Unit Title:	9.4 Media Mania	**Stage/Year:**	Stage 5,Year 9
Strand(s):	Strand 3 - Individual and Community Health, Strand 1 - Self and Relationships	**Unit length:**	5 lessons

Unit Description:	This unit focuses on the pervasiveness of the media and the roles young people can play as critical consumers. Students investigate the influence of the media, specific marketing strategies and the effects they have on the decision making process. Drug use is used as a context for this investigation.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people. • 5.7 analyses influences on health decision making and develop strategies to promote health and safe behaviours. • 5.8 critically analyses health information, products and services to promote health. • 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts.	▪ identifies effective advertising techniques ▪ demonstrates various ways that the media portrays drugs ▪ assesses the reliability of a number of sources of information relating to drugs ▪ identifies factors impacting on health decision making and strategies to address them ▪ contributes positively to group assessment activity
Contributing outcomes	
• 5.1 analyses how they can support their own and other sense of self • 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships. Strand 3**:** This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship	✓	Working with others	✓	
Difference & Diversity		Work mathematically		
Environment		Solving problems	✓	
Gender		Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	Students learn to:
• **Drug use** - marketing strategies and the media - influences on alcohol use and binge drinking - influences on cannabis use	▪ Investigate marketing strategies and media influences associated with alcohol and tobacco
• **Health consumerism** - developing critical literacy skills - influences of selecting health products and services - rights and responsibilities	• Analyse the impact of peers and the media on the selection of health products and services • Develop and apply criteria to assess the claims made by a range of health products and services
• **Influences on health decision making and risk behaviours** - Socio-cultural factors eg family, peers, gender, culture - political factors eg laws and regulations - economic factors eg personal and community	• Recognise that health decisions and risk behaviours are not simly and individual responsibility but are shaped by a range of influences • Analyse the range of influences that impact on an individuals ability to behave in healthy and safe ways in relation to : - drug use
• **Empowering individuals and communities** - developing personal skills - developing supportive environments	• Propose and evaluate strategies that take into account influences on health decision making, and support young people to behave in healthy and safe ways
• **Supporting others** - use of inclusive and exclusive language - supporting others to find their own solutions - identifying positive and negative behaviours that impact on others	• Examine the role of community service, the business sector and other structures in supporting the welfare and interests of others

Teaching, learning and assessment	Resources
Advertising techniques • **Brainstorm** – identify and evaluate advertising techniques used by a range of media types eg traditional techniques such as testimonials, slogans, colours, jingles etc. Focus is also placed on strategies that specifically target young people and new strategies such as direct marketing, SMS marketing direct to mobile phones, pop up screens on email/internet, spam etc. • **Whole class discussion** – How are alcohol and tobacco portrayed and marketed in the media? (NB: the term 'media' should be viewed broadly and include a range of electronic, print and other forms; implicit methods such as team sponsorships and scrolled messages appearing during sports coverage and explicit ones such as commercials and billboards should be addressed). Using a graphic organiser, ideas and examples raised in the discussion are mapped to highlight these issues. • **Critical analysis:** - How do the media portray drug use? - What impact do the media have on drug use? - Is the media a reliable source for drug information? *FEEDBACK – Peer verbal feedback on the effectiveness of the advertising techniques* • **(A) Create a commercial** – In groups, students create a commercial that utilises a range of common advertising techniques to convey a drug use message targeting young people. Each group presents their commercial to the class for peer appraisal. The medium in which students choose to develop their commercial is flexible and can be based on access to resources, student interest and other school based factors. *FEEDBACK – Class designed criteria is developed for peer feedback to be provided (note: criteria should be designed prior to the commencement of the task). Teacher written feedback is provided to each group on the clarity and consistency of feedback that was provided to peers.*	Magazine and various video clips from TV advertisements and shows
Analysing reliable sources of drug information • **Quiz jigsaw** – What do you know about cannabis?	Cannabis and Consequences Kit Cannabis quiz jigsaw p. 34 *Where do we get help* p. 92

Influences on health decision making • **Fact sheet** – students generate a one page facts sheet based on research about reliable sources of information regarding cannabis. A class poll is undertaken to select the best 5 fact sheets. These 5 will be laminated and displayed for future reference throughout the unit. Display options could include: at a common Year group meeting area, on the school intranet, in the class room etc. • **Brainstorm** – What makes information source reliable? • **Website critique** – students critique three internet sites in relation to their reliability of information on various party / designer drugs. (See website review guidelines from REDI resource *My TV* CD-ROM Guide). • **Mind map** – What factors impact on an adolescent's decision making ability in regard to drugs? • **Case Studies** – Using case studies from newspaper articles, song lyrics, novels and other sources as stimulus, students write their own fictional story creating a character who demonstrates effective strategies for dealing with political, social and economic factors that can influence drug use. • **(A) Multi media presentation** – Students work in small groups to produce a multi media presentation for adolescents focusing on one type of drug (e.g. cannabis, alcohol, ecstasy.) The presentation should include the following: - factual information about the drug including possible side effects/consequences (e.g. statistics, key facts) - where to source reliable information - personal skills needed to make informed decisions - ways to help others affected by this drug *FEEDBACK – Teacher provides written feedback in accordance with the criteria and assessment guidelines*	Website review questions. My TV CD ROM guide p