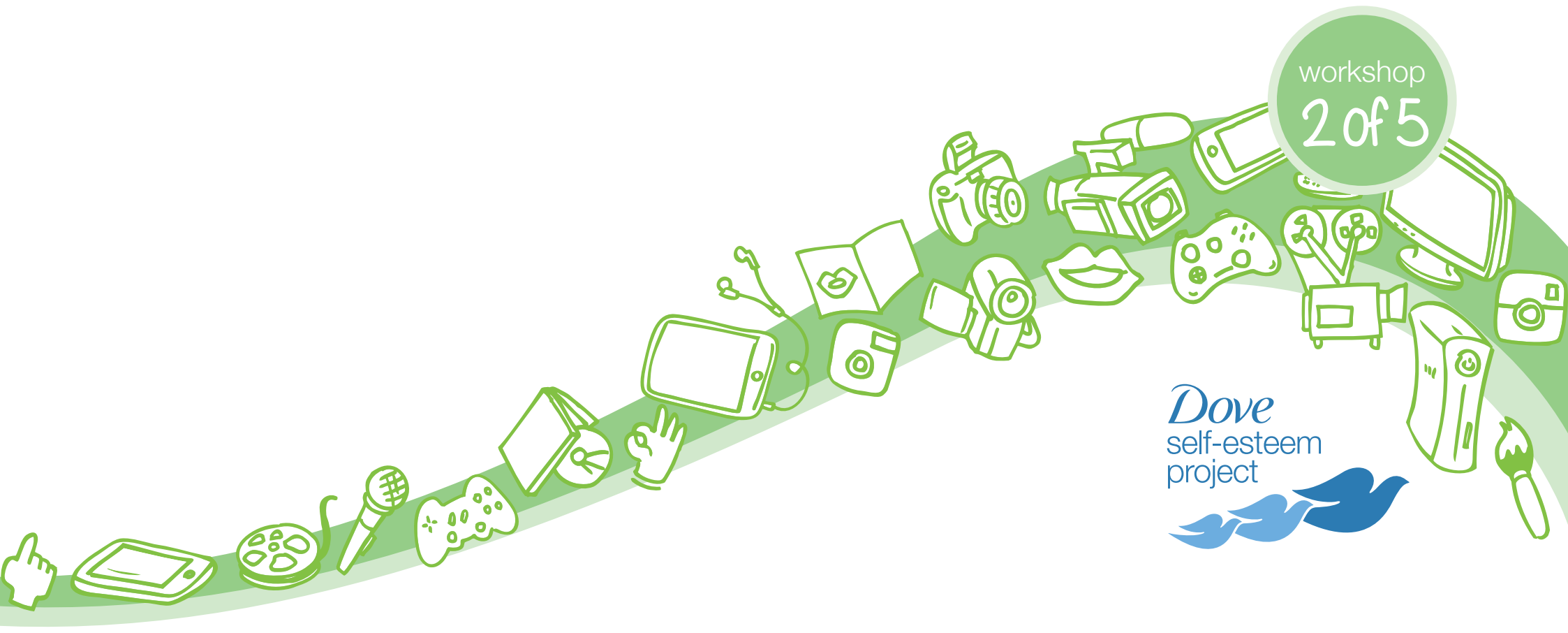


Media Messages

Workshop Guide for Teachers

workshop
2 of 5

Dove
self-esteem
project



Learning outcomes and resources

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.



RESOURCES YOU WILL NEED:

Workshop materials

Workshop guide

Workshop presentation

Two activity sheets (one set per student)

Extension sheet (one per student)

Going further sheet (one per student)

Stimulus film:

- 'Dove: Evolution'

The film demonstrates to students the transformation of one model's appearance from their natural state to a finished image for use in advertising. It reveals how clever lighting, make-up and digital manipulation can distort our perceptions of beauty, contributing to the pressure we face to live up to unrealistic appearance ideals.

From your school

Projector and whiteboard

Students will each need a pen

You will need to source examples of advertisements. It is important to select adverts that will resonate with your class, both boys and girls. You should aim to find two examples, one depicting a celebrity promoting a product aimed at the students' age range, and other examples that advertise different products. It can be useful to search online for popular celebrities with the following search term: [insert celebrity name] ADVERTISEMENT, e.g. 'One Direction' advertisement.

OPTIONAL:

Spare paper
Flipchart and markers

Overview

Total time: 45 minutes



INTRODUCING MEDIA MESSAGES

13 MINUTES

page 5

- What have we learned?
- What are we learning today?
- What do we mean by media?
- How can images be manipulated?

