

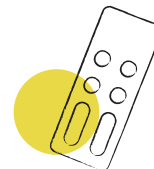
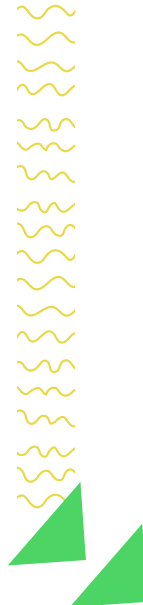


confident me

School Workshops
for Body Confidence



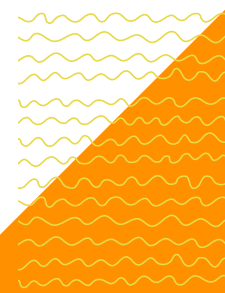
FIVE SESSION



WORKSHOP 2

Media Messages

Workshop Guide for Teachers



Learning Outcomes

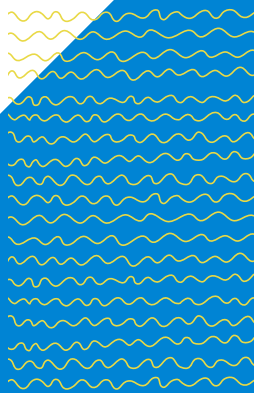
In this workshop students will:

- **Analyze** professional and social media
- **Develop** media literacy skills by exploring how images and messages in professional media often manipulate reality
- **Set** a short-term social media goal that addresses appearance ideals



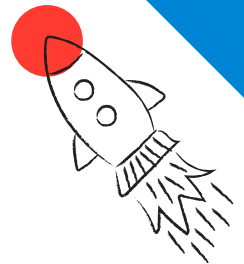
National Health Education Standards alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention
- Students will **analyze** the influence of family, peers, culture, media, technology and other factors on health behavior
- Students will **demonstrate** the ability to use goal-setting skills to enhance health



End-of-workshop assessment:

- Students will **practice** goal setting



Resources

FROM YOUR SCHOOL

Projector and whiteboard

Students will each need a pen

Two example advertisements

Select two advertisements that will resonate with both the boys and girls of your class. As a suggestion, pick one depicting a celebrity promoting a product that would appeal to your students, while the other should advertise a different product. **Tip:** It can be useful to search online with the following keywords: [insert celebrity name] ADVERTISEMENT.

Spare paper

Flip chart and markers

Navigation Icons

These icons are used throughout the lesson to help signal when to introduce planned activities.



Worksheet



Video



Group Discussion



Going Further Sheet



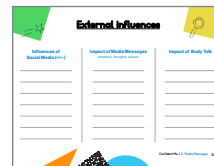
Extension Activity Sheet

WORKSHOP MATERIALS

Workshop Guide



Three Column Chart



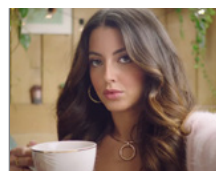
External Influences

2 Videos



“Media Messages Throughout the Day”

The video shows students that people are bombarded with media messages throughout the day from a number of different sources.



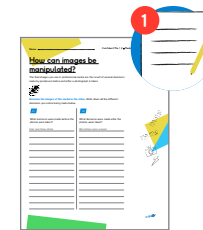
“Dove: Selfie”

The video demonstrates to students the transformation of one model's appearance from her natural state to a finished image for use in advertising.

Workshop Presentation

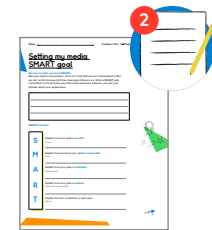


2 Worksheets (one set per student)



Worksheet 1

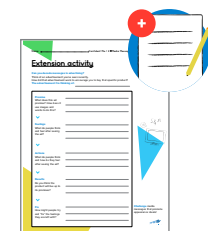
How can images be manipulated?



