

ROOTS OF EQUALITY

Media

WORKSHOP FOR GRADE 7 & 8 GIRLS



MEDIA

Students: Grade 7 & 8 girls

Length: 60 minutes



Purpose:

- To raise awareness of the impact media has on self image.
- To recognize what advertisers do to sell products.

Preparation:

- Make an overhead of the definitions of media, violence.
- Laminate ads from teen magazines.
 - Buy 10 teen magazines.
 - Select some ads, and put on 8-1/2 x 11 paper.
 - Laminate.
 - Provide 6 ads per group with at least two ads with males and females together.
 - Collect a number of ads selected at random to use for Activity #2.
- Print enough copies of Handout #1 Ideal Beauty.
- Print enough copies of some “real beauty” ads by Dove (available in magazines and web sites: doveproage.com and CampaignForRealBeauty.com) and/or have a laptop/projector with live internet connection to access and project websites.
- Gather:
 - Pencils, scissors, and paper for each participant .

Introduction (see overhead)

What are media?

Media are communication tools that allow us to share ideas, thoughts and information. These include letters, e-mail, cards, etc. Mass media are tools that communicate to large groups of people at the same time. Some examples are television, videos, billboards, logos, advertisements, magazines, etc

What is violence?

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.*

From World Health Organization, *Violence*, (June 07, 2006)
http://www.who.int/violence_injury_prevention/violence/en/

*maldevelopment: delays or anomalies in what is considered average in physical, psychological, emotional, and/or social functioning.

Activity #1 - 25 minutes

Ideal Beauty

- Pass out Handout #1. Go over each of the headings to make sure the girls understand what each word means.
 - **Sex:** Do the ads use sex to sell the product? How do you know?
 - **Hair:** What colors and styles are dominant?
 - **Size:** Are models large or small?
 - **Body Shape:** Do the models have large breasts, long legs, narrow waists?
 - **Non-disabled:** Are any of the models living with a disability?
 - **Clothing:** Is the clothing used upscale and expensive or of average cost?
 - **Race:** Is one race more predominant than others?
 - **Age:** What are the average ages of the models?
 - **Class:** What economic class do the models appear to be from?
- In groups of three, ask students to discuss the ads passed out, reflecting on the Ideal Beauty sheet. Students are encouraged to record their findings.
- Reinforce the following concepts as the groups present their findings.
 - Ads normalize what is abnormally large or small.
 - Ads encourage an atmosphere of weight preoccupation by showing thin models.
 - Sex sells so many things there is little correlation between what is being advertised and what is actually in the ad.
 - By showing only separate parts of a woman's body, women are portrayed not as whole human beings, but as sexualized parts.

Activity #2 - 25 minutes

- Show some of the recent Dove commercials and the computer-enhancement clip from the web sites listed in Preparation. Discuss the positive ways the ads portray females.
- Pass out ads collected from teen magazines. (It is best to take the ads out yourself as the students can become easily distracted trying to read articles in the magazines.)
- Have students choose ads that they feel portray real young women and/or have a good message within the ad. Ask them to look for as many positives as possible in the ad. To finish, students are asked to glue the ad onto paper and write their reasons for choosing that ad on the back.
- Have the students report their findings to the group.

Closing

What can I do?

If you see an ad that angers or concerns you, write the company. For every letter companies receive about products, they infer that 100 people also feel the same. If a group writes 10 individual letters, then that is representative of 1000 people. Ad campaigns do get pulled when the public protests.

Handouts:

- Handout # 1 - Ideal Beauty.
- Handout #2 -- Take Action.
- A Girl's Pledge.
- Feedback form.

Teacher Resources:

- Teacher notes for Activity #1.
- *Take A Closer Look*, ETFO.
- *Kids' Take on Media*, CTF.
- www.media-awareness.ca.
- www.campaignforrealbeauty.com.

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Teacher Notes for Activity #1:

Sex

- Voiceovers on television usually have a male voice, considered more believable.
- Most females are lying down, rather than standing.
- Sexualized poses.
- 70% of characters in rock videos are male.
- Women appear as dancers in rock videos and almost never as musicians.

