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OPENING EYES

Get Media Smart
Body Image and Advertising

Resources for
9-11 year olds

PSHE Association
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Advertising can be a creative and inspiring world, where ideas come alive with drama, excitement and humour to keep us entertained and engaged. However, this commercial messaging touches most areas of young people's lives and so it is more important than ever that they understand exactly what is being suggested, promised and sold to them through the adverts they see every day.

Media Smart is a not-for-profit company, funded by the UK advertising industry, that creates free educational materials for schools and youth organisations as well as teachers, parents and guardians. These help young people evaluate the advertising they come across in all aspects of their lives using real case studies to help teach core media literacy skills.

These Get Media Smart resources, which have been created with the support of the **Government Equalities Office**, are designed to provide a comprehensive and engaging introduction to body image and advertising with the aim of building emotional resilience in young people.

We know that this is a challenging subject, but these lessons will explain to your students how adverts portray appearance, helping them assess the impact the media has on how people feel about themselves. After reading this, we hope you will have increased confidence in teaching this important subject.

For further information and our latest news please visit: mediasmart.uk.com

Best wishes

Mark Lund
Chairman - Media Smart



What is body image?

Body image describes our idea of how our body looks and how we think it is perceived by others. This can include our thoughts and feelings about our height, weight, shape, skin, colour, and our appearance and attractiveness more broadly. (Source: PSHE Association)

Why is body image an important part of the curriculum?

Comparing ourselves with how people appear in advertising and other media can influence our body image. Poor body image can significantly affect health and wellbeing, and is an obstacle to effective learning, participation (particularly in physical activity), aspirations and attainment. (Source: PSHE Association)

About this resource

This resource is designed to help 9-11 year olds discuss issues related to body image and build their emotional resilience to appearance-related media pressure. The resource includes an online film (made up of several chapters) and teaching ideas to support two PSHE lessons of approximately 60 minutes in length. The lessons help pupils explore two strands of learning:

- **About adverts** – understanding the purpose of a range of adverts, and the techniques they sometimes use to influence us from the ‘outside’.
- **About what adverts do** – recognising how adverts can use these techniques to influence how we feel, what these feelings might encourage us to say and do, and how we can stay in control on the ‘inside’.

Before you begin – adapt the resources according to the amount of time you have available. If you have less time, you may wish to omit some or all of the ‘breakout’ activities marked in the lessons. Review the activities and adapt them to ensure they are appropriate for the pupils in your class (including pupils of lower ability, SEND or EAL). Use the ideas in the ‘Prior knowledge’ section below and at the start of each lesson to help understand pupils’ starting points and current understanding of advertising and body image.

Media Smart has compiled a selection of **real adverts** that can be used within the lessons and as a stimulus for future media literacy activities. To watch them go to **mediasmart.uk.com/resources/teaching-resources/body-image**. Alternatively, you can source your own examples. Guidance on this can also be found on this page.

Curriculum focus

Body image education is an important component of curriculums across the home nations.

England

The **PSHE Association Programme of Study** for KS2 fully supports body image issues. Body image and self-esteem run through all the PSHE Association Programme of Study's core themes, especially Health and Wellbeing, and Relationships.

- For an overview of KS2 PSHE curriculum links, see page 13 in **Key standards in teaching about body image**.
- Go to pshе-association.org.uk/curriculum-and-resources/resources/pshе-education-programme-study-key-stages-1-4 to download a copy of the full **PSHE Association Programme of Study**.