Worksheet 2

Setting my media SMART goal

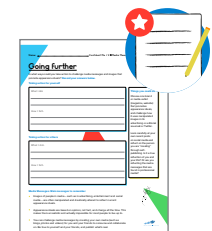
Extension Activity Sheet (one per student)



Extension Activity

Can you decode messages in advertising?

Going Further Sheet (one per student)



Going Further

Media Messages: Main messages to remember

Overview of Workshop Modules



Total Time: 43 Minutes

Page
06

Introducing Media Messages

13 Minutes

What have we learned?
What are we learning today?
What do we mean by media?
What is professional media?
What is personal and social media?
Media messages throughout a day
How can images be manipulated?

Page
13

Impact of Media Messages

20 Minutes

Why is professional media often created in this way?
Extension Activity: Can you decode messages in advertising?
How would it feel to have your image manipulated?
What is the impact of messages and images on social media?

Page
17

Closure and Assessment

10 Minutes

What have we learned today?
Writing a SMART goal
Going further

How to Use This Guide

Confident Me / 1 • Appearance Ideals / Teachers' Guide

Introducing Appearance Ideals

By the end of this section, students will understand the concept of appearance ideals and where the pressure to achieve them comes from.



20 Minutes

Suggested Time Allocation

This is the amount of time generally recommended for students, to achieve learning outcomes and improve body confidence. This may be adapted to suit the needs of your class.

Presentation

These are visual cues and learning objectives to help you steer the workshop and deliver it effectively.

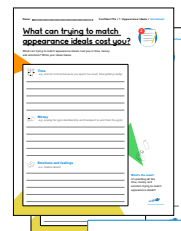
Presentation



Navigation Icons

These icons indicate planned activities for the classroom, such as playing a video or completing a worksheet.

Worksheet 2



Worksheets

Teacher Actions Desired Responses

Explain that students are going to explore in more detail the pressures that trying to match appearance ideals can cause. Divide the class into three groups and assign one group to time, one group to money and one to emotions.

• What can trying to match appearance ideals cost you?

Examples of negative consequences include:

- Time** – on hair, makeup, or skin care, extreme exercise, dieting, checking or comparing your appearance with others, dwelling on negative emotions.
- Money** – spent on hair products or treatments, skin care, makeup, clothes, magazines, beauty treatments, gym membership, dieting products or surgery.
- Emotions and feelings** – frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Invite all three groups to share their ideas for time, money, and emotions and feelings in turn. Which group generated the most ideas?

Make a list of students' ideas. (Worksheet 2)

Giving students a fixed, short amount of time for this activity can also help increase focus.

Notes

Teacher Actions

Bullet points highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

Text in italics indicates instructions to help structure workshop activities, e.g., when you should play films or use worksheets. You can adapt these to suit the specific needs of your class.

Desired Responses from Students

Blue text not only indicates possible answers to look for from students, but also offers ideas for guiding their responses as they develop their understanding of key concepts and improve their body confidence.

Introducing Media Messages



13 Minutes

By the end of this section, students will have improved their media literacy skills, exploring how images and messages in professional media are often manipulations of the truth.

Presentation

Teacher Actions

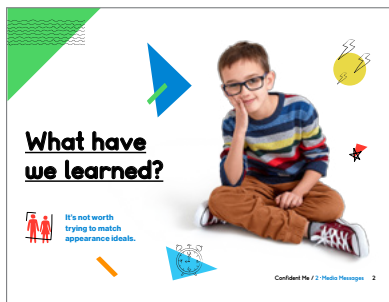
Desired Responses

Notes



Teacher will welcome students to the workshop.

Welcome students to the Media Messages workshop. Briefly remind the class that the workshop series aims to help them explore more helpful ways to manage appearance pressures and build body confidence.

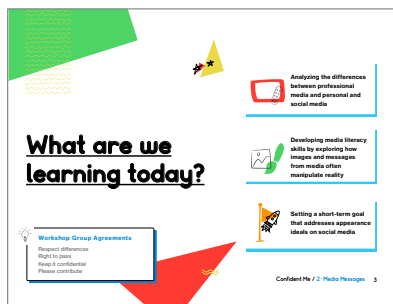


Students briefly will recall what they have learned in the previous workshop, Appearance Ideals.

