



# WORKSHEET:

## Body image and the media

### Key Learning

Increase the students media literacy about the hidden messages and tricks used in modern media, allowing them to become more critical consumers of the media This worksheet follows on from the general body image worksheet.

### Discovering Pre-viewing

Prior to exploring the topic page, have a group discussion on the topic and record the answers.

- What do you predict we may find out about this topic today?
- How does real world to media world compare?
- What might some key points be?

After the session compare what you learned to your earlier predictions – what were the similarities and differences?

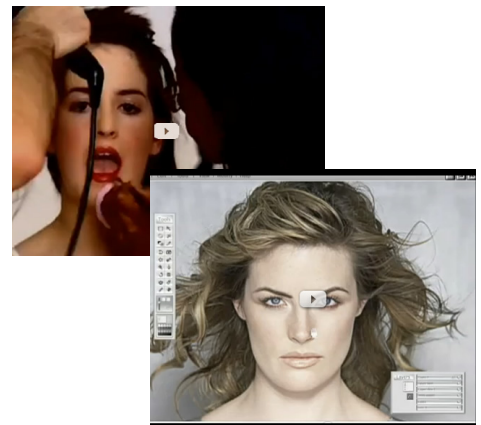
### Explore

Visit the topic page on TINO <https://tuneinnotout.com/your-identity/body-image/> which has videos, factsheets and stories from other young people on the topic.

### Find and Watch

Watch the three of the following videos, which together introduce the key aspects of the topic for both males and females.

- 'Dove Evolution - Commercial'  
(1:14min direct link: [https://www.youtube.com/watch?v=WK\\_q1MT0sqQ](https://www.youtube.com/watch?v=WK_q1MT0sqQ))
- 'Fabricating Beauty - BodyTalk'  
(4:20min direct link: <https://www.youtube.com/watch?v=UToGBorgDqo> )
- 'Real Beauty - Male Version'  
(3.18min direct YouTube link (starts at 1min): [https://youtu.be/\\_l17cK1ltY?t=1m](https://youtu.be/_l17cK1ltY?t=1m))



When watching the videos, note down keywords and ideas/concepts and share as a group.

Ask the class “why is it important to understand how adverts are created & behind them?” So we can decode what we see and be aware of how it m reality. Make decisions over what we read and watch.



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## - Celebrities standing up or joining in

Celebrities photographs are used extensively by the media, but also by themselves via their social media accounts, but what we see is not always what was taken. This online article showcases a number of instances of celebrity images being highly photoshopped. <http://www.buzzfeed.com/elliewoodward/the-most-wtf-celebrity-photoshop-fails-of-all-time#.csKQqqD2x> **Note!** We recommend reviewing the link before showing to the class and picking those image that are suitable for the age range your are working with.

A number of celebrities have also stood up to the industry photoshopping how they look in photos. Kate Winslet has a no photoshop clause in her Lancome contract, and Lorde hit out at the press about a photo being altered of her singing at a concert. Ask the students if they know of any other examples, explore as a group.

## Connecting/Investigating Research / Discussion questions

Below are a number of activities which can be conducted in small groups.

### **Who/what shapes our ideas**

Either as a class or in small groups discuss the following questions and complete the table below. A printable work template is also available at the end of the worksheet:

- What and who shapes your ideas about body image?
- Does it enhance a 'normal' or 'ideal' way of how we should look / behave?
- How could each influence be improved so that it/they encourage a healthy attitude towards our body image?

| Who / What | Enhance normal/health or ideal way of looking | How could it / they be improved to encourage a health attitude towards body image? |
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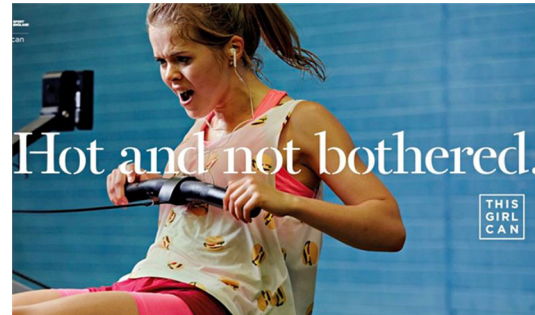
## De-constructing what we see

For this activity you will need to pre-select some school appropriate adverts/articles/TV commercials and give one or two to each group and ask them to de-construct the item and answer the questions on template 2 at the end of this worksheet. **Note!!** We don't recommend allowing the students to browse magazines in class to pick articles as they may see trigger images/articles, and get unfocused from the topic.

