

### Media and Me

**Time:** 30 minutes

#### Materials:

- [Dove's Evolution video clip \(1 minute 16 seconds\)](#)
- [Dove's Change One Thing video clip \(47 seconds\)](#) (Optional)
- Images from magazines or media/social media (Optional)

#### Instructions

- Initiate a whole class discussion by asking students about where we get messages about how people should look and act. Students might mention parents, peers, books, TV, movies, social media, music, etc.
- Ask students to reflect on the images that they see in the media and on social media. (Optional: show students various appropriate images from media/social media, such as celebrities' Instagram pictures)
  - What images are they?
  - What do you think when you see them? How do you feel?
  - What do you think goes into creating those images?
  - What is their purpose?
- Show Dove's Evolution video clip
- Ask students to discuss the video and what they saw. Allow students to discuss with a partner or in small groups. Use the following prompts, if necessary:
  - What did you see?
  - How did they alter the model's appearance?
  - Why do you think they changed the model's appearance?
  - Do you think this happens?
  - What are some ways that you can see people's appearance being changed in media, including on social media? What about make-up and hair styling? Lighting? Filters (Instagram and Snapchat)? Posing and different angles?
  - How does this make you feel?
  - How do people feel when they don't look like the images they see in the media? Do the people in these images actually look like their images?
  - Is it just physical appearance that is manipulated in the media? What about lifestyle (e.g. having lots of fun, friends, money; having the best clothes, shoes, sports gear; going on trips; eating fancy or healthy food)?

- For example, Lil Bow Wow was in the news in early 2017 for having faked an Instagram post (posted a picture of a private jet and implied that's how he was traveling, but then was spotted in coach on a commercial flight) and this prompted a #bowwowchallenge campaign in which people created fake posts and showed how they created them.
    - What about skills (e.g. being able to do a perfect handstand or make a trick-shot in basketball; playing a song perfectly on the guitar; singing)? Ask students if they've ever heard a singer whose voice sounds different when they sing live as opposed to their recorded album. Have they heard about singers being "caught" lip synching?
- Ask students to think about how their self-concept can help prevent the negative feelings they might have because of media messages and images
  - Self-awareness can help them recognize that they are unique and that's great
  - A positive self-concept will allow them to recognize that they have many qualities, abilities, interests, goals, etc. that make them who they are
  - Knowing about themselves and knowing that media images are manipulated can help them to know that they don't need to live up to a fake and impossible ideal
- Invite students to think of ways that their knowledge and self-concept can empower them to make changes and help others
  - They might refuse to buy in to these images as an ideal and look up to healthy role models instead
  - They might strive to become role models themselves and set an example for their friends, siblings, parents, community, etc.
  - They might challenge media messages and share the work of those who seek to expose the distortions in media representations
- **Note.** If interested in additional resources created by Dove, check out the [School workshops on body image: Confident Me.](#)

### Variations

- This activity can be used to introduce the lesson and before teaching self-concept or it can be used immediately following the Gender and Sexual Diversity PowerPoint presentation.
- Ask students to write a journal response or create a visual response to the video clip
- Expand on this and discuss how comparing ourselves to others, not just in media but in reality, can hinder our self-concept by viewing and discussing Dove's Change One Thing video clip

### Curriculum Connections

- This activity can be connected to curriculum expectations in Language (Ontario Curriculum, Grades 1-8, Language (2006), Grade 6: Media Literacy, 1.2 and 1.5)