



Objectives

Students will:

- ▶ Examine their ideals about male and female body image.
- ▶ Explain how clothing manufacturers impact their views about body image.
- ▶ Define their personal body images by creating a poem to communicate their positive personal qualities.

Time: 60 minutes

Level: Grades 5-9

According to the Media (15 minutes)

- Invite one student to read the introduction.
- Divide class into pairs to respond to the following:
 - List the top three BEST LOOKING male and female characters in TV/movies.
 - In your opinion, what specific physical qualities make them “best looking”?
 - List two TV or movie characters you have wanted to look like. What physical qualities were most appealing to you?
 - Have you ever changed something about your appearance to be more like a TV/movie character? Explain.
- Once pairs of students work together to complete the four questions, invite each pair to share their answers to #1 and #2. Record these responses on the board or on a sheet of paper posted in the front of the room. Place a star (*) next to characters and physical qualities that are repeated.
- Ask students to identify similarities and common words/ideas that are recorded on the board/poster. Facilitate a discussion about why they think these characters and physical traits might be common for them. (The goal of this discussion is to elicit responses that lead students to the fact that they are all exposed to the same media messages.)

According to Clothing Manufacturers (20 minutes)

- Invite one student to read the introduction and pre-reading activity (sentence starters).
- If you have strong readers, direct students to read independently and then to complete the four sentences. If your readers need support, invite several students to read aloud as classmates underline or highlight sentences and paragraphs that will help them to complete the four sentences.
- Once students have completed their four sentences, direct students to stand in groups of three. Students will read their four sentences to the members of their trio group.
- Direct students to be seated. Invite a few students to share one of their sentences with the group.



According to Me (25 minutes)

- Invite one student to read the introduction and directions.
- Ask students if there are any questions before they begin to create their poems.
- Once students complete their poems, give each student the opportunity to stand in front of the group and read their poems aloud. Be sure you communicate expectations of support in order to create a trusting environment. (Remember, you are asking students to share personal thoughts. Sometimes fellow classmates need a friendly reminder about the right time for jokes and the right time for respect. If you clearly communicate these expectations, you will set the stage for a powerful closing for your students.)

National Standards

National Council of Teachers of English (NCTE) Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

National Council for Social Studies (NCSS) Standards

1. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multi-cultural topics across the curriculum.
2. Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.
3. Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.



References: Gender stereotypes in media

- ▶ Media and gender stereotyping:
serendip.brynmawr.edu/local/scisoc/sports03/papers/mmccconnell.html
- ▶ Gendered media: The influence of media on views of gender:
www.udel.edu/comm245/readings/GenderedMedia.pdf
- ▶ Effects of gender stereotyping in the media:
worldsavvy.org/monitor/index.php?option=com_content&view=article&id=603&Itemid=1050
- ▶ Media gender stereotypes: How TV, movies and more impact children:
voices.yahoo.com/media-gender-stereotypes-tv-movies-more-impact-578445.html?cat=7
- ▶ Media reinforces some gender stereotypes, breaks others:
www.kff.org/entmedia/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14516