Invite one or two students to recall what they have learned from the previous workshop.

Summarize any key learning outcomes that students may have missed.

Presentation



Students will understand that today's lesson will focus on media images that promote appearance ideals, and how they can generate ways to challenge and reject these media messages.

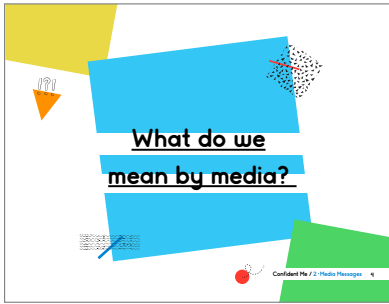
Teacher Actions

Desired Responses

Remind students of the workshop group agreements to help create a supportive, nonjudgmental environment throughout the full five-session series.

Notes

Presentation



Students will explore what we mean by media. They can list different types of media, and and sort them into two categories: professional media, personal and social media.



Teacher Actions Desired Responses

As students enter the classroom, have each of them individually answer the following:

- **Give one example of a type of media, and say what its purpose is.**

Anything from film to TV programs to advertisements to magazines to specific social media sites, etc.

Students answer this individually as they enter the classroom. Next, the class will discuss examples of media together. Write them on the board in two different colors without telling the students in advance what each color represents. (One color will represent professional media, and the other personal and social media.) Be sure to facilitate a clear list for both types of media. To begin, ask the class:

- **What are some examples of media?**

TV programs, film, music videos, ads, computer games, photos, videos, comments, selfies, writing, etc.



Professional Media

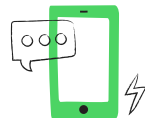
Images, messages, videos and films produced by businesses and communicated through channels such as TV programs, magazines, advertising, films and music videos.

Then ask students what the purpose of media is. Conclude that one of the purposes of media is to persuade public opinion.

Ask students:

- **What would the media be trying to persuade us to do?**

Discuss becoming a smart consumer and understanding the reasons why the media may use different strategies to persuade people.



Personal & Social Media

Images, messages, videos and films produced by you and your friends, and shared in person, online and via social networks.

Inform students that there are two types of media written on the board and ask which are professional and which are personal and social.

Notes

Presentation



Students recognize how frequently they are exposed to messages that promote appearance ideals and the impact this can have. They commit to challenging such images in the media.

Teacher Actions

Desired Responses

Explain that people aren't exposed to messages about appearance ideals only through professional media but through all different types of media.

Play the short animation on Slide 7 and facilitate a brief class discussion.

- **Where do you see appearance ideals in the media throughout the day?**
- **How many times a day do you see or read something that promotes the need to match appearance ideals? Is it 10 times a day? A hundred? A thousand?**

Social media, TV, advertising, magazines, newspapers, apps, photos, etc. All types of images – including films, music videos, computer games, as well as students' own photos on social media and their friends' – can manipulate the truth.

- **How does the media we see throughout our day promote appearance ideals? What messages do they include?**

That looking good is easy; that everyone should focus on how he or she looks rather than other things in life; and that if you don't look like an appearance ideal, you are not good enough.

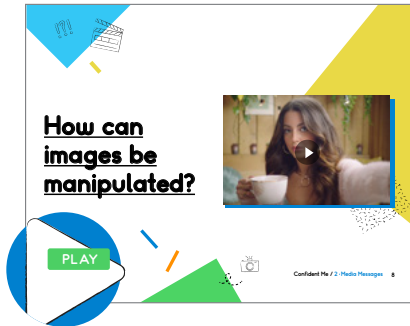
- **What might the impact of all these messages be?**

Each form of media or communication might be unhelpful, or even harmful.

Reinforce that it is not just the images we see but also the messages we are given that add to the pressure to achieve appearance ideals.

