

Media Influence

This lesson introduces students to the idea that what they see or experience on TV (or on radio or in print) can impact how they feel and, subsequently, how they act. The media is a powerful influencer, and our students are subjected to media on a regular, if not continuous, basis. This lesson gets kids thinking and talking about how, what they experience through the media, influences their emotions and behaviors.

Kindness Sub-Concept(s)

Self-Discipline

Lesson Timeframe

30-35 minutes

Required Materials

- Media and Emotions worksheet
- Whiteboard or some kind of projector to project the clips for the class to see; iPads or other handheld devices would be good, too.
- For teachers: Article: Impact of Media Use on Children and Youth <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/pdf/pch08301.pdf>

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Evaluate the media's impact on emotions and responsible decision making.

Teacher Connection/Self-Care

It is no coincidence that the first half of the word responsibility is the word response. We are responsible for how we respond to others. Although it can be a struggle, responding in kindness is a true gift that we can offer to those around us. The beauty of this response is that it is completely free for both you and the recipient! A change in attitude, an adjustment in your perspective, a deep breath before reacting; all of these actions allow you to respond in kindness regardless of the situation at hand. That said, some people and situations may require you to dig a bit deeper to conjure up the kindness needed to keep the tone upbeat. Don't despair! You can lead with kindness in every situation. The key is to plan ahead. This week, brainstorm tough situations that frequently lead you to struggle with a kind response. How can you add a kind word in these scenarios? Here are a few examples to get your juices flowing. 1) If someone is prone to complaining, build them up with kindness and suggest they take a stab at creating something to fix/adjust/replace the area of concern. 2) If a team meeting frequently ends with both sides becoming confrontational, plan ahead to write down the contributing thoughts of every member and then highlight similarities within the group to increase buy in. Now it's your turn. How can you respond with kindness?

Tips for Diverse Learners

- Pause so students can record their answers.
- Complete this activity more independently on a classroom computer with the movie and clip sites bookmarked and headphones. A few kids could do this activity at a time and discuss answers to the questions together in small groups



Share

3-5 minutes

Tell the person next to you about your favorite ad on the TV or on the radio. Explain the ad (what it is selling) and what you like about it.



Inspire

15-20 minutes

Note: If you can't play the clips, this activity will be completed differently. See "Without Video" below.

WITH VIDEO:

Now we are going to watch some TV and movie clips. Use this worksheet to write down what emotions you see being expressed in the characters, if you feel the emotion is believable, and if you observe the characters being kind.

Hand out the "Media and Emotions" worksheet.
Show the first two clips one at a time:

How to Eat Fried Worms:

<https://www.youtube.com/watch?v=9a0F82VJTSE>

Tooth Fairy:

<https://www.youtube.com/watch?v=JqnjK79fGSw>

When you are done with the clips, ask students to share some of the observations they wrote down.

Why do you think the actors or characters in these clips express emotions in a more dramatic way than we might in real life? (Possible answers: To be funny, to get a point across, to teach something, to act crazy.) Watching people act in crazy ways can make TV shows or movies fun to watch, but it can also make us think that it's the right way to act. Now let's watch the rest of the clips and I want you to answer the same questions again.

Show the rest of the clips:

The Foundation for a Better Life, Reach:

<https://www.passiton.com/inspirational-stories-tv-spots/78-reach>

Chronicles of Narnia:

<https://www.youtube.com/watch?v=TeeUm92phIU>

The Watsons Go To Birmingham:

<https://www.youtube.com/watch?v=u-oXVDMw6t4>

Charlotte's Web:

https://www.youtube.com/watch?v=vCHDS_a_4Ms

When you are done with the clips, ask students to share some of the observations they wrote down.

If you can't access the above videos, have students think about their favorite TV or radio commercial or an interesting billboard they have seen around town. Or, you could print examples from sites like this one: [50 Brilliant Billboard Ads that will Stop You in Your Tracks \(and what you can learn from them\)](#). Have students write down what the ad is selling and how they are trying to get people to buy the item, service, or experience. You will not give students the "Media and Emotions" worksheet.



Empower

10-15 minutes

Divide students into groups of five or six and assign a clip (that you all just watched) to each group; make sure they write the name of the show, movie, or ad on their sheet. Alternatively, you can project the activity sheet on the board and have them write their answers in their RAK journals where they would have more space. This activity can be done, too, if you supply handouts or images of various ads.

Now we are going to spend some time thinking more about how the characters in the different clips acted. Each group has been given the title of a movie, TV show, or the ad, and I want you to discuss and then answer, as a group, the questions written on the bottom Section 3 of your handout. Be sure you are showing respect and integrity when you are discussing with your group.

- How did the scene make you feel? Did you laugh? Were you surprised by what happened?
- Did all the characters show respect and integrity? If not, how could the characters have shown kindness or handled the situation differently?
- How do you think watching this impacts the way we treat each other?

Allow time for students to discuss and answer the questions. Then have them present their answers to the rest of the class.

WITHOUT VIDEO:

Option without video: If you didn't play the clips, this activity will be done in a different way. Using the ad that students selected and wrote about in the Inspire section or look for print ads in magazines, ask students to further write about or discuss the following:

- What emotions do you feel when you see this ad?
- Does this ad influence your desire to buy or engage the product?
- In what ways does media influence how you think and feel? What impact might this have on your ability to make responsible decisions?

Students could discuss these in small groups, write about them individually, or discuss in a large group.



Reflect

5-7 minutes

Today we watched some clips from the media. Some were a bit exaggerated, but these characters sometimes influence the way we act or what we see as an appropriate way of acting. It's important to notice if characters are acting with respect and integrity so we can recognize these in ourselves and in others. Kindness to self and others is deeply rooted in treating everyone with respect and integrity.

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- Does the media show emotions of characters in a realistic way?
- Did all of the members of your group have the same opinion or see the same emotions expressed by the characters?
- Which characters showed respect and integrity?

Reflection Questions

- Do you think movies, TV shows, computer games, or music can impact how you feel or how you treat others or make decisions?
- Do you think this is a responsible way for the media to portray characters?
- Can we or should we use the characters in the media as role models to inspire respect and integrity?



Extension Ideas

- As an optional civics extension activity, have students explore how the media has been used in a positive way to promote ideas of being a responsible citizen. You could show some of Schoolhouse Rock clips (you can Google them) or show trailers from recent films documenting social justice or documentaries of important historical figures/events, and discuss how the media can have a positive influence. Similarly, you could introduce a lesson on “fake news” and explore ways the media tries to manipulate people; this is a good opportunity to introduce critical thinking and evaluation skills with regard to media messages.
- Invite students to be aware at home, when they are online, watching TV, etc about how the media is influencing them both positively and negatively. Have them report back at the morning meeting.



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PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

Media and Emotions

Directions: As you watch each video clip, fill in the chart below.

	What emotions do the characters show?	Is it believable? (yes or no)	Do the characters show kindness? (yes or no)
How to Eat Fried Worms			
Tooth Fairy			
“Reach” PSA			
The Chronicles of Narnia			
The Watsons Go To Birmingham			
Charlotte’s Web			
Other movie, TV show, game			

As a group, answer the questions below about the TV show, movie, or ad you have been assigned:

How did the scene make you feel? Did you laugh? Were you surprised by what happened?

Were any of the characters rude or unkind? If so, how could the characters have shown kindness or handled the situation differently?

How do you think watching this scene impacts the way we treat each other?