Having a mix of adverts/articles showcasing healthy positive messages as well as those presenting the 'ideal' can help group and topic discussion.

For examples of **healthy based** messages you can Google:

- *Dove* adverts both print and TV commercials
- *This Girl Can* campaign which has print and TV commercials aimed at encouraging females to be active.



Popular current magazines can be used for general adverts

Once they have reviewed the adverts have each group share their adverts / articles. Then have a group discussion about the classes findings. Here are a few key questions.

- How were men and women portrayed?
- Were stereotypes used?
- Which adverts evoked a positive / negative feeling from you?
- Was the real world represented in the adverts? If no, who was omitted?
- What made an advert positive / negative?

## Representing healthy realistic views in the media?

In 2010 the Federal Government introduced a Voluntary Industry Code of Conduct in Body Image, to encourage positive actions within fashion, media and advertising industries to bring about positive change.

As a class or in small groups review code of conduct and the principles - download handout here <https://tuneinnotout.com/wp-content/uploads/2017/05/BIVCC.pdf> ).

Discuss:

- Why do you think the code was introduced?
- What do you think of the principles?
- Do you feel the media are choosing to follow it?
- Should it be compulsory?
- This code was introduced in 2010, has it been implemented? Would you change part of the code in 2020?

## Related research links

- Butterfly Foundation <http://thebutterflyfoundation.org.au/>
- NEDC <http://www.nedc.com.au/teachers-and-schools>

## Reflection / Practicing

### Applying / What can you do?

Brainstorm ideas on what you could do to educate your school/local community on helpful ways to manage the topic? Choose one idea and action.

#### ***Suggested Ideas:***

Create your own Public Service Announcement which aims to inform the audience that they are more than what they see in commercials.

Set up a debate panel with people representing different groups such as glossy magazines, young people, government, health officials and have a debate regarding whether the voluntary code should be made compulsory.

You are a team about to launch a new magazine aimed to positively empower young people, create a concept brief for the magazine using template 3 at the end of the worksheet.

Create some content which covers one or more key messages related to the topic, this can be in the form of written piece (blog, quiz, song, poem, story) audio, image/photo/artwork or video and upload to the TINO virtual production studio or email to [crew@tuneinnotout.com](mailto:crew@tuneinnotout.com). Your content will be reviewed and may appear on TINO.

## Who/what shapes our ideas?

Discuss the questions below, and then complete the chart.

- What and who shapes your ideas about body image?
- Do they/it enhance a 'normal' or 'ideal' way of how we should look / behave?
- How could each influence be improved so that it/they encourage a healthy attitude towards our body image?

| Who / What | Enhance normal/health or ideal way of looking | How could it / they be improved to encourage a health attitude towards body image? |
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## De-constructing the media

Review the advert / article or TV commercial you have been given and de-construct what you see.

How does the advert draw you in ?

What is the purpose of the advert/article?

How are men and women portrayed in the advert?

Who is the target audience?

What are the prominent messages?

Is there a deeper message?

How is the man/women depicted?

If you use the product/service/message will you be like the person/people in the advert?

Do you think the image/s have been altered? How?

How does the advert make you feel?

*draw a mock front cover*



Template 3

## Magazine Concept Brief

Magazine Name: \_\_\_\_\_

Aim/philosophy of the magazine:

Target Audience: \_\_\_\_\_ How often is it published? \_\_\_\_\_

How will we engage the target audience? \_\_\_\_\_

Name 5 regular articles / feature areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Who will your magazine feature?

What is the tone of the magazine?

Describe the style of photography:

What is the magazines Photoshop policy?

Write an intro for the magazine aimed at the target audience