

Purpose of the Lesson

The purpose of this lesson is to analyze the influence of media on health behaviors. Students will learn about the influence of advertising of prescription drugs in our country and how these messages might influence healthy decisions about drugs. Students identify other valid and reliable sources of information for healthy use of prescription drugs and medicines.

National Health Education Standards

Standard 2: Analyzing Influences

Performance Indicator 2.8.8: Analyze how relevant influences of media and technology affect drug-use practices and behaviors.

Standard 3: Analyzing Influences

Performance Indicator 3.8.1: Analyze the validity and reliability of information for over-the-counter and prescription medicines.

Healthy Behavior Outcome (HBO)

Analyze influences to be a well-informed consumer.

Lesson Objectives

Students will be able to

Objective	Assessment
1. List at least three media sources where they see or hear prescription drug references.	<ul style="list-style-type: none">• <i>The Power of Advertising</i> group reflection sheet and PowerPoint notes
2. Identify specific guidelines for appropriate use of prescription and over-the-counter medicines.	<ul style="list-style-type: none">• PowerPoint notes
3. Analyze the validity and reliability of information for over-the-counter and prescription medicines.	<ul style="list-style-type: none">• <i>Advertising Technique</i> matching sheet

Time: 40-45 minutes

Materials

Assessments and Worksheets

- Power of Advertising ([Attachment 1](#)); PowerPoint Notes: Media Influence ([Attachment 2](#)); Advertising Technique Activity Sheet ([Attachment 3](#)).

Resources

- **Advertising in the US** PowerPoint

Classroom set-up: Make sure your seating arrangement for the day is conducive to group work, you will want 3-4 students per group

References

Generation RX: <http://www.generationrx.org/>

Introduction

Today we are going to look at the influence media has over our health choices. As students, you are exposed to media in different ways throughout your day. It is important for us to examine these messages and make sure we can identify sources of information to make sure they are leading to positive healthy choices for our futures.

Teaching Steps

Activity 1: Power of Advertising

- **Step 1:** Pass out one *Power of Advertising* reflection sheet to each group ([Attachment 1](#)).
 - Today we are going to start looking at advertising and the way it influences our choices. The first activity is a group discussion about the media we are exposed to every day. Read through the questions and answer them as a group. Here are the questions you and your group are going to answer:
 - *Where do you see advertisements daily? Give five examples.*
 - **Possible Answers:** TV commercials, pop-up ads on apps and internet, magazine ads, billboards, newspapers etc.
 - *List as many companies as you can and their slogans.*
 - **Answers vary**
 - *Advertisers use different strategies to sell their products. Do you see any strategies?*
 - **Possible Answers:** testimonial, brand loyalty, bandwagon, sexual appeal, humor appeal, emotional appeal, snob appeal, star appeal.
 - These **advertising techniques** will be discussed later in the lesson.
 - *Does advertising influence our daily choices as middle school students? Why or why not? Write a five-sentence summary as a group.*
 - **Answers vary;** we consume a lot of advertisements and media throughout our middle school lives and it has an impact on the things we buy, etc.
 - Give students 8-10 minutes to discuss these questions as a group, then review the answers as a class for five minutes.

- The class will most likely conclude that advertising has an impact on their lives (if they struggle to make this connection, point out how many slogans they could list off the top of their heads in a short amount of time).
- **Step2:** Next we are going to examine this theme of advertising and how it relates to prescription drugs in our country.
 - Pass out the PowerPoint ([Attachment 2](#)) notes to students and go through the presentation with the class. Spend 10-12 minutes reviewing slides and having them take notes and answer the prompted questions.
 - *Now that we have discussed both pros and cons of these prescription drug advertisements, where do you stand on this issue? Should these ads stay on TV? Explain why or why not. ***This question will be answered on their notes; have students share their answers.***
 - ***In addition to prescription drugs, there are other legal drugs that are abused and rely heavily on advertising techniques.**
 - Review Slide 10 to reinforce key points for healthy choices with prescription medicines.
 - Review Slide 11 to determine valid and reliable resources.
- **Step 3:** Explain the guidelines for appropriate use of prescription medicines.
 - **ASK:** Who can provide additional help with taking prescription or over-the-counter medicines?
 - People
 - Parents/Guardians
 - Trusted Adults- teachers, counselor, administrator, police officer, school nurse, neighbor, coach, clergy
 - Pharmacists
 - Family Doctor
 - Resources
 - Community Health Department
 - Websites:
 - <https://www.cdc.gov/medicationsafety/basics.html>
 - <https://www.getreliefresponsibly.com/teen-medication-safety>

Activity 2: Advertising Techniques

- Distribute *Advertising Techniques* matching worksheet
- *Have students work with their groups to match up the advertising technique with the definition.

- o *Review answers as a class:
 - 1 – C: Bandwagon
 - 2 – E: Humor Appeal
 - 3 – H: Star Appeal
 - 4 – D: Sexual Appeal
 - 5 – G: Snob Appeal
 - 6 – B: Brand Loyalty
 - 7 – F: Emotional Appeal
 - 8 – A: Testimonial
- o *Refer to the PowerPoint and have students guess which advertising techniques are being used in the picture. They can refer to their matching worksheet to assist them.

