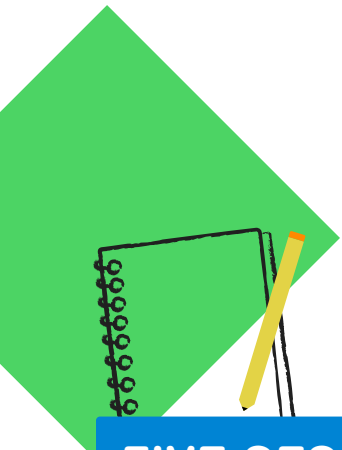
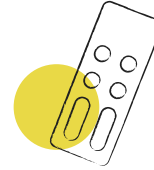
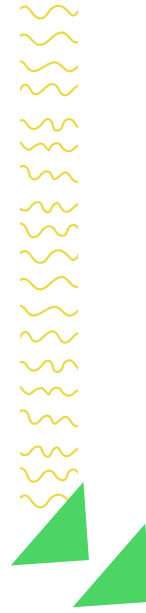




confident me

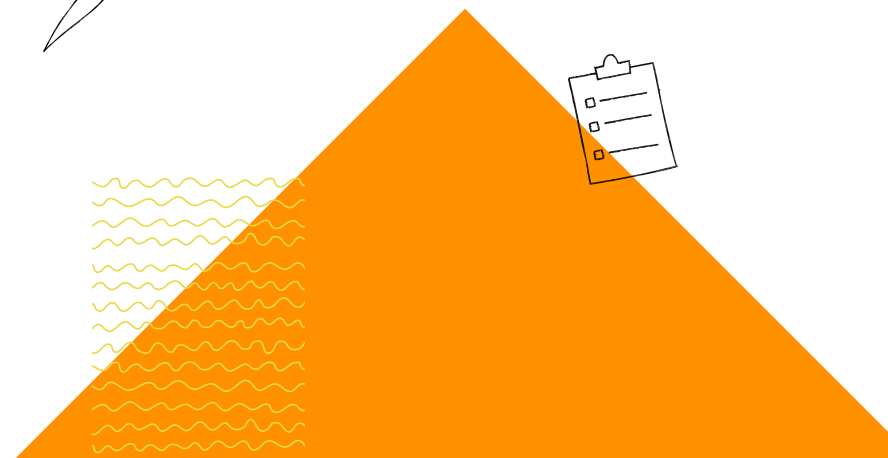
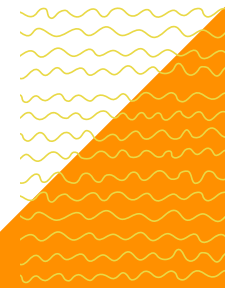
School Workshops
for Body Confidence



FIVE SESSIONS

WORKSHOP 2 **Media Messages**

Workshop Guide for Teachers



Learning outcomes:

In this workshop students will:

- **Build media literacy**, exploring how images and messages, from advertising to cinema and social media, are often manipulations of the truth.
- **Understand that it is pointless to compare themselves to images in media** because the images often promote appearance ideals in order to sell us products and services.
- **Generate ways they can challenge and reject media images and messages** that promote appearance ideals.

What is an influencer?

An influencer is a person who has a large number of social media followers who trust their thoughts and opinions. Influencers shape their followers' attitudes and behaviours by creating engaging social media posts and content. Companies often pay influencers to advertise their products.

Resources you will need:

WORKSHOP MATERIALS

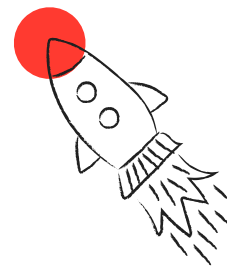
- **Workshop guide**
- **Workshop presentation**
- **One activity sheets**
- **Extension Sheet**
- **Going further sheet**
- **Films embedded in the workshop presentation:**
 - [“A Selfie”](#)
 - [“Media Messages”](#)

FROM YOUR SCHOOL

- **Projector (with sound) and whiteboard**
- **Students will each need a pen**
You will need to source examples of advertisements. You might find these on social media, in magazines, or via an internet search. It is important to select adverts that feature female and male appearance ideals. Aim to find at least two examples advertising different products. They should be celebrities or social media influencers popular with students in your class. It can be useful to search online for popular celebrities or influencers with the following search terms: “celebrity/influencer name + advertisement”. For example, “Kylie Jenner advertisement” or “K-pop advertisement”.

Optional

- **Spare paper**
- **Flipchart and markers**



Overview of workshop modules



Total Time: 45 Minutes

Page
05

Introducing Media Messages

13 Minutes

What have we learned?