Northern Ireland

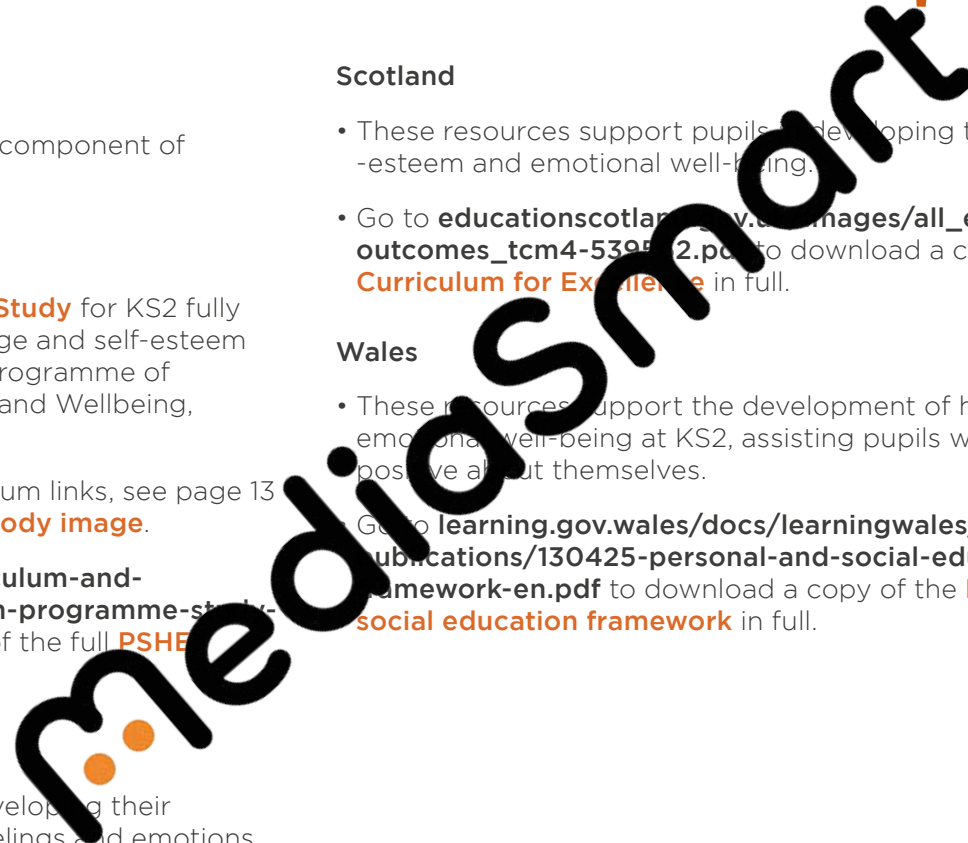
- These resources support pupils in developing their self-esteem, and understanding of feelings and emotions.
- Go to nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/pdmu/PDMU_gribs_Key_Stage_2_2011.pdf to download a copy of the **Personal Development and Mutual Understanding curriculum** in full.

Scotland

- These resources support pupils in developing their self-esteem and emotional well-being.
- Go to educationscotland.gov.scot/images/all_experiences_outcomes_tcm4-539512.pdf to download a copy of the **Curriculum for Excellence** in full.

Wales

- These resources support the development of health and emotional well-being at KS2, assisting pupils with feeling positive about themselves.
- Go to learning.gov.wales/docs/learningwales/publications/130425-personal-and-social-education-framework-en.pdf to download a copy of the **Personal and social education framework** in full.



Key standards in teaching about body image

The PSHE curriculum has a valuable role to play in helping young people to improve their emotional resilience to body image pressures (their ability to cope with or adapt to stressful situations to do with body image), and so become more confident and effective learners. **Teacher guidance: Key standards in teaching about body image** is published by the PSHE Association and was funded by the Government Equalities Office. This guidance offers teachers advice about the safe and confident teaching of body image as part of the PSHE curriculum.

We recommend you read this document before delivering these activities.

Download the document from pshe-association.org.uk/curriculum-and-resources/resources/key-standards-teaching-about-body-image.

These teachers' notes refer to other sections in this guidance document that give you more detailed support to help you create the right environment, integrate body image issues into your PSHE scheme of work, including vulnerable groups and use the most effective teaching approaches in your delivery.