Activity 3: Being a Positive Influence (Attachment 4):

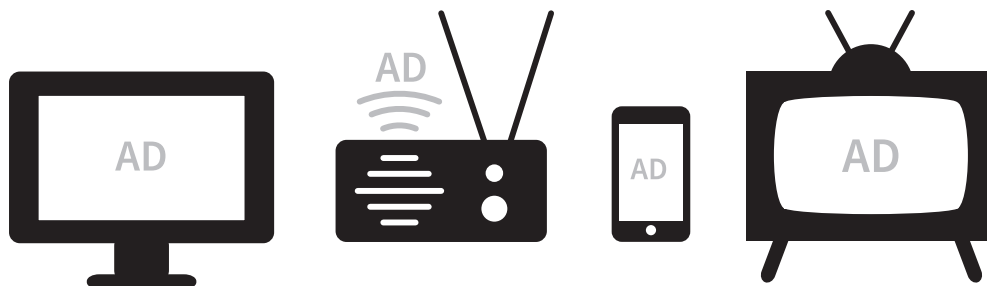
- Students can develop a message for medication safety or making healthy choices about drugs using the following steps:
 - o **Healthy Message Assignment**
 - **Step 1:** What message do you want to promote?
 - Medication Safety
 - Proper Use
 - Proper Disposal
 - **Step 2:** What advertising technique(s) will you use?
 - Bandwagon
 - Humor Appeal
 - Star Appeal
 - Sexual Appeal
 - Snob Appeal
 - Brand Loyalty
 - Emotional Appeal
 - Testimonial
 - **Step 3:** How will you present your advertisement?
 - Jingle/Slogan
 - Illustration
 - Commercial

Lesson Summary

Today we looked at many different advertising strategies that impact our thoughts, emotions, and actions. In the future, we must be aware of the different ways media influence us so we can make healthy decisions as a consumer. On your exit ticket please write what you learned today that will help you be an informed consumer.

Name: _____

POWER OF ADVERTISING



Today we are going to look at the power of advertising on our choices. Does seeing an ad for delicious food make me want to eat it? Does seeing an ad for a beach vacation make me want to go? Does seeing an ad for a prescription medication make me wonder if it could help me? As a table group, you are going to complete this brainstorming sheet.

1. Where do you see advertising on a daily basis? Give at least three examples.

2. Brainstorm as many companies as you can and their slogans in the chart below.

Company Name	Slogan
Example: McDonald's	"I'm Lovin' It!"

3. Does advertising influence our daily choices as middle school students? Why or why not? Write at least a four-sentence summary.

Name: _____

POWERPOINT NOTES: MEDIA INFLUENCE

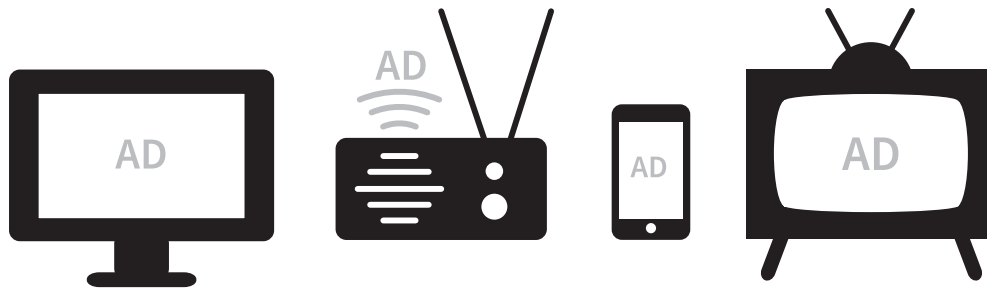
Directions: Answer the following questions as we talk through the presentation in class today.

1. What are the two countries in the world that allow prescription medication to be advertised on television?
2. List two pros (ways these advertisements encourage healthy choices) and two cons (ways they discourage healthy choices) of having these advertisements on TV:

PROS	CONS
1.	1.
2.	2.

3. List two key guidelines or rules for use of prescription medicine.
4. Who or where can you turn to for accurate and valid information about prescription and over-the-counter medicines?

Name: _____

ADVERTISING TECHNIQUES**Directions:** Match the advertising technique with the correct definition.

A. Testimonial	B. Brand Loyalty	C. Bandwagon	D. Sexual Appeal
E. Humor Appeal	F. Emotional Appeal	G. Snob Appeal	H. Star Appeal

1. _____ Tries to convince you that everyone is using the product: “Three out of four people use...”
2. _____ Uses cartoons, slogans and jingles to make you laugh and remember the product.
3. _____ Uses famous or well-respected people to sell the product.
4. _____ Tries to convince you that using the product will make you more attractive or desirable.
5. _____ Relies on your desire to be better than others: “You deserve the best.”
6. _____ Persuades you that this brand is the best because it’s been around so long.
7. _____ Creates an emotional reaction to sell the product.
8. _____ Shows people who tell you how great the product was for them.

HEALTHY MESSAGE ASSIGNMENT

Names of Group Members: _____

Step 1: What message do you want to promote?

- Medication Safety
- Proper Use
- Proper Disposal

We will select: _____

Step 2: What advertising technique(s) will you use?

- Bandwagon
- Humor Appeal
- Star Appeal
- Sexual Appeal
- Snob Appeal
- Brand Loyalty
- Emotional Appeal
- Testimonial

We will select: _____

Step 3: How will you present your advertisement?

- Jingle/Slogan
- Illustration
- Commercial

We will select: _____

Brainstorm ideas for your advertisement below:

What supplies will you need?

HEALTHY MESSAGE ASSIGNMENT: GRADING RUBRIC

Criteria	5 Points	3 Points	0 Points
Clear Messaging	The student group identified a clear message topic and advertising technique.	The student group attempted to promote a message topic and utilize an advertising technique.	There was no clear messaging or advertising technique.
Creativity	The student group had a creative strategy to convey their message.	The student group put some effort toward creativity.	The project was not creative.
Preparation Materials	The student group was prepared with the materials needed to present their message with clarity.	The student group had most of their materials for their presentation.	The student group was not prepared with the proper materials for their presentation.
Participation	Each member in the group had an active role in the presentation.	Most members participated in the presentation.	Lack of participation in the group.