

HPE Activities and Assessments Task Force

Lesson Plan Template

LESSON INFORMATION:

Lesson Title: Consumer Health & Safety

Objective: Students will be aware of media influences on personal health and well being.

Grade Level: 9-12

GLEs:

ME3A 9-12 Evaluate the role the media can play influencing young adults' self concept by idealizing body image and elite of famous people (pg. 27)

Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health (pg. 27)

ME3B 9-12 Analyze the reliability of health care information, services and products that could affect consumer decision-making (pg. 28)

Content Standard(s):

HPE 6 – consumer health issues (such as the effects of mass media and technologies on safety and health)

Process Standard(s):

1.2 – conduct research to answer questions and evaluate information and ideas

1.4 – use technological tools and other resources to locate, select and organize information

1.6 – discover and evaluate patterns and relationships in information, ideas and structures

1.7 evaluate the accuracy of information and the reliability of its sources

1.10 – apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

2.1 – plan and make written, oral and visual presentations for a variety of purposes and audiences

2.2 – review and revise communications

2.3 – exchange information, questions and ideas while recognizing the perspectives of others

4.1 – explain reasoning and identify information used to support decisions

4.6 – identify tasks that require a coordinated effort and work with others to complete those tasks

4.7 – identify and apply practices that preserve and enhance the safety and health of self and others

Time needed to teach this lesson/unit: 5 days/45 minutes

LEARNING TARGETS:

1. Evaluate the validity of health information products and services in advertising
2. Describe the role media plays in influencing adolescents' choices
3. Describe the role media plays in influencing adolescents' self-esteem
4. Persuade the audience to use accurate information in advertising

LESSON DESIGN:

Students work in groups or pairs reviewing media advertisements (magazines, commercials – TV, website, radio) regarding health products and services (diet, foods, medicine, physical fitness equipment, self-improvement etc.)

Students determine what type of advertising techniques that the company used to influence adolescents to choose their product such as:

- Cure-all products
- Signs of health fraud/phony medical claims
- Instant results
- Testimonials
- Bandwagon
- Beautiful people
- Rich & Famous
- Good times
- Free rewards
- Great outdoors

Using a Claim/Disclaimer Evidence Chart, students record the claim that the advertiser is stating. Students research the claim from valid resources (such as www.consumerreports.org) and record the evidence that falsifies the claim. Computers may need to be available for research.

Students then determine what type of advertising techniques that the company used to influence adolescents to choose their product such as:

- Cure-all products
- Signs of health fraud/phony medical claims
- Instant results
- Testimonials
- Bandwagon
- Beautiful people
- Status
- Good times
- Free rewards

Students also describe how the advertisement can affect one's self-esteem based upon the advertising technique.

Students will write a letter to the company of a product persuading them to change their advertisement to use accurate information. In addition, students are to include how the current advertisement influences young adults self esteem. In addition students should suggest an alternative advertising technique the company should use.

ASSESSMENT: (directions and how to score or evaluate)

Assess the persuasive letter that the student wrote using the rubric provided. (NOTE: Teacher can delete portions of the rubric that were not addressed in the letter)

DIFFERENTIATED INSTRUCTION:

Have students create an advertisement for their product that they researched that is factual and persuasive

Technology and Materials Needed:

Computers for research - websites
Old/current magazines

Options:

- Have students watch Saturday morning cartoons and evaluate two of the commercials – or the teacher video tapes commercials for students to watch
- Have students listen to the radio and evaluate two advertisements or the teacher audio tapes advertisements
- Students go on the internet and look at pop-up, website advertisements or YouTube advertisements or teacher prints off website advertisements
- Take picture of inside convenience store and have students analyze how substances are advertised in the store

Resources:

www.dove.us/#/features/videos/videogallery.aspx/

www.consumerreports.org

www.snopes.com

www.pecentral.org/lessonideas/ViewLesson.asp?ID=9047

www.eduplace.com/graphicorganizer/pdf/persuasion.pdf

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