Prior knowledge and assessment

It's helpful – but not essential – if pupils are already aware of the purpose of advertising and of the different forms advertising can take. The MediaSmart primary resource 'Introduction to Advertising' uses real and current examples of advertising to develop pupils' ability to understand, discuss and write about advertising in different media. Download a copy at mediasmart.org.com/resources/teaching-resources/primary-5.

It's important to find out what understanding pupils bring to these lessons. The starter activities in each lesson and the staged and discussion questions for the 'What is advertising?' chapter of the film provide some ideas. Use the activity on page 10 as a pre-teaching activity to help you identify how you will adapt your delivery.



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Pre-teaching activity

Ask the class to imagine an alien has arrived from another world. They have heard of something called 'adverts', but they don't know what they are or what they are for. Put the following questions to the class:

- How would you explain 'adverts' to them?
- The alien asks "What are they for?" What would you say?
- Where do you see adverts?
- Are adverts always about products?
- The alien says "We have seen a lot of your adverts – do adverts show us your real lives?" What would you say? In what ways do you think they do? In what ways do you think they don't?
- The alien says "We have noticed people who appear in adverts can look different to people we see in your home, schools and towns. Why is that?" What would you say?
- The alien says, "Do adverts have to follow rules?" What would you say?

Use the pupils' responses to help you focus and adapt these lessons. The delivery guides include suggestions for using the alien visitor as an assessment tool at the end of the lessons so you can continue to assess pupils' progress across these lessons.

You may also wish to explore pupils' prior understanding of these key concepts:

- What we mean by 'pressure from the outside' (for example – someone encouraging or persuading us to do something) and 'pressure from the inside' (for example, our own feelings of wanting something really badly or feeling envious of someone else having something we want).
- What we mean by 'persuasion' (someone trying to get us to do something they want us to do) and how it feels when we recognise someone is trying to 'persuade us'.

What we mean by 'influence' and why it is different from 'persuasion'.

Being able to explain the importance of 'stopping and thinking' and 'asking and finding out' before 'deciding and doing'.



Create the right environment

A more informal teaching and learning environment can help pupils be more open when discussing sensitive topics such as body image, leading to better discussion and learning outcomes. Try changing the layout of your classroom to remove physical barriers between pupils, using your floor space, or moving to a different space in your school with more comfortable furniture. It's best if this space is private so pupils don't feel they are being observed by other people.

- For more ideas see page 51 in **Key standards in teaching about body image.**

Establish clear, consistent ground rules for discussion

At the start of Lesson 1, establish clear ground rules to help pupils share their ideas, feelings and emotions while respecting each other's views. It is important that pupils understand what 'confidential' means and that for safeguarding reasons there are some things you can't keep confidential. These ground rules will be most effective if pupils are able to explain why they are important to help everyone feel safe, write the ground rules in their own words and display them in the room. Help pupils model them based on your own behaviour and communication.



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The PSHE Association suggests:

| Ground rule | What this might mean for pupils |
|--|---|
| Openness | We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'. |
| Keep the conversation in the room | We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy. |
| Non-judgmental approach | It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'. |
| Right to pass | Taking part is important. However, we have the right to pass on answering a question or participating in an activity. |
| Make no assumptions | We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings. |
| Listen to others | We will listen to the other person's point of view and expect to be listened to. |
| Using language | We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is we will ask our teacher. |
| Asking questions | We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions. |
| Seeking help and advice | If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it. |

• For a more detailed explanation of these ground rules, see pages 19-22 in **Key standards in teaching about body image**.

Safeguarding

Don't encourage pupils to disclose sensitive information in the classroom and always follow your school's safeguarding policy and procedures. Pupils should only share sensitive information in a suitable, one-to-one setting with an appropriate member of staff. Consider the needs of vulnerable children in the class or those who may be distressed by talking about body image. You may wish to have another member of staff on standby, ready to provide one-to-one support for children who may become distressed. Consider how you will respond to these children in the lesson and guide them to this member of staff.