What are we learning today?

What do we mean by media?

How can images be manipulated?

Page
9

Impact of Media Messages

27 Minutes

Why is media often created in this way?

How would it feel to have your image manipulated?

Is it fair to compare?

What is the impact of messages and images on social media?

How can we remix our responses to media messages?

Page
15

Be a Champion for Change

5 Minutes

What have we learned today?

How will you be a champion for change?

Going further

Congratulations!


How to use this guide

Presentation

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

Navigation Icons

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

Confident Me / 2 Media Messages / Teachers' Guide			
Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Explain that we are going to explore the messages behind adverts in further detail.</p> <p>Facilitate a class discussion using one of the adverts you selected.</p> <p>1. What does the advert promise?</p>	<p>The advertisement promotes appearance ideals and/or an ideal lifestyle and connects this with using the product. It suggests that buying the product will make you a better person in some way, such as becoming more attractive or popular. Advertising promotes the idea that people will like you more and you will be happier if you buy their product.</p>	<p>Guide students in generating these answers for themselves, but they may need some support in articulating these points.</p> <p>The question related to feelings is really important: this is the response advertisers want to generate and it's these feelings that provoke the action of buying the product.</p> <p>You may want to assign the 'Extension sheet' with more able students, or set it as an independent follow-up task.</p>
	<p>2. What feelings does the advert evoke?</p>	<p>People feel dissatisfied and want to make changes so that they look more like what they see in the advert. They are inspired and hopeful that the product will help them get closer to matching appearance ideals and achieving the ideal lifestyle, just like what they see in the advert.</p>	
	<p>3. What actions might people take after seeing the advert?</p>	<p>They purchase the product, hoping it will make them become more like what they see.</p>	
	<p>4. What are the results of these actions?</p>	<p>Even though the product works, it doesn't produce the desired change in look or lifestyle. This leads to disappointment and feelings of failure.</p>	
	<p>5. How might people respond to fix or try to improve on the results?</p>	<p>People look for another product that promises a better solution.</p>	
	<p>Repeat these questions for the second advert you selected.</p>		

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.

Teacher Notes

Ideas and guidance for optimising the effectiveness of the workshop for students.

Teacher Actions – What to say

Numbered points in bold are instructions of what to **say** to the students. These highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

Teacher Actions – What to do

This text 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

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

Presentation



Teacher Actions

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

Desired Responses

Teacher Notes


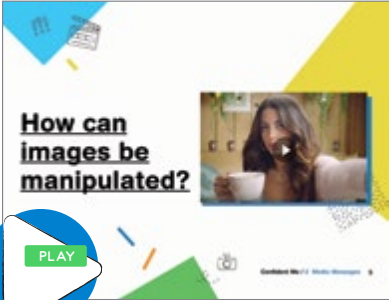



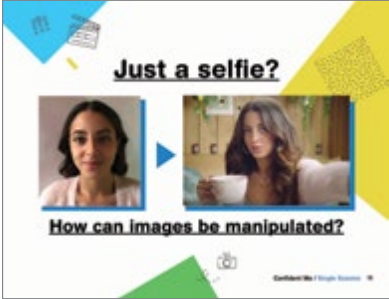
Invite students to share what they learned in the previous workshop.

Summarise any key learning outcomes from the previous session students have missed.



Briefly explain the areas of focus for today's workshop. Remind students of the ground rules to help create a supportive, non-judgemental environment throughout the five-session programme.

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Create a 'reply chain': ask each student to call out one example of media in turn, working around the classroom with no repetitions. How far around the class can you get?</p> <ol style="list-style-type: none"> 1. What different examples of media can we think of? 2. Who creates the media? <p>Record students' ideas on a board.</p> <ol style="list-style-type: none"> 3. Which of these examples of media are made by professionals? 4. Which media do you and your friends make? 	<p>Examples of media include films, TV programmes, music videos, adverts, social media apps and sites, magazines, billboards, computer games, selfies, videos, comments on social media, and blog posts.</p> <p>Professionals such as companies selling products; television, film, and music producers; gaming companies.</p> <p>Influencers looking to gain more followers and/or sell a product to make money.</p> <p>Friends, family, and ourselves who post content on social media sites and websites.</p>	<p>It's important that students recognise media is created not only by big companies and brands but also by influencers, peers, and ourselves.</p>
	<p>Explain that we will look at the media in more detail. We will start by exploring how images and messages in the media can be a source of appearance pressures. Ask the class the following two questions:</p> <p>Invite a few responses from members of the class for the following two questions.</p> <ol style="list-style-type: none"> 1. What do you think the word 'manipulation' means? <p>Show the video "A Selfie".</p> <ol style="list-style-type: none"> 2. How are images of people in the media manipulated or changed?" <p>Invite one or two responses.</p>	<p>To edit or change something, such as a person's appearance in media.</p> <p>General responses such as airbrushing, using filters and photo editing apps, lighting, make-up, choosing one photo out of hundreds taken.</p>	

