|  |
| --- |
| **Part B: Unit Overview – 10 hours** |
| **Strand** | Personal Social and Community Health  |
| **Year level** | 9-10 |
| **Key proposition** | - Health literacy- Critical Inquiry |
| **Relevant band description notes** | - Students learn to [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.- They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong. |
| **Sub strands** | - Being healthy, safe and active- Communicating and Interacting for health and wellbeing |
| **Focus Area/s** | - Mental health and wellbeing- Food and nutrition  |
| **Content descriptors/relevant elaborations** | - Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices - Examining local fast-food options, making healthy selections and advocating healthy choices to peers - Critiquing images and messages in the media and evaluating how these images can be interpreted- Evaluate and apply health information from a range of sources to health decisions and situations  - Critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made - Critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people |
| **Relevant achievement standards** | - Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours- Students access, synthesise and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) health information from credible sources to propose and justify responses to health situations |
| **List key knowledges and skills required in the unit** | Knowledge * The role of the media in influencing adolescence, in particular their eating habits and body image perceptions
* The ways in which media targets and hooks adolescents
* The ways in which media manipulates the audience
* Recognises the most suitable and reliable sources of health information

Skills* Can identify and examine the way media influences body image and food choices
* Can investigate and identify the ways in which media targets, hooks and influences adolescents
* Can analyse media sources to deconstruct the messages
* Can pose questions about the aims, ulterior motives and reliability of media messages
* Can consider alternatives to deliver reliable health information
 |
| **Introductory activities** | See **Appendix 1** for Unit OverviewWEEK 1 – LESSON 1 ­Discuss the name of the topic *We accept the reality to which we are presented..* * *what does this mean?*
* *What is Critical Health Media Literacy?*
* See **Appendix 2** for Activity descriptions

Kahoot quiz * Online, interactive quiz where results are displayed on screen for open discussion

Brainstorm Activity Group Discussion Develop class Table of Terms and Definitions (**see Appendix 3**) FOR NEXT LESSON * Gather at least 3 examples of advertisement from a media source that could influence adolescents choices and bring to next class
* Look at magazines, social media sites, newspapers, TV ads (bring URL link) etc.
 | JUSTIFICATIONQuiz –. Chosen to get students involved and engaged from the start of the lesson and to gain an idea of the high levels of media use/intake amongst students.Brainstorm – To get students to start to think about the high prevalence of media in their lives and how it may be adversely affecting their health. Also to establish students’ current knowledge.Discussion – To get students to start to unpack advertisements and begin to think more critically about the underpinning aims of the advertisements beside the obvious. Also to further establish students previous knowledge.Class Table of Terms and Definitions – Chosen to encourage students to identify and understand key terms around the topic of health literacy, in particular the persuasion tools that the media uses. Table will be added to as the unit progresses and placed on the wall so terms are visible and reiterated. This table will be used for the final assessment  |
| **Activities to develop key knowledges and skills** | WEEK 1 – LESSON 2 – Identify and explain different messages that the media sendsTask 1 – What do you see?­­- Show YouTube clips of different advertisements - Engage in class discussion Task 2 – What do you see Collage (with their own advertisements) to be stuck up around the classroom | What do you see & What do you see Collage- Chosen to encourage students to begin to identify and examine media content that targets adolescence. Begin with a class discussion to ensure students are on the right track and to get ideas flowing. Then move into group work where they can collaborate and apply their knowledge collectively. Display poster on wall so that students can refer to these throughout the topic and so that the messages are reiterated every time they see them. Class introductory discussion – Set to get students to become aware of the topic for the class and to find out student knowledge. This is the case for majority of the class discussion conducted at the beginning of classes. Look beyond the Celeb- Chosen to get students to investigate media portrayals and to recognise and consider the prevalence of the use of celebrities in adolescent targeted media.The interview task was chosen to get the students active in their learning and to make it more of a fun and engaging task than just writing down answers. Further, students were learning from their peers and developing deeper understandings of the topic. Then and Now – Chosen to provide further understanding of the topic and for students to recognise that the use of celebrities in media and advertising isn’t a new concept. SeeMe website – Advertisement techniques – An interactive way to engage students and allow them to identify different types of techniques and recognise those techniques in various media portrayals. Advertisement Bingo! - Chosen as a fun activity to challenge the students to recognise persuasive techniques in advertisement with a little bit of healthy competition. Research Documentary -See ‘Assessment Strategies’Quiz - Set to begin the lesson with interactive and engaging tool, to allow students to become aware of the topic for the class and to find out student knowledge.Website Checklist – Chosen to equip students with the ability to identify and critique health sources in order to find reliable health information.What about our school? – To get students out of the classroom and into their school community to identify and become more aware of what resources they have available to them.Create Your Own Ad - See ‘Assessment Strategies’ |
| WEEK 2 – LESSON 1 - How the media targets and hooks adolescence – celebrity endorsements­Class introductory discussion * What kind of people do we constantly see in the media?
* Can anyone name a celebrity they’ve seen promoting something
* Why do they use celebrities or public figures?
* Example? Katy Perry Proactiv add

