# Media analysis – Stage 5

Duration: 1-2 lessons (50-60 minutes in length)

## Educative purpose

When we critically analyse media sources, we add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to our ability to identify components and the relationship between them. In essence we are being active. We are not passively accepting everything we read and hear, but questioning, evaluating, making judgements, finding connections and categorising. It means being open to other points of view and not being blinded by our own biases.

In this activity students will work to develop their own critical inquiry skills and refine their strengths assisting them to become media literate.

## Syllabus content

* **PD5-2** researches and appraises the effectiveness of health information and support services available in the community
* **PD5-9** assesses and applies self-management skills to effectively manage complex situations

All outcomes referred to in this unit come from [PDHPE K-10](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Key inquiry question | Syllabus content |
| Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity? | * investigate media strategies, marketing and influences associated with health issues affecting young people   + critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people, eg messages regarding body image, nutrition and mental health **S**   + critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity **S** **I**   + examine marketing strategies to determine the influence they have on young people’s attitudes, behaviour and perceptions of health, eg healthy food habits, drug use, sexuality, gambling, sexual health, alcohol consumption **S** |

## Learning activity description

### **Activity 1 What are they telling us?**

Students analyse the messages in a series of videos. Watch the videos and record their responses to the questions.

1. [Dove evolution](http://www.youtube.com/watch?v=iYhCn0jf46U&feature=youtu.be) (duration 1:14)
2. [Dove onslaught](http://www.youtube.com/watch?v=Ei6JvK0W60I&feature=youtu.be) (duration 1:19)
3. [Dove campaign for real beauty (male version)](https://www.youtube.com/watch?v=-_I17cK1ltY) (duration 4:18)

* Predict the motive behind these videos. Who is the targeted audience and why have they been targeted?
* Determine which video was the most effective in critically analysing the effect of the media on body image. Justify why it was the most effective?
* Analyse what types of media are actively or passively involved in the portrayal of specific body types. Which media are the most frequent offenders?
* Explain the effect these videos have on your understanding of the media and how it influences body image.

### **Activity 2 Campaigning for change**

Access and read the [ReachOut article “what is body image”?](https://au.reachout.com/articles/what-is-body-image) Identify the strategies which can be used to improve a person’s body image.

Imagine you are a local youth worker who wants to raise the self-esteem of young people in the community.

Create a resource to encourage others to implement one of the strategies from the ReachOut article. The resource can be a poster, infographic, presentation, billboard, Instagram post or advertisement.

Your resource should include:

* a relevant and engaging title
* a key message for the audience that directly encourages individuals to adopt a healthy strategy to enhance personal body image
* a catchy slogan that promotes the importance of positive body image
* images that illustrate and reinforce the key message you want to convey.

Your resource should be creative, meaningful and stimulating. The aim is to grab the attention of the targeted audience and deliver your message.

Students could use an online platform such as Canva for the creation of the resource. They may also choose to use offline methods to create the resource.

Share your resource with the class via an established class online space, such as Google classroom or Microsoft Teams.

### **Activity 3 Hot off the press**

Write an article for a blog, newspaper/ online news service or magazine that analyses the influence and impact the media has on the development of body image issues for individuals in the community.

In your article:

* Critique the methods used by the media to create an unrealistic and unachievable body ideal for males and females.
* Analyse the extent to which the media portrays unhealthy body images and discuss how this may affect individuals.
* Discuss the impact of media images that continually flaunt unrealistic and unattainable body ideals.
* Explore what actions individuals and the community can take to restrict the media’s influence on the perception of body image.
* Outline how the media could enhance an individual’s perceptions of their body in a way that would increase self-esteem and self-confidence.

Share or publish your article with the class. In an online classroom, this could be done via an established online space, such as Google classroom or Microsoft Teams.