Ensuring a gender-inclusive approach

These lessons are designed to be inclusive, suitable for delivery with boys and girls, and those who do not identify with either gender. However, while body image is an issue for all, it is gendered and often experienced differently by girls and boys. You may find some boys more reluctant to contribute, in which case, make light of some of the themes explored or making assumptions that body image is a women-only issue. Encourage all pupils to explore the impact images in adverts and other media can have on us all, both boys and girls. Support boys and girls in selecting adverts that feature people of both sexes. Ensure both sexes feel comfortable to raise any concerns they might have. Other notes within this document can support with this, such as 'Creating the right environment', 'Safeguarding', and 'Supporting vulnerable pupils'. Going further, you may wish to explore how messages contained in media can be different for boys and girls, what the reasons for this might be, and what the impacts might be.

Supporting vulnerable pupils

For additional guidance on including vulnerable groups of pupils in your lessons, including pupils who are overweight or obese, at risk of an eating disorder, pupils who are LGBT, black and minority ethnic (BME) pupils, and pupils with a disability or disfigurement, including self-harm scars, see pages 29–34 in **Key standards in teaching about body image**.

Supporting lower ability, SEN or EAL pupils

Consider how you can differentiate your delivery to support pupils of lower ability, with additional needs, or who have English as an additional language. This may include:

- TA deployment to provide support and scaffolding, for example to facilitate discussion
- pairing these learners with appropriate learning partners
- providing appropriate hearing or vision aids when watching the videos
- writing vocabulary cards to explain key words
- writing a range of positive and negative emotions and feelings on cards, for pupils to sort and share when talking about the feelings adverts can create (you may also want to include a range of emojis)
- drawing and labelling emotion lines or wheels on which pupils can indicate how an advert may make a person feel
- allowing pupils to draw their responses rather than using writing
- adapting your assessment questions to include these pupils.

Guiding pupils towards helpful responses

Pupils live in a world saturated with media messaging, and will have already absorbed many messages about our culture's definition of beauty or 'appearance deals'. This means some pupils may respond to the activities with views that agree with or reinforce helpful media messages about appearance. To help you guide discussions towards more helpful responses, introduce the ideas below in order to build pupils' emotional resilience and self-esteem, as well as helping them to become more informed consumers of advertising and media.

- Advertising as a concept is not a good or bad thing, but individual adverts might have positive or negative effects.
- We're surrounded by adverts: on TV, the radio, the internet, in the street, in newspapers and magazines, on social media feeds and through the people we follow online.
- Adverts can have a range of purposes, for example to sell a product, provide information, or influence our behaviour (e.g. to be healthier or support a charity).
- Advertisers make careful choices about how people look in their adverts. The people and lives portrayed can vary in adverts for different products, services, charities or campaigns.

- Advertisers choose how people look in their adverts to help generate the emotional response they would like us to have when we see the advert. Advertisers may want to make us laugh, feel sadness or empathy for the people we see, relate to them and feel they are 'like us'.
- Some adverts can promote appearance ideals that make us compare ourselves with what we see, influencing our buying behaviour. These adverts are designed to suggest that if we buy that product, we might become a bit more like the people we see in the advert and as a result, a little happier.
- Adverts like this can edit what we see in order to enhance or emphasise real life. The people in these adverts are carefully chosen for their looks, and the adverts might use make-up, lighting, computer editing and many other techniques to enhance what's good and hide what's not so good. Remember, it's not always possible for our lives to be like this!
- We can choose to question what we see in some adverts and remember that they are trying to influence our behaviour. Sometimes, if what we see is enhanced, life might never be like what we see in the advert.
- Adverts are just a snapshot and people and life can be much more complicated than what is depicted in a short advert. We should not try to compare ourselves because we're all different. Instead, we should focus on valuing ourselves for what we already are.
- We can celebrate ourselves and what's already great, unique and special about ourselves – and we can form our own opinions and make our own decisions. This helps build our emotional resilience – our ability to spring back and remain confident rather than letting comparisons get us down.
- Advertising is tightly regulated so adverts are not allowed to mislead, cause deep or wide offence or lead to harm. Anyone is entitled to complain about or report an advert, as explained below in the Advertising Standards Authority (ASA) information in 'Supporting information' on page 25. The ASA prohibits computer enhancements that exaggerate the capability of a product, for example by using software to 'airbrush' out wrinkles on a model advertising anti-wrinkle cream. But the regulations do allow enhancements that generally improve how a person looks.