Task 1 – Look beyond the celeb & InterviewPresentation of Interviews to classEngage in class discussion Task 2- Then and Now (if there’s enough time after interviews and discussion) WEEK 2 – LESSON 2 - How the media targets and hooks adolescence – visual techniquesClass Discussion Task 1 –SeeMe website – Advertisement TechniquesSeeMe- An interactive web based resource developed to promote body image and tackle the impact of young peoples internalization of idealised media portrayals of beauty and stereotypesTask 2 – Advertisement Bingo!WEEK 3 – LESSON 1 & 2 – Impact of Media portrayals on body image and food choiceRESEARCH DOCUMENTARY ASSIGNMENTWEEK 4 – LESSON 1 Task 1 – Kahoot QuizTask 2 – Website Checklist (See **Appendix 4**)Task 3 – What about our school?WEEK 4 – LESSON 2 & WEEK 5 - LESSON 1 Assessment task (2) – Create Your Own Ad WEEK 5 – LESSON 2 – PREMIER OF FUTURE HEALTH PROMOTERS Show student advertisements |
| **Assessment strategies** | ***Assessment Task 1 - Research Documentary Assignment* –** First formal assessment of the topic chosen to challenge students to demonstrate both their ability to research a topic and to their skills in analysing and deconstructing media sources to identify underpinning techniques used. Used as a measure of objectives to see if students are where they should be in the unit and whether the task work has been successful in giving them the knowledge and skills needed for critical thinking in media and health literacies. It is presented in a documentary to encourage students to be creative and it is hoped that by doing this students will be more engaged in the task and show pride in and ownership of their learning. Shown at the school assembly to 1. Praise and Acknowledge the hard work of the student and 2. To encourage other students in their community to consider these messages and how to think critically about them. ***Assessment Task (2) -Create your own Ad*-** A fun and flexible task given to students to encourage them to consider and create alternatives to delivering reliable health information. The task requires student to demonstrate their knowledge on techniques used in the media and their skills in applying this knowledge in new, alternative forms. By undertaking this task, students not only demonstrate how to make informed health decision but they are going further in creating a promotional tool that could be used in their wider communities. Therefore, shifting the focus wider than the classroom and encouraging them to recognise how they can promote healthy choices and behaviours in their communities.  |
| **References**  | Australian Curriculum. (n.d). Retrieved from: http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1Australian Institute of Health and Welfare. (2011). *Young Australians, Their Health and Wellbeing.* Retrieved from: http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=10737419259Begoray, D. L., Banister, E. M., Wharf Higgins, J., & Wilmot, R. (2014). Online, tuned in, turned on: multimedia approaches to fostering critical media health literacy for adolescents. *Asia-Pacific Journal of Health, Sport and Physical Education*, *5*(3), 267-280. Retrieved from: http://www.tandfonline.com.ezproxy.lib.monash.edu.au/doi/full/10.1080/18377122.2014.940812#abstractCarey, R. N., Donaghue, N., & Broderick, P. (2014). Body image concern among Australian adolescent girls: The role of body comparisons with models and peers. *Body image*, *11*(1), 81-84. Retrieved from: http://www.sciencedirect.com.ezproxy.lib.monash.edu.au/science/article/pii/S1740144513001149Haines, J., & Neumark-Sztainer, D. (2006). Prevention of obesity and eating disorders: a consideration of shared risk factors. *Health Education Research*, *21*(6), 770-782. Retrieved from: http://her.oxfordjournals.org.ezproxy.lib.monash.edu.au/content/21/6/770.full?sid=1df1b8ef-d2c1-464c-9c29-c7478531e87dHobbs, R., Broder, S., Pope, H., & Rowe, J. (2006). How adolescent girls interpret weight-loss advertising. *Health education research*, *21*(5), 719-730. Retrieved from: http://her.oxfordjournals.org.ezproxy.lib.monash.edu.au/content/21/5/719.full?sid=1df1b8ef-d2c1-464c-9c29-c7478531e87d#ref-1Manganello, J. A. (2008). Health literacy and adolescents: a framework and agenda for future research. *Health education research*, *23*(5), 840-847. Retrieved from: http://her.oxfordjournals.org/content/23/5/840.longRogow, F. (2013). Ask, don’t tell: Pedagogy for media literacy education in the next decade. *Journal of Media Literacy Education*, *3*(1), 8.Retreieved from: http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1058&context=jmle&sei-redir=1&referer=https%3A%2F%2Fscholar.google.com.au%2Fscholar%3Fhl%3Den%26q%3DAsk%252C%2Bdon%2527t%2Btell%253A%2BPedagogy%2Bfor%2Bmedia%2Bliteracy%2Beducation%2Bin%2Bthe%2Bnext%2Bdecade%26btnG%3D%26as\_sdt%3D1%252C5%26as\_sdtp%3D#search=%22Ask%2C%20dont%20tell%3A%20Pedagogy%20media%20literacy%20education%20next%20decade%22Scharrer, E. (2003). Making a case for media literacy in the curriculum: Outcomes and assessment. *Journal of Adolescent and Adult Literacy*, *46*(4), 354-361.Retrieved from: http://www.readingonline.org/newliteracies/jaal/12-02\_column/Tiggemann, M., & Miller, J. (2010). The Internet and adolescent girls’ weight satis;faction and drive for thinness. *Sex Roles*, *63*(1-2), 79-90. Retreived from: http://search.proquest.com.ezproxy.lib.monash.edu.au/docview/808948447?accountid=12528Wharf Higgins, J., & Begoray, D. (2012). Exploring the borderlands between media and health: Conceptualizing ‘critical media health literacy’. *The Journal of Media Literacy Education*, *4*(2). Retrieved from: http://altechconsultants.netfirms.com/jmle1/index.php/JMLE/article/viewFile/235/197Wilmot, R. M., Begoray, D. L., & Banister, E. M. (2014). Aboriginal adolescents, critical media health literacy, and the creation of a graphic novel health education tool. *in education*, *19*(2). Retrieved from: http://ineducation.ca/ineducation/article/view/143/600 |
| **List of Resources** | https://kahoot.it/#/http://www.slideshare.net/mrs\_mullen/targeting-teenshttps://www.youtube.comwww.seeme.org.au http://www.vintageadbrowser.comhttp://www.who.int/en/https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eatinghttp://www.betterhealth.vic.gov.au |
| **List of Appendices** | **Appendix 1** - Unit Overview**Appendix 2** - Activity Descriptions**Appendix 3 -** Table of Terms and Definitions**Appendix 4 -** Website Checklist**Appendix 5** - Assessment Task 2 – Creating Your Own Ad |

