**Celeb / body image p6/7**

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| **Prior**  **Learning** | The children have a good understanding of the Eat Well Plate and know the 5 food groups.  The children understand that everyone has different physical features and that weight is one of these.  The children are aware of the Rising Stars Model and can apply it to a meal.  Children are aware of the influence the media and advertising can have on consumers.  Children can identify where nutritional information is on food packaging. They can interpret the information in order to make judgments about how healthy a cereal is. | |
| **Es and Os** | I can understand how advertising and the media are used to influence consumers. HWB 2-37a | |
| **Learning intentions** | | **Success Criteria** |
| I am aware of the media’s role in dictating standards of attractiveness to society.  I understand that the media images can affect my own feelings towards my own body.  I am developing an understanding of how unattainable these standards can be for much of the population. | | Children will be able to identify that the media promote the ‘celebrity’ image through TV, film, magazines.  Children will be able to list all the negatives of aspiring to be like a typical ‘celebrity’.  Children will be able to make a comparison between the appearance of ‘celebrities’ and that of the ‘real’ people around them.  Children will view images that have been airbrushed and will be able to make comparisons between the original and the airbrushed image. |
| **Learning and Teaching Activities** | | |
| Get children to think back to a previous lesson about what makes a healthy body. Think/Pair/Share – record answers on board.  Discuss issue of weight in relation to health – what do we mean by ‘normal’ healthy weight?  Gather children around TV screen and show them the Celebrity Powerpoint up to Kimberly Wyatt. Discuss each slide and who the person is, what they do etc.  **Children to go into trios** (pick stick to select). In trios think about key questions on sheet given. These are; What are some of the words your group would use to describe the women? What are some of the words your group would use to describe the men? White sticky notes.  Now in your trios discuss what message **these images** tell us about how people should look? Imagine you were an alien and only had these images of humans – what would you think about the human race? Random ball throw to get answers!  Now, respectfully, think about your own family and friends – do they all look like the people you see in the media???? So are these celebs ‘average’ people.  How could wanting to look like the people we have seen today be a NEGATIVE thing? Spider diagram.  **Bring class back down to the carpet.** Ask the children do you think if you met a celebrity in real life they would look the way they do in magazines/on TV etc?  Yes people sit on left, no people sit on right -– develop a visual those who think yes and why and those who think no and why (Big Boards).  Why/why not?  Show children next few slides of celebrities being airbrushed up to Courtney Cox.  Discussion – think about the visual on big boards what do they think now?  Where do we see these airbrushed images? SO who promotes this as the ‘ideal’ way to be? **Why?** (link to cereal boxes)  Role Play – taking a willing volunteer and dress them up as a ‘celeb’. Trip to hairdressers, beauty salon, gym, fashion boutique.  Will being like these celebs make you a happy person?  Will striving to be like these celebrities make you a healthy person?  Pretend a child is Cheryl Cole – role play.  Two quotes – Kate Moss – Christina Aguilera.  Adele Slide – she inspire me – not because of the way she looks but because of all the things that make her who she is – no of which are physical features.  What will make you happy and healthy? Create a mantra that you could say to yourself everyday that would remind you about what is important to you. | | |
| **Resources** | | |
| * Powerpoint - Celebrities * White sticky labels * 2 x big boards * Whiteboard pens * paper | | |
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| **Evaluation of Pupils’ Learning and Next Steps** | | |
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| **Evaluation of Lesson Plan** | | |
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