IMPACT OF MEDIA MESSAGES

27 MINUTES

page 10

- Why is professional media often created in this way?
- How would it feel to have your image manipulated?
- What is the impact of media messages?
- What is the impact of messages and images on social media?
- How can we remix our responses to media messages?

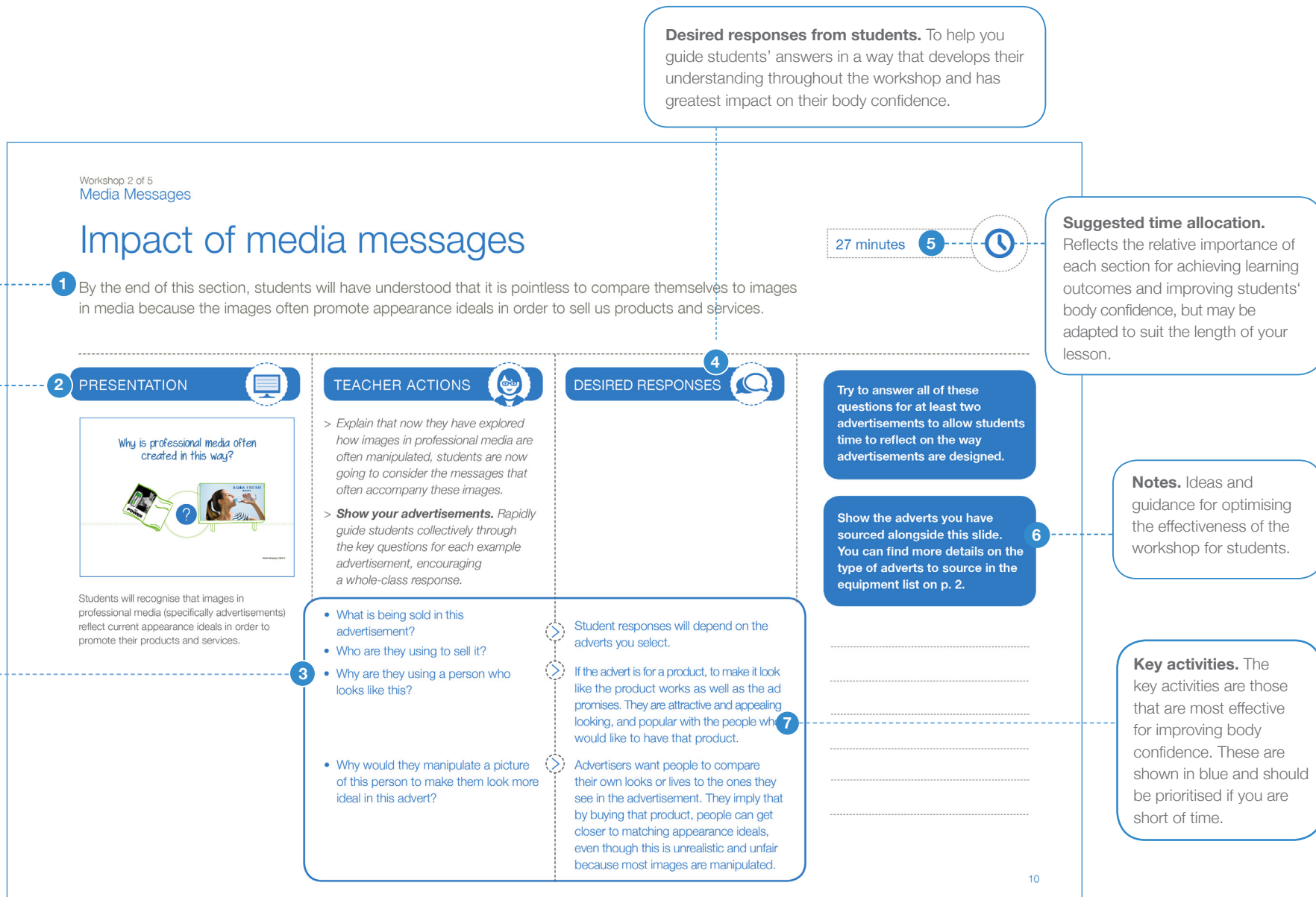
BE A CHAMPION FOR CHANGE

5 MINUTES

page 17

- What have we learned today?
- How will you be a champion for change?
- Congratulations!
- Going further

How to use this guide



Introducing media messages

13 minutes



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

PRESENTATION



Students are welcomed to the workshop.

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





Students briefly recall what they have learned in the previous workshop.

- > Invite one or two students to recall what they have learned in the previous workshop.
- > Summarise any key learning outcomes from the previous session students have missed.