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Useful definitions

Target audience

The group of people at which an advert is aimed, for example boys aged 7–11, women, or home owners.

Emotional resilience

A person's ability to cope with stressful situations and change how they behave to make these situations easier to deal with.

Blogs/blogging

A blog (short for weblog) is an online site where a person or group ('bloggers') posts written entries and photos about their activities and opinions. Blogs can include standalone websites as well as platforms like Twitter or Tumblr.

Vlogs/vlogging

Video blogs – as above, but posts are made in video form, for example on YouTube.

Social media

Apps and websites that let people share words and photos with their friends and the public. These include chat apps like Kik or Shapchat, Twitter, Tumblr, Instagram and Facebook, as well as blogs and vlogs.

Support for parents and guardians

Parents and guardians can play a vital role in helping pupils develop their emotional resilience to body image issues they encounter in the various media they consume. Media Smart has produced an accompanying **Parent and Guardian Guide** that introduces the issues and gives them easy to use ideas and tools to help and support. Download copies at mediasmart.uk.com/parents-guardians.



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Lesson 1

Advertising and appearance

Learning objective

To help pupils understand the purpose of a range of adverts, evaluate their methods and identify some of the different responses they aim to produce in order to sell products, promote ideas or to change viewers' behaviour.

Learning outcomes

At the end of this lesson pupils will be able to:

- describe what adverts are and what different purposes they can have
- explain the meaning of body image and why body image is different from how a person looks
- explain how some advertisements portray appearance and why advertisers choose to do this
- explain how adverts can make people feel about their own bodies and appearance.

Establish ground rules

Before you begin Lesson 1, negotiate and agree some simple ground rules with the class to help pupils respectfully share their ideas and emotions and keep these confidential. Use the PSHE Association suggestions (see 'Introduction and preparation') to help you.

Resources required:

Chapters from the film: **What is advertising?** and **Who do you see in adverts?** sticky notes, A3 paper, image of identical twins (this is easy to source using a Google image search – choose twins that are relatable for your pupils, or an adult example).



Starter activity

We suggest you also use the pre-teaching activity outlined in the 'Preparation' section above.

To identify pupils' prior understanding, ask pupils to recall examples of adverts they have seen, and in pairs, talk about one they liked. (If pupils cannot recall one they like, they can discuss one they have seen.)

- How did you feel when you watched it?
- What did the advert do to make you feel like that?
- Did it look like real life, or were some parts of it 'pretend'?
In what ways is it the same/different from everyday life?

Ask pupils 'What was the advert trying to encourage people to do?' and invite them to suggest the purpose of each advert, for example to sell a product, share information, or influence behaviour (e.g. to be healthier or support a charity). Gather pupils' examples of the different purposes of adverts on your board as a list or 'board blast'.

Main activities

Why do we have adverts and what effect do adverts have on us? State that it's OK to want to buy or use the things we see in adverts, and to want to look like we'd feel good, but it's important not to place too much importance on what we see in the media and not to have unrealistic expectations of ourselves. Now that we have identified some of the different adverts they have seen and liked, pupils are going to explore what is meant by advertising in more detail.