Class

- Middle to upper class.

Age

- Young females.
- Rarely see older women in ads for hair, clothes, and beauty products.
- Rarely see older women in rock videos.

Race

- White and fair-skinned women of colour.
- Some races, such as Aboriginal and Inuit, are rarely portrayed. How do we know we exist if we never see ourselves in the media?

Hair

- Glossy.
- Flowing.
- Long and thick.
- Blonde.

Size

- Very thin.
- 70% of teens dislike their body.
- 66% of girls and 20% of boys are dieting every day.
- The average woman is 5'4" and 140 pounds. The average model is 5'11" and 117 pounds.

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- In McLean's magazine (August 14, 2000) a special report on body weight included a research article from Anne Becker. In 1995, TV with western programs was introduced to Fiji. At that time, thinness and weight loss were seen as some kind of social loss or neglect. When she returned in 1998, 29% of the girls now had symptoms of eating disorders. More than 80% wanted to be like the women on television.

Body Shape

- Long torso.
- Large breasts.
- Long legs.
- Shape can be digitally enhanced.
- Kate Winslet did not recognize her body when she appeared on the front cover of GQ magazine. Her legs and hips had been digitally enhanced to elongate both areas. A spokeswoman for the magazine stated, "If people who read glossy magazines don't believe the pictures are enhanced, they're kidding themselves. Beauty sells."

Able-Bodied

- No models with any visible disabilities in ads.
- Very few television commentators with disabilities.

Clothing

- Always latest styles and brand names.
- More women are likely to be depicted nude or partially nude than men in ads.

A Girl's Pledge

I am a girl.

I am an expression of beauty, joy, and love.

I have the right, the power and the ability, to create a beautiful, joyful and peaceful world for myself and others.

I have a body, but I am not my body.

I have a face, but I am not my face.

I am the most important thing in the world to me.

I am love in motion.

I am the light of the world!

I can create!

I can make a mistake!

I can create something beautiful in all that I do.

I deserve the best.

I give my best.

I do my best to always take care of me!

I am a girl.