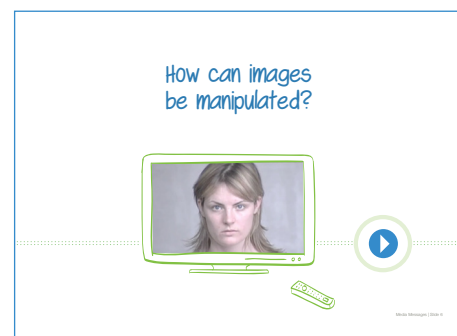
Students understand that the workshop will focus on media images that promote appearance ideals, and how we can generate ways to challenge and reject these media messages.

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

PRESENTATION



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



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

TEACHER ACTIONS



> Create a 'reply chain': get each student to call out one example of media in turn, working your way around the classroom with no repetitions. How far around the class can you get?

• What different examples of media can we think of?

> Record students' ideas on a board.

• Which of these examples of media are made by **professionals**?

• Which media do **you and your friends** make?

> Explain that we 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?

> Invite one or two responses from members of the class.

> **Play 'Dove: Evolution'.**

• What did you find surprising, unreal or unlikeable about the finished product?

> Invite one or two responses.

DESIRED RESPONSES



> Any examples of media such as film, TV programmes, adverts, specific social media sites, magazines etc.

> TV programmes, film, music videos, adverts, computer games.

> Photos, videos, comments, selfies, writing (often on social media sites).

> General responses such as air-brushing, lighting, make-up, choosing the best few images out of hundreds taken.

> Surprise that so much is changed and how different the model looks from the start of the film before the hair and make-up starts, to the photo on the billboard.

Media:

Messages, images and films that are communicated in different ways.

Professional media:

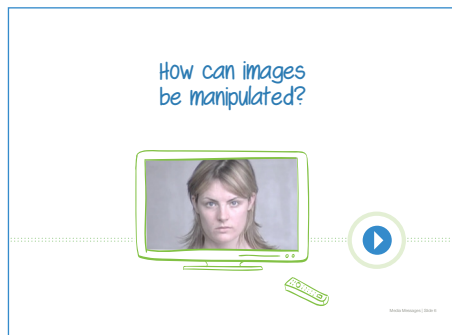
Images, messages and films produced by companies or businesses that are communicated through channels such as TV programmes, magazines, advertising, films, music videos.

Personal and social media:

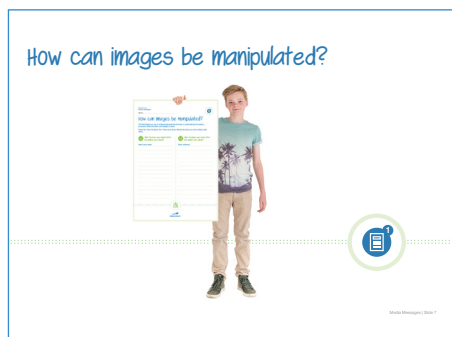
Images, messages and films produced by you and your friends, including on social media sites.

Showing the 'Dove: Evolution' film can result in immediate boosts to students' body confidence.²

PRESENTATION



Students will recognise or list the different ways the image in the film has been manipulated.



Students record their reactions to the film on Activity Sheet 1.

TEACHER ACTIONS



> **Play 'Dove: Evolution'** again, this time in two parts, pausing at the point the photos are taken.

> *Instruct students to work independently to complete **Activity sheet 1, Task 1.1.***

- What are all the decisions that were made about the image before the photos were taken?

> **Play 'Dove: Evolution'** after the photos were taken.

> *Instruct students to complete **Activity sheet 1, Task 1.2.***

- What are all the decisions that were made about the image **after** the photos were taken?

DESIRED RESPONSES

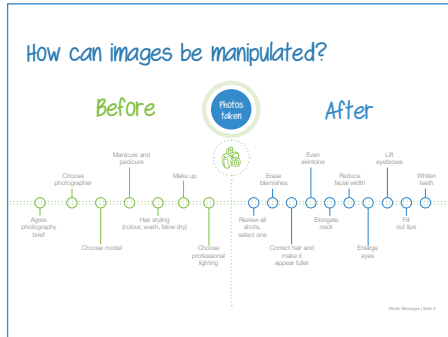


Ask students to be specific about how the changes are made through the different techniques identified.

For example – the photographer was chosen, the model was carefully selected, her hair was styled, eye make-up and foundation was applied, and professional lighting was used.

For example – just one photo was selected, blemishes and spots were removed, the skin tone was altered, her neck was elongated, they made her hair fuller, they lifted her eyebrows and made her eyes bigger and whitened her teeth.