Notes

Presentation



Students will articulate ways that images in professional media can be manipulated through airbrushing, styling and production techniques.

Students will recognize or list the different ways the final image has been manipulated.

Teacher Actions

Desired Responses

Explain that the class will start by exploring how images and messages in professional media can be a source of appearance pressures.

- **How are images of people in the media manipulated or changed?**

Airbrushing, lighting, makeup or choosing the best few images out of hundreds taken.

Invite one or two responses from members of the class.

Show the “Dove: Selfie” video.

- **What did you find surprising, unreal or unlikable about the finished product?**

That so much has been changed and how different the model looks from the start of the images to the photo in her selfie.

Invite one or two responses.

Ask students to be specific about how the changes were made through the different techniques identified.

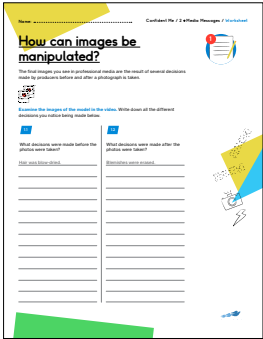
Notes

Presentation



Students will record their reactions to the video on Worksheet 1.

Worksheet 1



Teacher Actions
Desired Responses

Show the “Dove: Selfie” video again, this time in two parts. Review the first three images before the photos were taken.

Instruct students to work independently to complete the first column of Worksheet 1 (Task 1.1).

- **What were all the decisions made about the image before the photos were taken?**
The photographer was chosen, the model was carefully selected, her hair was styled, eye makeup and foundation were applied, and professional lighting was used.

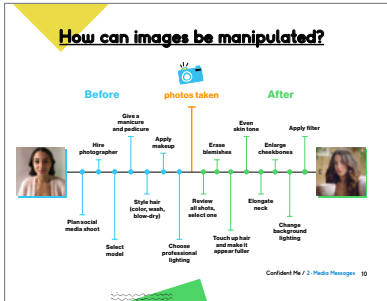
Then show the second group of “Dove: Selfie” images, after the photos were taken.

Instruct students to complete the second column of Worksheet 1 (Task 1.2).

- **What were all the decisions made about the image after the photos were taken?**
Just one photo was selected, blemishes and spots were removed, the skin tone was altered, the neck was elongated and the hair was made fuller.

Notes

Presentation



Students will share their reactions to the manipulation they witnessed in the video. They will be able to explain why it is unfair and unrealistic to compare themselves or others to manipulated images they see in the media.

Teacher Actions Desired Responses

Use Slide 10 to share the different decisions made for the “Dove: Selfie” video.

Facilitate a short class discussion.

- **What have you learned from viewing the images?**

Images in the media are neither real nor achievable.

Help students recognize that even celebrities don't look like they do in magazines or online when they're going about their daily lives.

- **How might you view images differently?**
- **What are some examples of other media you see that manipulate images of people in similar ways?**

- **Why do you think it is unrealistic or unfair to compare the way you or your friends look to manipulated images of people you see in professional media?**

Most people are not models and do not have makeup artists, hairstylists or professional photo editors to make them look perfect. It is not a fair comparison.

Be sure to get the students to verbalize that they do not think it's a good idea or fair or realistic to compare themselves or others to models featured in professional media and why this is so.

Notes

Impact of Media Messages



20 Minutes

By the end of this section, students will understand that it is pointless to compare themselves to media images, because the images often promote appearance ideals in order to sell us products and services.

Presentation



Students will recognize that images in professional media (specifically advertisements) reflect current appearance ideals in order to promote products and services.

Teacher Actions

Desired Responses

Explain that now that they have explored how images in professional media are often manipulated, students will next consider the messages that often accompany these images.

Show your advertisements. Rapidly guide students collectively through the key questions for each example advertisement, encouraging a whole-class response.

- **What is being sold in this advertisement?**

Student responses will depend on the ads you've selected.