**Appendix 1**

**Unit Overview**

**Unit Length** : 10 hours

**Length of classes**: 60 mins

**Lessons per week**: 2

**Overall number of Lessons** – 10

**5 WEEK UNIT – CRITICAL MEDIA HEALTH LITERACY**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **LESSON 1** | **LESSON 2** | **ASSESSMENT** |
| **1** | Introduction to Topic | Identify and explain different messages that media sends |  |
| **2** | How the media targets and hooks adolescence –Celebrity Endorsements | How the media targets and hooks adolescence – Visual Techniques |  |
| **3** | Impact of Media portrayals on body image and food choice | Impact of Media portrayals on body image and food choice | Research Documentary- In class |
| **4** | Identify how to recognise credible health information  | Creating your own Advertisement | Creating Your own Advertisement |
| **5** | Creating your own Advertisement | Showing ads |  |

**Appendix 2**

**Activity Descriptions**

**Introduction Activities - LESSON 1**

Kahoot quiz

* Identify how many students in class access the internet
* Identify how many access by smartphone
* How many students use social media sites (Facebook, Instagram etc.)
* Average hours spent watching TV

Brainstorm Activity

* Identify different avenues in which we access the media
* Identify products/services advertised on different media avenues
* Identify advertisements that could affect body image and food choices amongst adolescence.