Presentation	Teacher Actions	Desired Responses	Teacher Notes
 <p>Discussion questions</p> <ol style="list-style-type: none"> 1. What did you find surprising, unreal or unlikeable about what you saw in the film? 2. Why do you think the image is created in this way? Who benefits from this social media post? 3. List all the decisions that were made about the image BEFORE the photos were taken. 4. Why do you think the unrealistic images you see in the film are unfair and misleading? 5. List all the decisions that were made about the image AFTER the photos were taken. 6. 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 or social media? 	<p>Show the students the six questions on the next slide. Group students in a way that makes sense in the classroom, and assign each group one of the six questions. Ask each group to write down their question.</p> <p>Play the film a second time and then instruct the students to discuss the question they have been assigned. It may help to ask each group to generate at least three responses to their question.</p> <p>Go through each group's discussion point, in order.</p>		<p>The discussion questions increase in difficulty – Question 1 is the easiest, and Question 6 is the hardest. If your class is arranged by ability level, you might choose to distribute the discussion questions based on these levels of difficulty.</p>
 <p>Just a selfie?</p> <p>How can images be manipulated?</p>	<ol style="list-style-type: none"> 1. What did you find surprising, unreal or unlikeable about what you saw in the film? 2. List all the actions that took place BEFORE the photo was taken. 3. List all the actions that took place AFTER the photo was taken and before it was posted. 	<ul style="list-style-type: none"> ▶ Surprised that there are so many people involved; surprised how much she was edited as she was already approaching the appearance ideal prior to the edits being made; unlikeable that the comment under the image is dishonest. ▶ Special location chosen; make-up done and retouched; hair styled; professional lighting installed; careful selection of props; clothes chosen by a stylist; creative direction of the shot. ▶ Neck elongated; filters applied; hair made fuller; jawline sharpened; cheekbones enhanced. 	

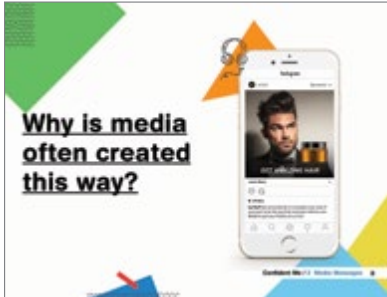
Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Briefly present the timeline to visually recap the answers the students just provided to questions 2 and 3 regarding the different decisions made for 'A Selfie'.</p>		<p>Help students recognise that even influencers and celebrities don't look like they do on social media and online when they're going about their daily lives.</p>
	<p>4. Why do you think the image is created in this way? Who benefits from this social media post?</p> <p>5. How do you think the image makes the girl who likes the post at the end of the film feel?</p> <p>6. Think how the image of the influencer has been changed from reality. How does seeing these unrealistic changes make you feel?</p> <p>Next, ask students as a class:</p> <p>7. 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 on social media and in mass media like television, films, and magazines?</p>	<p>▶ It could be to sell products; to advertise the café; to increase her following on social media; to gain likes and comments. The girl being photographed benefits from the image through improved reputation and perhaps being paid by a company to post the image, as does the companies or brands she may be promoting through her social media account.</p> <p>▶ It makes them feel sad, unworthy, or not good enough. They might feel bad or start thinking about how they look different from what they see on social media because they are comparing themselves to these images.</p> <p>▶ Feelings of surprise, and outrage at the thought of being tricked and misled. Now we know that images are manipulated, this also makes us feel bad – we feel deceived and realise that what we are striving for is unachievable.</p> <p>▶ Most people are not models or paid influencers and do not have make-up artists or hair stylists or professional photo editing to make them look perfect. So, it is like comparing things on totally different levels, which is not fair.</p>	<p>Point out to students that although we are focusing on photos, other mediums such as movies, television shows, vlogs, and music videos also often engage in manipulation to present appearance ideals of influencers, actors, and celebrities. This is done using "Computer Generated Imagery", commonly known as CGI.</p>

Impact of media messages



27 Minutes

Presentation



Teacher Actions

Explain that we are now going to consider the messages that often accompany these images.

Show the advertisements you sourced alongside this slide. Rapidly guide students collectively through the key questions for each example advertisement, encouraging a whole-class response.