- **Who are they using to sell it?**

- **Why are they using a person who looks like this?**

The model is attractive and looks appealing; he or she is popular with the people who would need or like to have that product.

- **Why would they manipulate a picture of this person to make him or her look more ideal in this ad?**

If the advertisement is for a product, then it's done to make the product look like it works as promised (e.g., shiny locks for hair serum, clear skin for pimple cream), or to sell the model's look or lifestyle as something the product can help people achieve.

Try to answer all of these questions for at least two advertisements. Allow students time to reflect on the way advertisements are designed.

Alongside the slide, show the advertisements you selected for this lesson. (Refer to the Resources list on page 3 for more details on the types of ads to source.)

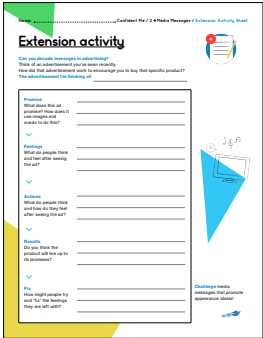
Notes

Presentation



Students will recognize or list the different ways the image in the film has been manipulated. They will be able to explain why it is unfair and unrealistic to compare themselves or others to manipulated images they see in the media.

Extension Activity Sheet



Teacher Actions
Desired Responses

Explain that the class will explore the messages behind advertisements in further detail.

Facilitate a discussion using one of the ads you have selected.

- **What does the advertisement promise?**
The advertisement promotes appearance ideals, or an ideal lifestyle and connects them with using the product. It suggests buying the product will make you a better person, or make you better looking, that people will not like you as much if you don't buy the product.
- **What feelings does the advertisement evoke?**
Viewers feel dissatisfied and will want to make changes so they will look more like what they see in the ad. They are inspired and hopeful that the product will help them get closer to meeting the appearance ideals, and achieving the ideal lifestyle, they see in the ad.
- **What actions do people take after seeing the advertisement?**
They purchase the product, hoping it will change them to be more like what they see in the ad.
- **What are the results of these actions?**
Even if the product works as it should, it wouldn't produce the desired change in appearance or lifestyle. This leads to disappointment and feelings of failure.
- **How do people respond to fix these results?**
The person looks for another product that promises a better solution.

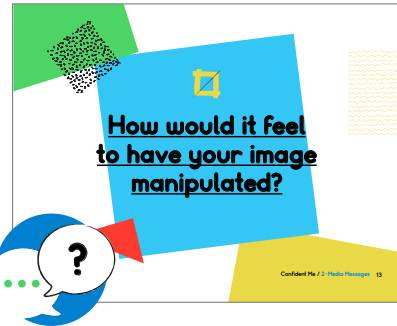
Repeat these questions for the second advertisement you have selected.

You may want to use the Extension Activity, or set it as an independent follow-up task. Try to guide students to provide these answers for themselves, but they may need some support in articulating these points.

The feelings stage is really important: This is the response advertisers want to generate, and it's these feelings that provoke the action of buying the product.

Notes

Presentation



Students will consider the emotional impact of having their image manipulated.

Teacher Actions Desired Responses

Facilitate a short class discussion.

- **How do you think celebrities and models might feel after their images have been so drastically altered?**

They might feel sad, unworthy, insecure, not good enough.

- **Do these images make them feel that they have an ideal lifestyle?**

You may wish to refer to recent examples of celebrities who have openly commented on the manipulation of their photos.



Students will explore how appearance ideals are promoted through messages and images on social media, and the impact this can have.

Explain that the easiest way to take personal action is to change the way we each respond to, and challenge, media images. This means taking apart the messages we receive, and taking action to change the messages and images we consume.

Ask students to discuss in pairs how they might pass on or reinforce appearance ideals on social media.

- **What strategies do people use to create pictures of themselves that show them looking close to appearance ideals?**

Answers might include changing the camera angle when taking selfies, using photo apps that alter looks, posing in a particular way, selecting and sharing only the best images, and choosing photos that only focus on appearance.