Group Discussion

* Of those mentioned above, explain **how** some of the advertisements could influence body image and food choices of your age group
* Encourage students to think more critically than “it’d make me want to eat it” Or, “Makes me want to go buy it because it looks good on her.”

**WEEK 1 – LESSON 2**

Task 1 – What do you see?

*Food choices examples*

* https://www.youtube.com/watch?v=YFl\_CVFUAUo
* https://www.youtube.com/watch?v=nlpZRK2Yfd0

*Video clips examples*

* https://www.youtube.com/watch?v=Ys7-6\_t7OEQ
* https://www.youtube.com/watch?v=0HDdjwpPM3Y

*Clothing Advertisements on side bars of social media sites (Facebook)*

*Other examples*

* https://www.youtube.com/watch?v=IE4bS4keDGY

*Class Discussion*

* Where do we find these?
* What messages are these sending us?
* What are the texts? Eg
* What are the subtexts?
* What sorts of images of young men and women dominate media portrayals?

Task 2 – What do you see Collage (with their own advertisements)

* ­Students will have brought in gathered examples of media advertisements
* In groups share your three pieces of advertisement
* For each advertisement identify 4 messages/values/ ideas that this is sending out to you
* Create a collage poster of all the images/texts and list around the collage the messages they are sending

**WEEK 2 – LESSON 1**

­Class introductory discussion

* What kind of people do we constantly see in the media?
* Can anyone name a celebrity they’ve seen promoting something
* Why do they do this?

Task 1 – Look beyond the Celeb

Show following clip of Ad using a celebrity - https://www.youtube.com/watch?v=dP3r3SPXgKs

In groups you are to research and find an advertising campaign that uses a celebrity. Develop a short interview to present to the class of an interview between a critical media analyser and the media developer. The media developer should answer questions alike the following. Create two more critical inquiry questions on the use of celebrities in advertising -

* Why the media may have used this celebrity to hook adolescents?
* What are the underlying messages they are trying to send adolescents by using the celebrity?

**Example to do as a class if further clarification needed:**

****

- Advert is telling you that if you drink enough milk, not only will you lose weight; you might also look like Beyonce.

Advert is selling a lifestyle and an image

- Beyonce takes up more of the frame so attention is drawn to her

- Colour scheme is complimentary to her gold dress giving you the idea of success, wealth and warmth

(Targeting Teens Slide, 2013)

Task 2- Then and Now (if there’s enough time after interviews and discussion)

- Browse the *Vintage Ad Browser* and look at how the use of celebrities in advertisements has been prevalent and developed over the years

**WEEK 2 – LESSON 2**

Class Discussion

* Where do you encounter advertising?  (They will likely mention television, billboards, radio, Websites, school hallways, and so on.)
* Which specific advertisements "stick in your head?"
* What makes these advertisements memorable?  (They might mention music, catchy slogans, celebrity appearance, the appeal of the product itself, and so forth.)

Task 1 – SeeMe - Advertising Techniques

Using the SeeMe website

* Go to “get connected” in the top right hand corner
* In the left hand column select Advertising techniques. Read through and view the examples of each
* Some don’t work so I have created a Document on our Google Docs with additional links for each example

Task 2 –Technique Bingo!

Students each receive a bingo card with a table. Each square labels a different advertising technique. If students are unaware encourage other students to help explain the techniques they are unsure of. The teacher will play different videos and students are to mark off the technique if they see it being used. Once the full square is covered the student yells “BINGO”.

To make sure and to further encourage students to be able to identify techniques the teacher will go back over the adverts and ask students to identify where the technique was used.

**WEEK 3 – LESSON 1 & 2 – RESEARCH DOCUMENTARY ASSIGNMENT**

Assessment Task (1) – Research Documentary

In small groups students are to research some of the effects that media portrayals can have on body image and food choices amongst both adolescent males and females. They will be required to use examples of advertisements or other media sources such as film clips or popular Instagram pages and explain how the techniques used can target and influence the health related choices and behaviours of adolescents.

Once they have gathered the information (which should be done in one class) students are to put together a documentary on their research and findings, including how they deconstructed the advertisements. Students can use any program such as iMovie, WeVideo, Movie Maker etc to create their documentary.

The highest marked documentary will be showed at school assembly and the top 3 will feature on the school website to demonstrate students work and creativity.

