

TEACHER'S GUIDE: How Do Media Images Impact Self-Image?



Objectives

Students will be able to:

- ▶ Define “self-image” and identify personal qualities and characteristics that define their self-image.
- ▶ Compare and contrast their personal self-images with images portrayed in TV and film.
- ▶ Explore data analysis from a study as reported in a USA TODAY article.
- ▶ Determine whether or not TV shows and film impact their self-images.

Time: 60 minutes

Level: Grades 4-6

What is My Self-Image?: (20 minutes)

- Invite one student to read the introductory paragraphs aloud.
- Direct students to write five positive qualities or characteristics they possess.
- Invite one student to read the next paragraph and directions.
- Direct students to choose a male or female character from a TV show or movie and list five qualities or characteristics about that character. (Be sure that male students choose a male character and female students choose a female character.) Next, students should independently complete the comparison chart.
- Invite one student to read the following question aloud: Why do you think it is important to compare how the media portrays girls and boys your age to how you think about yourself? Explain.
- Direct students to write a response on the lines provided.
- Once students have completed their written responses, invite several students to share their answers.

Male and Female Images in Film: (25 minutes)

- Invite one student to read the introduction and directions aloud.
- Invite one student to read the items in the 3-2-1 chart aloud.
- Invite several students to read the USA TODAY article aloud as classmates follow along. Tell students they should underline or highlight information that they might include in their 3-2-1 charts.
- Direct students to independently complete the 3-2-1 chart.
- Once students have completed the 3-2-1 chart, direct students to stand up, find a partner and share their responses. If there is time, invite several students to share their responses to the statement: “One reason this article relates to me...”

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Do TV Shows and Film Impact My Self-Image? (20 minutes)

- Invite one student to read the introduction and directions.
- Direct students to respond to the two questions in writing.
- Divide the class into two equal groups. Direct students to stand and place each group in a straight line. Have each line of students face the students in the other line.
- Have students create pairs with the students facing them. Give students 45 seconds to share their written responses. Once both students have shared, direct each line to move in the opposite direction. Now students will be standing across from a different student. Repeat pair shares. Rotate the line at least three times.
- If there is time, invite several students to share their responses with the group.

National Standards

National Council of Teachers of English (NCTE) Standards

1. 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.

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 multicultural 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.