- **What are the influences that occur as a result of these social media strategies? (list)**

- **Which are positive? Negative?**

- **How does viewing images like this on social media sites make you feel?**

(continued on next page)

Notes

Presentation



Students will explore how appearance ideals are promoted through messages and images on social media, and the impact this can have.

Teacher Actions
Desired Responses

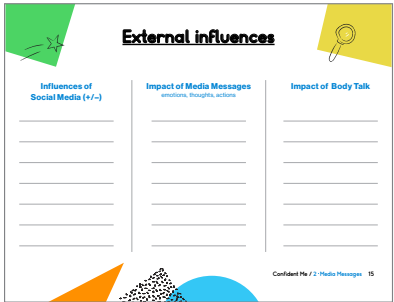
Encourage students to share specific strategies. You could remind them of the different techniques they saw in the “Dove: Selfie” video. Are similar techniques used in personal and social media?

Draw out the negative impact that comes from viewing images that promote appearance ideals or the ideal lifestyle.

Help students understand that manipulations can happen by professionals in advertising or in our own images we post on social media. It is okay to want to look good in selfies, but trying to look good all the time, or as the only focus of social media activities, can get in the way of other important things they might also want to share, like showing themselves having fun, focusing on achievements, etc.

Notes

Three Column Chart



On chart paper or on the board, draw three columns. (See Slide 15 for reference.) As the class discusses and shares desired responses, record the influences of social media under the first column, Influences of Social Media. After listing, discuss whether each influence is a positive or negative by placing a plus sign (+) or minus sign (-) next to each example.

Closure and Assessment



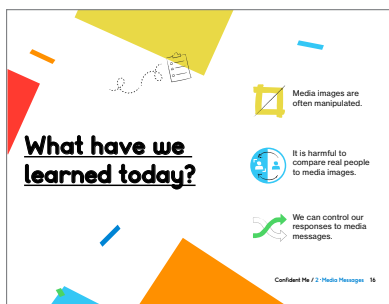
10 Minutes

By the end of this section, students will have reflected on their learning throughout the lessons and set a goal to demonstrate their ongoing commitment to championing body confidence.

Across the workshop, students will:

- Build media literacy, exploring how images and messages – from advertising to movies to social media – are often manipulations of the truth.
- Understand that it is pointless to compare themselves to images in media because they often promote appearance ideals designed to sell products and services.
- Set a goal to challenge and reject media images and messages, especially those that promote appearance ideals.

Presentation



Students will share key messages from today's workshop.

Teacher Actions

Desired Responses

Ask for volunteers to read Slide 16 to review the session content.

- **What have we learned in today's workshop?**

Summarize any points students might have missed.

- **What have we learned about images in the media?**

Students articulate the key messages in their own words.

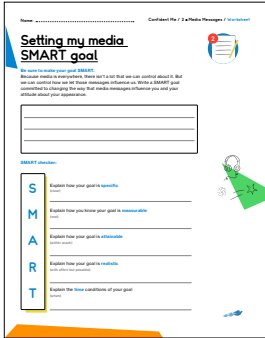
Notes

Presentation



Students will use what they have learned in today's workshop to set a personal goal, thereby committing to an action to modify their responses to media messages.

Worksheet 2



Teacher Actions
Desired Responses

Review Slide 17, which describes how to set a SMART goal.

Help students to choose a small and specific action, which will make it easier for them to keep their commitment.

While the example in the slide is not necessarily pertinent to media influence of appearance ideals, it shows students the components of a SMART goal.

- **What goal can you make to challenge or resist the images that promote appearance ideals in the media?**

Go over the criteria for setting a SMART goal. When discussing the SMART goal example, ask:

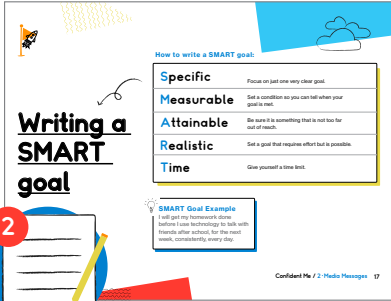
- **What makes this Specific?**
- **How is this Measurable?**
- **How is this Attainable?**
- **How is this Realistic?**
- **What is the Time limit?**

Students' suggestions may include the ways people consume professional media, how they create or consume personal and social media, or how they can better identify and challenge the existence of appearance ideals.

