  4  5
3. I believe that there is much more to a person than how they look or what they wear.  1  2  3  4  5
4. I think more schools should have programs like this one to teach students how to understand advertisements.  1  2  3  4  5
5. I would be interested in learning more on this topic.  1  2  3  4  5

What was the most useful part of the presentation?:

Don't pick on people for what they wear.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know. 1 2 3 4 5

2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear 1 2 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements 1 2 3 4 5

5. I would be interested in learning more on this topic 1 2 3 4 5

What was the most useful part of the presentation?:

That I got to see super models is.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

1. I learned something I didn’t already know.  
   1  2  3  4  5  

2. In the future, I will be able to recognize messages given in advertisements  
   1  2  3  4  5  

3. I believe that there is much more to a person than how they look or what they wear.  
   1  2  3  4  5  

4. I think more schools should have programs like this one to teach students how to understand advertisements.  
   1  2  3  4  5  

5. I would be interested in learning more on this topic.  
   1  2  3  4  5  

What was the most useful part of the presentation?:

STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree  2=disagree somewhat  3=neutral  4=agree somewhat  5=strongly agree

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3. I believe that there is much more to a person than how they look or what they wear.  1 2 3 4 5
4. I think more schools should have programs like this one to teach students how to understand advertisements.  1 2 3 4 5
5. I would be interested in learning more on this topic.  1 2 3 4 5

What was the most useful part of the presentation?:

I think this presentation was very useful. I learned how to understand adds more, and that there is more to an add than just what you see and hear.
STUDENT PRESENTATION EVALUATION

Please rank the presentation using the numbers 1 to 5.

1=strongly disagree 2=disagree somewhat 3=neutral 4=agree somewhat 5=strongly agree

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2. In the future, I will be able to recognize messages given in advertisements 1 2 3 4 5

3. I believe that there is much more to a person than how they look or what they wear. 1 2 3 4 5

4. I think more schools should have programs like this one to teach students how to understand advertisements. 1 2 3 4 5

5. I would be interested in learning more on this topic. 1 2 3 4 5

What was the most useful part of the presentation?:

Teaching us about advertisements.