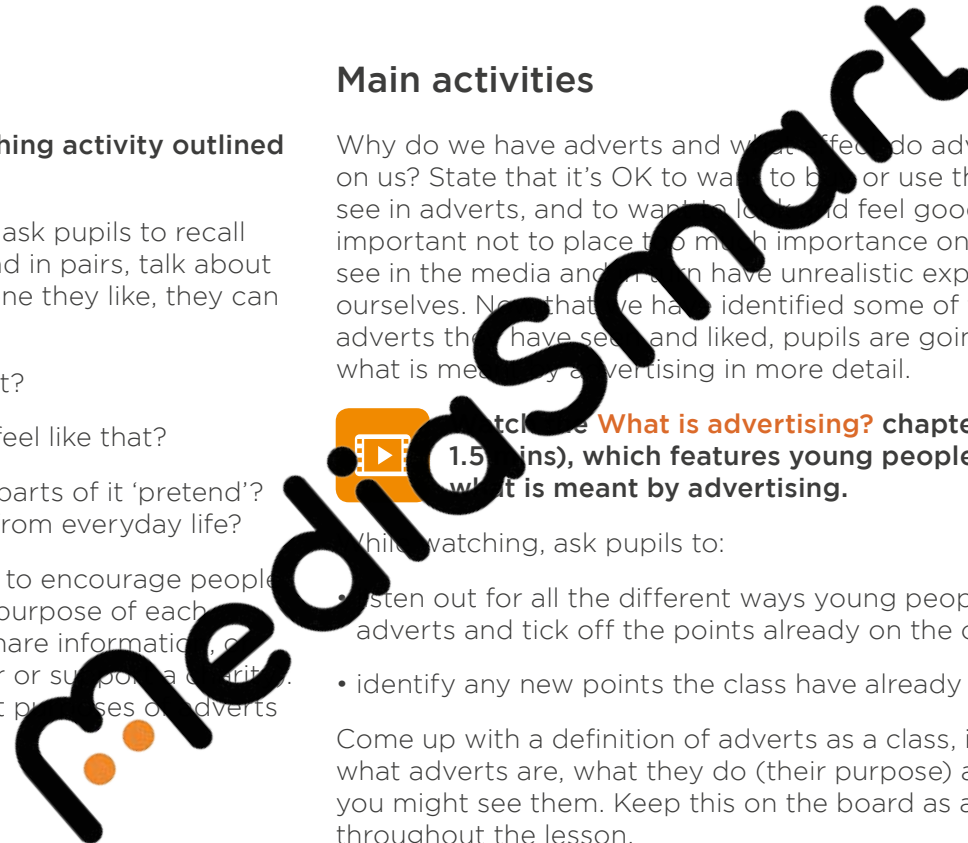
Watch the **What is advertising?** chapter (approx. 1.5 mins), which features young people discussing what is meant by advertising.

While watching, ask pupils to:

- listen out for all the different ways young people describe adverts and tick off the points already on the class list
- identify any new points the class have already discussed.

Come up with a definition of adverts as a class, including: what adverts are, what they do (their purpose) and where you might see them. Keep this on the board as a reminder throughout the lesson.

If time permits, watch some of the **Media Smart bank of online adverts** at [mediasmart.uk.com/resources/teaching-resources/body-image](https://www.mediasmart.uk.com/resources/teaching-resources/body-image).



Lesson 1 continued

Advertising and appearance

Ask pupils to get into pairs and complete a 'think-pair-share' activity to share their first impressions of the people featured in the adverts. Pupils should first gather their own thoughts on the appearances and actions of people in the advert and the emotions and attitudes they convey, using the following discussion points.

- What do the people look like? Think about how you would describe the people who are featured to someone who hasn't seen the advert.
- What are they saying or doing?
- What do you think they are feeling?
- What do you think they feel about the message or product in the advert?
- Do you think they use these products or services in their own lives or are they pretending? Why? (Although they are paid to feature in the advert, this doesn't mean they like or don't like/use the product/service).