(continued on next page)

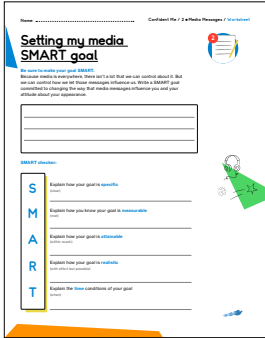
Notes

Presentation



Students will use what they have learned in today's workshop to set a personal goal, thereby committing to an action to modify their responses to media messages.

Worksheet 2



Teacher Actions
Desired Responses

Briefly brainstorm some examples of ways to modify students' responses to media messages related to appearance ideals.

Instruct students to choose from any of these ideas, or come up with one of their own, to write a SMART goal.

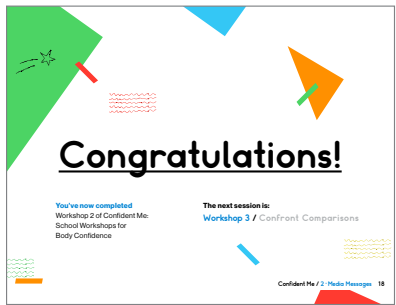
Remind students to be sure that each part of their SMART goal is reflected in the statement they write.

Notes

Presentation

Teacher Actions
Desired Responses

Notes



Thank students for their participation today, and draw the workshop to a close.

If possible, offer to stay behind or speak to students at another time about anything you have covered in the workshop.



Encourage students to explore the ideas raised in today's workshop by completing the Going Further Sheet before the next workshop.

Suggest they identify three ways they compare the way they look with those around them.

Going Further Sheet

Confident Me / 2 Media Messages / Going Further Sheet

Going further

In our workshop you have seen how to challenge media messages and images that promote appearance ideas. Now it's your turn to try!

Doing action for yourself

Media messages are based on images, text, and sound. All three work together to create a message. You can challenge media messages by creating your own media such as images, text, and sound. You can also challenge media messages by creating your own media such as images, text, and sound. You can also challenge media messages by creating your own media such as images, text, and sound.

Doing action for others

Media messages are based on images, text, and sound. All three work together to create a message. You can challenge media messages by creating your own media such as images, text, and sound. You can also challenge media messages by creating your own media such as images, text, and sound.

Media Messages that messages to consider

- Images of people in media - such as in advertising, entertainment and social media - are often manipulated and edited to create an unrealistic appearance. Think about how these images make you feel and how they might affect others.
- Appearance media are based on images, text, and sound. All three work together to create a message. You can challenge media messages by creating your own media such as images, text, and sound.
- You can challenge media messages by creating your own media such as images, text, and sound. You can also challenge media messages by creating your own media such as images, text, and sound.

Next Steps

You have now completed **Workshop 2: Media Messages** from the **Confident Me: School Workshops for Body Confidence**. The next workshop in the series is: **Confront Comparisons**.

ABOUT THIS WORKSHOP:

In Confront Comparisons, students identify how valuing and focusing too much on the way people look often leads them to compare their own appearance with their friends', as well as to people they see in the media.

Students see that the features they tend to focus on when comparing themselves with others are those they don't like, and that they choose to compare with people whom they perceive to have much better versions of these features. They explore how these comparisons are unhelpful and can be harmful due to the negative feelings they create in themselves and in others. Finally, they practice using alternative, more positive responses during moments of comparison, which will help them all have the confidence to be the best version of themselves and to celebrate their individuality.

Access the materials for this workshop, and others in the Confident Me: School Workshops for Body Confidence, at dove.com/selfesteem.



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