PRESENTATION



Students will share their reactions to the manipulation they witnessed in the film. 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



- > Use the slide to share the different decisions made for **'Dove: Evolution'**.
- > Facilitate a short class discussion.

DESIRED RESPONSES



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

Be sure to get the students to verbalise that they do not think it's a good idea/fair/realistic to compare themselves or others and why they think this is so.

- What have you learnt from watching the film?



Images in the media are neither real nor achievable.

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



'Average' people are not models and do not have make-up artists or hairstylists or professional photo editors to make them look perfect, so it is like comparing things on totally different levels, which is not fair.

Impact of media messages

27 minutes



By the end of this section, students will have understood 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.

PRESENTATION



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

TEACHER ACTIONS



- > Explain that now they have explored how images in professional media are often manipulated, students are now going to 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.

DESIRED RESPONSES



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

Show the adverts you have sourced alongside this slide. You can find more details on the type of adverts to source in the equipment list on p. 2.

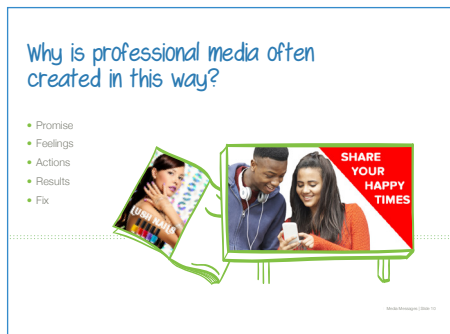
- What is being sold in this advertisement?
- Who are they using to sell it?
- Why are they using a person who looks like this?
- Why would they manipulate a picture of this person to make them look more ideal in this advert?

Student responses will depend on the adverts you select.

If the advert is for a product, to make it look like the product works as well as the ad promises. They are attractive and appealing looking, and popular with the people who would like to have that product.

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, even though this is unrealistic and unfair because most images are manipulated.

PRESENTATION



Students will recognise 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.

TEACHER ACTIONS



- > Explain that we are going to explore the messages behind adverts in further detail.
- > Facilitate a class discussion using one of the adverts you have selected.
- What does the advert **promise**?
- What **feelings** does the advert evoke?
- What **actions** do people take after seeing the advert?
- What are the **results** of these actions?
- How do people respond to **fix** these results?
- > Repeat these questions again for the second advert you have selected.

DESIRED RESPONSES



The advertisement promotes appearance ideals or an ideal lifestyle and connects this with using the product. It suggests buying the product will make you a better person, or make you better looking, and advertising promotes the idea that people will not like you as much if you don't buy the product.

Viewers feel dissatisfied and want to make changes so they look more like what they see in the advert. They are inspired and hopeful that the product will help them get closer to meeting appearance ideals, and achieving the ideal lifestyle, just like what they see in the advert.

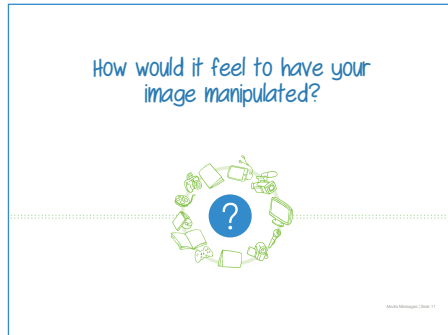
They purchase the product, hoping it will make them change to be more like what they see.

Even though the product works, it doesn't produce the desired change in look or lifestyle. This leads to disappointment and feelings of failure.

The person looks for another product that promises a better solution.

You may want to use the 'Extension sheet' with more able students, 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.



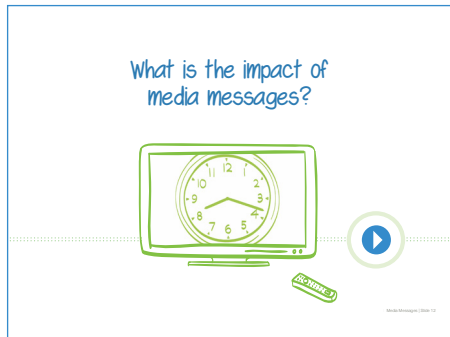
Students consider the emotional impact that having your image manipulated can have.

- How do you think celebrities and models might feel after their images have been so drastically altered?
- Do these images make them feel that they have an ideal lifestyle?

- They make them feel sad, unworthy, insecure, not good enough.

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

PRESENTATION



Students recognise 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



> 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.

- 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 tens? Hundreds? Thousands?

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

- What might the impact of all these messages be?

> Initiate a class vote.

- **Raise your hand** first if you think this manipulation and these messages are right? Or second, 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.

- > 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.