Then, ask pupils to share their ideas with their partner. Finally, ask pairs to share their ideas with the class and discuss the common themes or ideas that emerge about the people and the adverts. Help pupils spot that the appearances of the people in the adverts seem to have a purpose.

Now pupils have understood the purpose of adverts, and the people featured in them, explain that they are going to explore **body image**.

Ask pupils 'Have you heard of the term 'body image' and can you tell me what it means?' Explain that body image is not what people look like but it is **the feelings and thoughts about how they look**.

Breakout activity

To exemplify this, share your image of identical twins (although you may need to be sensitive if there are twins in your class group, or school). Explain that even though they look exactly the same, one twin has a poor body image while the other feels positive about how they look. One only sees the not so good things about their body, while the other is able to see the good things about theirs.

Ask pupils to discuss in pairs how each twin might feel about their body or appearance: What might each twin think or say to themselves? Invite pairs to share their ideas to highlight how people can feel very differently about their appearance (have either a positive or negative body image) even if they look the same, and that these feelings are not related to how they look.

Lesson 1 continued

Advertising and appearance

Think back to the alien mentioned in the pre-teaching activity. Why would the class not be able to tell whether the alien had positive or negative body image, just from looking at him/her?

Sometimes, adverts and the different media we see in our everyday lives can have an impact on the way we might feel about ourselves, including our body image.

In the **Who do you see in adverts?** film chapter, young people discuss the impact watching adverts and the people who feature in them can have on how people behave or feel about themselves. Before watching the film, ask pupils to think for themselves of one or two different feelings young people might experience when watching adverts or similar media.



Watch the film: Who do you see in adverts? (approx. 3 mins). Ask pupils to record on sticky notes the feelings or emotions mentioned by young people in the film.

Share ideas, then organise pupils' sticky notes on your board or wall. What reasons did the young people in the film give for feeling this way?

Guide a brief discussion to help pupils identify that one key reason is the appearance of the people in the adverts, who may be actors, everyday people or celebrities. Re-watch or review some of the adverts the class studied earlier in the lesson. Ask pupils "What do the people look like in these adverts?" Help pupils identify that the appearances of the people in the advert are chosen to help influence how people feel and respond to them.

Breakout activity:

Invite pupils to share ideas in a group about how those choices about appearance might make people who watch the advert feel about their own appearance and their own lives, discussing in small groups then writing down their ideas on A4 paper. Ask pupils "How might a person feel after watching a) someone like them, b) someone displaying their talent, c) an actor with an enhanced appearance, or d) a celebrity?"

Pupils may want to think back to the different views that the young people expressed in the film, or could also think about how each identical twin might respond to the appearances and views expressed in each advert. Share ideas and identify instances of where unrealistic appearances in the media might cause people to have disappointed feelings about their own appearance, impacting their body image.



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Lesson 1 continued

Advertising and appearance

Plenary

State again that it's OK to want to buy products advertised, and to want to look and feel good, but it's important not to place too much importance on what you see in the adverts.

Ask pupils to imagine the alien has visited Earth again. It is still curious about adverts and in particular, why most adverts include people. Ask pupils to discuss in pairs how they might answer these questions from the alien, and then to share their ideas:

- What does 'body image' mean? Is it just what you see when you look at a person?
- How do Earth adverts show people's appearances?
- Can the appearances of people in adverts affect how viewers feel about themselves when they watch these adverts? Why do some adverts affect people's feelings more than others?

Explain that while some adverts can show ordinary people, real or otherwise, comparing ourselves to people we see in some adverts can leave us with an unhelpful body image, especially when their appearance has been enhanced or exaggerated. So, we need to spot when appearances are enhanced and respond in a different way.

Breakout activity:

Ask pupils "When we see an unflattering image of a person in an advert what should we say to ourselves, or remind ourselves?" Ask pupils to share their suggestions. Pupils can write these down to create a 'wall of inspiration'.