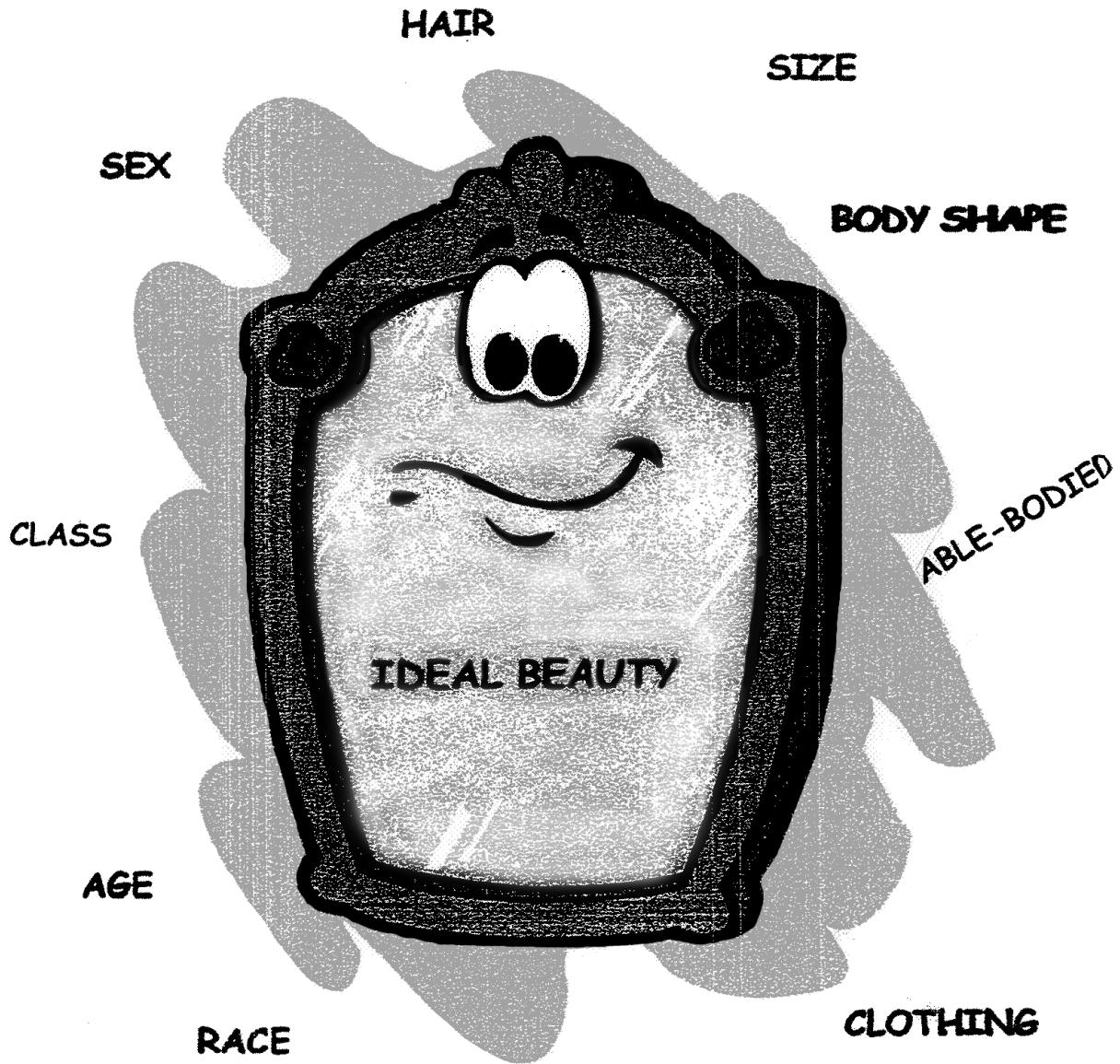
I am growing into a woman!

I AM IT!

I am the joy the world is waiting for.

From Iyanla Vanzant, *Don't Give it Away*

Handout #1 IDEAL BEAUTY



TAKE ACTION

Where to complain about offensive advertising:

ASC: ADVERTISING STANDARDS CANADA

A voluntary association of advertisers, agencies, and media. Develops and administers industry standards and codes of ethics including gender portrayal guidelines.

www.adstandards.com

CRTC: CANADIAN RADIO - TELEVISION and TELECOMMUNICATIONS COMMISSION

An independent agency of the Canadian government that regulates and supervises television, radio, cable, and pay-TV.

www.crtc.gc.ca

CBSC: CANADIAN BROADCAST STANDARDS COUNCIL

Established by the Canadian Association of Broadcasters, the CBSC handles complaints about Canadian radio and television broadcasts using the self-developed Code of Ethics, Sex-Role Portrayal, and Violence in TV codes.

www.cbsc.ca

NEWSPAPERS and MAGAZINES

Publishers' and Editors' names & addresses are listed in the masthead, usually within the first 3 pages.

TRANSIT OPERATOR

Check with your provincial or civic government.

OUTDOOR ADVERTISING

If possible, contact the billboard leaser.

Media Workshop

Feedback Form

Overall, how would you rate the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
poor fair good very good awesome

What did you find most interesting?

What didn't you like?

What did you learn that you didn't know before?

What would you like to learn more about?

Any suggestions to make the workshop better?

ROOTS OF EQUALITY

Resources designed to help educators foster students' healthy, equal relationships and raise awareness of violence against women.

Prepared for

Elementary Teachers' Federation of Ontario

Fédération des enseignantes et des enseignants de l'élémentaire de l'Ontario



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www.etfo.ca

In partnership with

Ontario Women's Directorate



www.ontariowomensdirectorate.gov.on.ca

and

Springtide Resources: ending violence against women



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ending violence against women

www.springtideresources.org

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