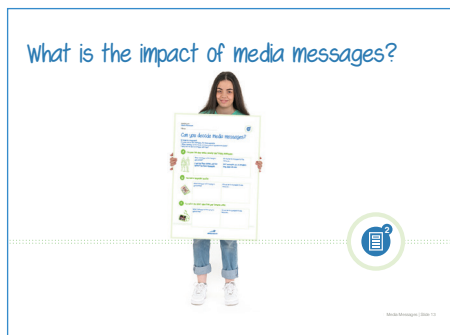
- > It is not fair or helpful to manipulate images and promote these messages in this way, because they do not reflect the truth. This means it is also not fair to compare ourselves with these images.

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.

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

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.

PRESENTATION



Students work together to recognise the messages behind different media, and explain why it is unfair to compare.

TEACHER ACTIONS



> Explain to students that they are going to explore messages behind different media in more detail, and the reasons why it is unfair to compare themselves to such images.

> Arrange students in small groups.

> Instruct students to complete one or more examples on **Activity sheet 2**.

- What message is each type of media trying to get across?

- Why is it unfair for us to compare ourselves to this media?

> Invite one or two groups to share their responses.

> Initiate a class vote.

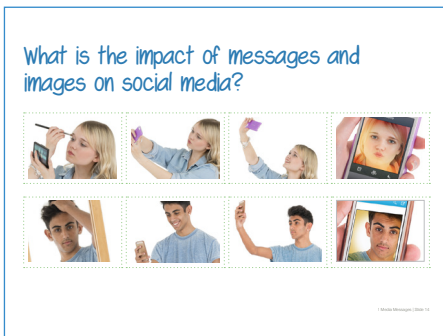
- **Raise your hand** if you think it is fair and useful to compare yourselves to images or messages promoting appearance ideals, or if you think it's unhelpful – or even harmful?

DESIRED RESPONSES



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.

PRESENTATION



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

TEACHER ACTIONS



> *Initiate a class vote.*

- **Raise your hand** if you think we should all challenge manipulated images in the media or messages that promote appearance ideals.
- > *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 what 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?
- How does viewing images like this on social media sites make you feel?

DESIRED RESPONSES



Encourage students to share specific strategies. You could remind students of the different techniques they saw in 'Dove: Evolution'. Are similar techniques used in personal and social media?

Draw out the negative impact of viewing images that promote appearance ideals/the ideal lifestyle.

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.

Answers could include the angle that people take selfies at, only putting up photos they think they look best in, using photo editing apps or filters.



Students generate ways they can change how they create or consume different media to challenge messages that promote appearance ideals.

- > *Facilitate a short class discussion.*
- > *Instruct different groups of students to consider a type of media each.*
- What might you do to show that you don't agree with, or don't like, the way advertising and media, including social media, emphasises or reinforces appearance ideals?
- > *Invite students to share responses for each different type of media.*

- You could avoid editing or retouching your own photos, tweet positive messages, write to magazines, campaign against the use of retouched photos, tell people what happens in images, start an online petition.

Encourage students to be creative with their ideas.

It might be helpful to share an example. One example is 14-year-old Julia Bluhm in America who created an online petition that resulted in *Seventeen* magazine committing to not retouch models' body or face shapes.

[illegible]

Be a champion for change

5 minutes



By the end of this section, students will have reflected on their learning throughout the workshop, committing to one action to champion body confidence.

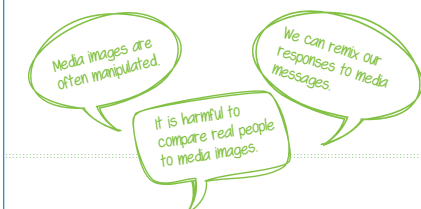
Across the workshop, students will have:

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

PRESENTATION



What have we learned today?



Students will share the key messages from today's workshop.

TEACHER ACTIONS



- > Ask for volunteers to recall, briefly, what they have learned in the workshop.
- What have we learned in today's workshop?
- > Invite volunteers to read out the key learning points from the slide, and summarise any points students have missed.

DESIRED RESPONSES



Students articulate the key messages in their own words.

PRESENTATION



Students will use what they have learned in today's workshop to make a commitment to challenge or resist images or messages in the media that promote appearance ideals.



TEACHER ACTIONS



- > Ask one or two students to share:
- What have we learnt about images in the media?

- How will you personally challenge or resist images promoting appearance ideals in the media?

- > Invite one or two students to share their ideas with the class.

- > Thank students for their participation in today's workshop, and draw the workshop to a close.

DESIRED RESPONSES



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

- > 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.

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



- > Encourage your 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.

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 their friends' as well as 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 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: Five-Session Programme at selfesteem.dove.com