**WEEK 4 – LESSON 1**

Task 1 – Kahoot Quiz

* Does this mean that all media sources are bad?
* Are there ways in which the media can deliver reliable health information?
* I seek health information from the internet
* I know I can trust it when it says doctors recommendation
* If I read it on Facebook it’s legit
* I check the credibility of the website before I take the advice

Task 2 – Website checklist

* In pairs, view some health related websites (some listed to get students started) and fill in the checklist provided (See **Appendix 4**) to see how reliable the website is.
* After filling in the checklist have each pair discuss why it may be important to check for the mentioned criteria.

TASK 3 – What about our school?

* In pairs take a quick 10 minute walk around the school and see if you can find some health related information and write down some of the sites they are recommending
* Tips on where to look
	+ Bulletin boards // outside of the school office, library, sick bay?
	+ In the school office
	+ On walls around the school
* Once back share your websites with another pair and see if you can come up with any others that are reliable sources of health information. Keep this list of websites with you for next class.

**WEEK 4 – LESSON 2 & WEEK 5 – LESSON 1**

Assessment task (2) – Create Your Own Ad (See **Appendix 5**)

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**WEEK 5 – LESSON 2 – PREMIER OF FUTURE HEALTH PROMOTERS**

Show student advertisements with discussion in between each on the persuasive techniques they used and why these advertisements send more positive and healthy messages than adverts we’ve viewed over the topic

Class vote on the best advertisement

**Appendix 3**

**Example Table of Key Terms**

(Taken and adapted from the Media Literacy Project, n.d)

|  |  |
| --- | --- |
|  |  |
| ASSOCIATION - This persuasion technique tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy,success, wealth, etc. Example Nike = Victory. BANDWAGON - Many ads show lots of people using the product, implying that "everyone is doing it" (or at least, "all the cool people are doing it"). No one likes to be left out or left behind, and these ads urge us to "jump on the bandwagon.” BRIBERY- This technique tries to persuade us to buy a product by promising to give us something else, like a discount, a rebate, a coupon, or a "free gift.” Sales, special offers, contests, and sweepstakes are all forms of bribery. Unfortunately, we don’t really get something for free, part of the sales price covers the cost of the bribe.ETC. | TEXT - The text of any piece of media is what you actually see and/or hear. It can include writtenor spoken words, pictures, graphics, moving images, sounds, and the arrangement or sequence ofof these elements.SUBTEXT - The “subtext” is your interpretation of a piece of media. It is sometimes called the “latent text.” The subtext is not actually heard or seen; it is the meaning we create from the text in our own minds. Eachperson creates their own subtext (interpretation) based on their previous experiences, knowledge,opinions, attitudes and values |

**Appendix 4**

**Website checklist**

**Some websites to try:**

http://www.doctoroz.com

http://www.who.int/en/

https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating

http://www.betterhealth.vic.gov.au

http://www.wikihow.com/Improve-Your-Diet-(Teens)

http://www.parents.com/kids/teens/weight-loss/

|  |  |
| --- | --- |
| QUESTIONS TO ASK | **YES//NO // COMMENTS** |
| **Does the website end in .edu., .org., .gov., ?**  |  |
| **Does it say who runs the website?** Hint: Go to the About us, About this Site, About.. |  |
| **Is there a goal or purpose of the website?** |  |
| **Are authors clearly identified?** |  |
| **Is the information reviewed?** |  |

**Appendix 5**

**Assessment Task 2 – Creating Your Own Ad**

The task requires students in groups of 5 to develop a fun and engaging advertisement encouraging positive truthful and constructive messages about adolescent health for their peers. Students will develop a script and film the ad to be viewed by their fellow classmates. It is encouraged that students use **at least** **2** persuasive techniques that they identified earlier in the topic. Students should refer to their Table of Terms developed over the topic. An additional list of tips could be given as follows (taken from The Media Literacy Project, n.d)

* Analyze. Look at several real ads and try to figure out why they’re effective.
* Power. Your message has to break through the clutter of all the real ads that people see or hear. Think about what makes an ad memorable to you (music? Catchy slogan?) . What techniques does it use to grab your attention? Use them.
* Persuade. Use the same persuasion techniques found in real ads – like humor, repetition, or flattery – to deliver your alternative message.
* Images. Visual images are incredibly powerful. People often forget what they read or hear, but remember what they see.

The ad should also include relevant recommendations of health websites that adolescents can access for reliable information.

Students have the choice at looking at the broader aspect of promoting health and wellbeing or choosing a focus such as food choices or physical activity promotion.