

Media mapping

Suggested level

Years 8 and 9

Prepare yourself (teacher)

The media has particular techniques to promote certain messages to young people particularly regarding body image and belonging. Ensure your awareness and knowledge of current sun protection media initiatives is up to date.

Class resources

- A selection of magazines or a prepared selection of TV advertisements shown between September and the end of April.
- Access to the internet for students to view the SunSmart *Dark side of tanning* commercials sunsmart.com.au/dark_side_of_tanning (Campaign developed by Cancer Institute NSW www.cancerinstitute.org.au)

Think about it!

Predict the results: How many models/actors/personalities in the advertisements appear to have a natural skin tone?

The activity

Using a contemporary media source such as a magazine or set of television commercials, complete the following analysis:

- Develop a table which you can use to record your results.
- Look at five or more print and/or TV advertisements and record the number of models/actors/personalities that appear to be tanned.
- Look at five or more print and/or TV advertisements and record the number of models/actors/personalities that appear to have their natural skin tone.
- List the different environments in which photos/videos have been taken (e.g. beach, bush, indoors).
- List the season/time of year the ad is supposed to be projecting.
- Record the number of models/actors/personalities who are using sun protection measures such as sunglasses, wide brimmed or bucket hats, sun protective clothing or are in the shade.

Compile your results in an interactive manner and use an Excel spreadsheet to produce a series of graphs.

Develop a PowerPoint presentation (this should include the data you have produced) or compose a letter to present your findings to a magazine editor/TV producer.

Express a point of view as to whether or not the media source represents responsible sun protection and tanning attitudes and suggest improvements.

How did you go?

Develop a paragraph which discusses how accurate your prediction was.

Extension activity

Group debate

Assign two teams by dividing your class in half – one team will form the affirmative team and the other the negative team.

All students are to work to prepare their argument to the topic *Regulations should be introduced to reduce the number of 'tanned' models appearing in magazine and television advertisements.*

Within each team structure, assign the following roles:

- 1 team captain
- 3 debaters
- 1 time keeper
- 2 note takers
- 4 researchers for the team's assigned position in the debate
- 4 researchers to prepare a rebuttal to the opposition's argument.