1. What is being sold in this advertisement?

2. Who are they using to sell it?

3. Why are they using a person who looks like this?

4. Why would they manipulate a picture of this person to make them look more ideal in this advert?

Desired Responses


Student responses will depend on the adverts you select.

Advertisers want people to compare their own looks or lives to the ones they see in the advertisement. They imply that by buying that product, people can get closer to matching appearance ideals and being like the people in adverts, even though this is unrealistic and unfair because most images are manipulated.

Teacher Notes

See page 2 for details on the type of adverts you should source.

Have students answer all four questions for at least two advertisements to allow students time to reflect on the way advertisements are designed.

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Explain that we are going to explore the messages behind adverts in further detail.</p> <p>Facilitate a class discussion using one of the adverts you selected.</p>		<p>Guide students in generating these answers for themselves, but they may need some support in articulating these points.</p>
	<p>1. What does the advert promise?</p>	<p>▶ The advertisement promotes appearance ideals and/or an ideal lifestyle and connects this with using the product. It suggests that buying the product will make you a better person in some way, such as becoming more attractive or popular. Advertising promotes the idea that people will like you more and you will be happier if you buy their product.</p>	<p>The question related to feelings is really important: this is the response advertisers want to generate and it's these feelings that provoke the action of buying the product.</p>
	<p>2. What feelings does the advert evoke?</p>	<p>▶ People feel dissatisfied and want to make changes so that they look more like what they see in the advert. They are inspired and hopeful that the product will help them get closer to matching appearance ideals and achieving the ideal lifestyle, just like what they see in the advert.</p>	
	<p>3. What actions might people take after seeing the advert?</p>	<p>▶ They purchase the product, hoping it will make them become more like what they see.</p>	
	<p>4. What are the results of these actions?</p>	<p>▶ Even though the product works, it doesn't produce the desired change in look or lifestyle. This leads to disappointment and feelings of failure.</p>	
	<p>5. How might people respond to fix or try to improve on the results?</p>	<p>▶ People look for another product that promises a better solution.</p>	<p>You may want to assign the 'Extension sheet' with more able students, or set it as an independent follow-up task.</p>
	<p>Repeat these questions for the second advert you selected.</p>		

Presentation



Teacher Actions

Explain that we aren't just exposed to messages about appearance ideals in professional media, but in all different types of media.

Play the short animation on the slide and facilitate a short class discussion.

1. Where do you see appearance ideals in the media throughout the day?

2. How many times a day do you see or read something that promotes the need to match appearance ideals? Is it tens? Hundreds? Thousands?

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

4. What might the impact of all these messages be?

Initiate a class vote.

5. Raise your hand if you think this manipulation and these messages are okay. Now, raise your hand if you think we should challenge such images because they are unhelpful.

Desired Responses

▶ Answers could include social media, TV, advertising, magazines, newspapers, phone apps, taking photos. All types of images can manipulate the truth, such as films, music videos, computer games and their own and their friends' pictures on social media.

▶ Answers could include tens, hundreds, or thousands.

▶ Media messages that promote appearance ideals include: that looking good is easy; that everyone should focus on how they look rather than other things in life; and that if you don't look like appearance ideals, you are not good enough.

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

▶ It is not fair or helpful to manipulate images and promote these messages in this way, because they do not reflect the truth. This means it is also not fair to compare ourselves with these images.

Teacher Notes


Media experts say most teenagers are exposed to 4,000 to 10,000 advertisements per day.¹

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.


Inviting a few students to give their opinion will help them to conclude by themselves that it is neither fair nor useful to compare oneself to altered images in the media.

Voting in this way allows students to demonstrate their personal commitment to changing the way they consume media.

¹"Is it fair to compare?" Women's Dermatologic Society and the Dove Self-Esteem Project (13 Dec 2017)

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Arrange students in small groups.</p> <p>Instruct each small group to complete Activity sheet 1.</p> <p>1. What message is each type of media trying to get across?</p> <p>2. Why is it unfair for us to compare ourselves to this media?</p> <p>Invite one or two groups to share their responses.</p> <p>Initiate a class vote.</p>	<p>▶ Because these images are not realistic, it is not fair to compare ourselves to the appearance ideals that are promoted in media images and messages.</p>	

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p><i>Initiate a class vote.</i></p> <ul style="list-style-type: none"> • Raise your hand if you think we should all challenge manipulated images in the media or messages that promote appearance ideals. <p><i>Explain that now we are going to think about media we create and share on social media channels.</i></p> <p><i>Ask students to discuss in pairs how they might pass on or reinforce appearance ideals on social media.</i></p> <p>1. How might you, your friends, or young people in general manipulate or change images posted on social media?</p> <p>2. Do you think the images you and your friends see and share on social media represent 'real' life?</p>	<p><i>Answers might include: angle of selfies, use of filters and apps to alter appearance, posing in a particular way, selecting and sharing only the best images, choosing photos that only focus on appearance, only taking photos when you're wearing your best outfit, hairstyle or makeup.</i></p> <p><i>These images are not always realistic – they can also be retouched. They might also be unrepresentative of real life because they have been carefully selected and only show a snapshot of people's lives.</i></p>	<p><i>Help students understand 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 promote, like showing themselves having fun, focusing on achievements, etc.</i></p>


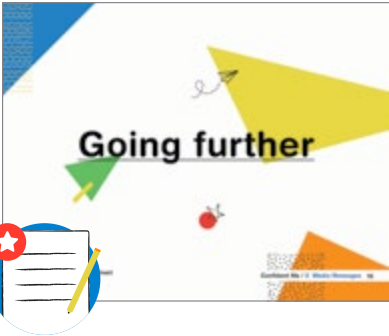
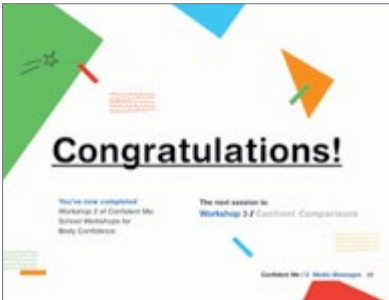
Presentation	Teacher Actions	Desired Responses	Teacher Notes
 <p>How can we change our responses to media messages?</p>	<p><i>Facilitate a short class discussion.</i></p> <ol style="list-style-type: none"> 1. Thinking about professional media (e.g., advertising on social media and television shows), what might you do to show that you don't agree with the way professional media emphasises an unrealistic 'ideal' way to look? 2. Now thinking about the media we create ourselves, what could we do differently when creating or sharing pictures, films and messages? 	<p>▶ Ideas include: unfollow the account, don't buy the magazine advertising the product; don't buy the product; tell all your friends you think the advertising is fake or misleading; boycott the product; complain to the company, advertiser or the media outlet (via Twitter or commenting on an Instagram post); unfollow companies that use photo manipulation; make your own advert that doesn't use manipulation; buy products that use responsible advertising techniques.</p> <p>▶ Ideas include: try to post a mix of photos that represent different aspects of your life, such as showing you having fun, being out with friends, or arty shots; spontaneous photos, rather than always posed in the best position; post comments complimenting friends on features other than how they look; respond to any negative comments or teasing with supportive comments.</p>	<p><i>It might be helpful to share a couple examples.</i></p> <p><i>"In the UK, Girl Guide Victoria Kincaid started her own Instagram channel with friends to show unedited images and focus on non-appearance related qualities of people, as well as to show a diverse set of body types. See @RealPeopleProject.</i></p> <p><i>In Mexico, Girl Guide Diana Puente pressured local beauty businesses to change the imagery they used in their advertisements so that they were more diverse. She is now partnering with them to consult on the future imagery they use. She is asking other businesses in Mexico to do the same.</i></p>

Be a champion for change



5 Minutes

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Ask for volunteers to recall, briefly, what they have learned in the workshop.</p> <p>1. What have we learned in today's workshop?</p> <p>Invite volunteers to read out the key learning points from the slide, and summarise any points students have missed.</p>	<p>Students articulate the key messages in their own words.</p>	

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Ask one or two students to share:</p> <p>1. How will you personally challenge images promoting appearance ideals in the media?</p> <p>Invite one or two students to share their ideas with the class.</p>	<p>For example, students could share what they know about the manipulation that takes place in the media with others, challenge a brand or media outlet that uses manipulated media images, change what they choose to publish on social media sites.</p>	<p>Encourage students to choose a small and specific action, making it easier for them to keep to their commitment.</p>
	<p>Encourage your students to explore and act on the ideas raised in today's workshop. Then, instruct them to complete the "Going further" sheet before the next workshop.</p> <p>Suggest they identify three ways they compare the way they look with those around them.</p>		<p>If possible, offer to stay behind or speak to students at another time about anything you have covered in the workshop.</p>
	<p>Thank students for their participation in today's workshop, and draw the workshop to a close.</p>		

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 this workshop, students identify how valuing and focusing too much on the way people look often leads them to compare their own appearance with that of their friends as well as with the appearance of people they see in the media.

Students see that the features they tend to focus on when comparing themselves with others are the features they don't like, and that they choose to compare with people who they perceive 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 practise using alternative, more positive responses during moments of comparison that help them 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: Five-Session Programme at dove.com/selfesteem