For Lesson 2: Advertising and you, ask pupils to bring in their own suggestions for print or filmed adverts featuring a range of appearances and lifestyles (e.g. as web/ YouTube links), for example adverts they feel are aimed at them.

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Lesson 2

Advertising and you

Learning objective

To help pupils understand how adverts can create enhanced images of people and their lifestyles. To review the work from Lesson 1 about how that might make us feel about ourselves and that we have the choice to respond differently.

Note: the lesson does not explicitly ask pupils to celebrate the things that are good about themselves (which can help them feel more positive). This is a strand likely to be woven throughout your PSHE scheme of work, for example as a regular activity to celebrate how each pupil is unique and how their qualities and talents are growing and evolving. You may wish to make connections to this work during this lesson and to follow up with a suitable activity.

Learning outcomes

At the end of this lesson pupils will be able to:

- describe how the messages adverts send us about people's bodies and lifestyles might exaggerate what's real
- explain why we shouldn't expect to replicate the version of life we see in some of the adverts
- explain why people's opinion of themselves and their looks should not be based on images in the media.

Remind pupils of your ground rules

Before you begin Lesson 2, ask pupils to recall the ground rules for discussion. Briefly review the rules and ask pupils to remind you why it's important to follow them.

Resources required:

Chapters from the film: **Where do you see adverts?** and **Adverts and you**, A4 paper, pupils' own suggestions for print or filmed adverts featuring a range of appearances and lifestyles (e.g. as web/ YouTube links), for example adverts they feel are aimed at them, access to internet or guides on different techniques used in adverts.



Starter activity



Watch the **Where do you see adverts?** chapter (approx. 1 min). Ask pupils to discuss the following questions in pairs: the 'advertising environment' pupils inhabit:

- How many adverts do you think you see in a day?
- When do you see these?
- Where do you see different adverts? (Look for answers including on TV, on the Internet, via social media, on blogs and vlogs etc.)

Help pupils identify that the adverts they are exposed to may include less obvious ones embedded in social media, such as vlogger endorsements, and adverts they see but are not targeted at them (e.g. billboards). But these may still impact people (such as the vloggers) and again, we respond to their appearance.

Now pupils have recognised that adverts can be found in all sorts of places, it is important to make sure they are equipped to understand the messages adverts and other media can contain and develop techniques to help lessen any potential impact on how these messages might make them feel about themselves.

Main activities

To check pupils' recall and progress, lead a very brief recap of the ideas from Lesson 1: Advertising and appearance. Ask pupils:

- What adverts did you see yesterday?
- What were the purposes of these adverts?
- Can you remember what 'body image' means?



Watch the **Adverts and you** (approx. 2 mins) chapter, which features young people discussing the role advertising plays in their everyday lives, including the emotional responses they have to some advertising.

Ask pupils to explain how adverts might affect someone's feelings about themselves and why this can sometimes be unhelpful.

What might adverts want us to do and how can this affect our body image? Hand out sheets of A4 paper and ask pupils to draw a simple outline of a head. Ask pupils: "What emotions or feelings can adverts create in people who see them? Write these as labels around the head you have drawn."



Lesson 2 continued

Advertising and you

Breakout activity:

As time permits, show some of the adverts pupils have suggested before they annotate their heads.

Share ideas, then ask pupils “Which features in the adverts might lead to more unhelpful feelings and emotions (for example, feeling ‘down’ about how you look)? Which adverts – and their features – leave you feeling more positive?” Pupils can develop their annotations by identifying positive and negative feelings.

Ask pupils if they think advertisers use techniques to enhance or exaggerate appearance in some adverts? Do they think that advertisers can make any changes they like? (Explain that adverts are governed by rules and therefore cannot mislead us, for example to make us think a product works better than it does.)

Explain that pupils are going to work in small groups to carry out some research. Using the materials you provide, ask groups to explore what different techniques are used in some of the adverts to enhance the appearance of the people they feature.

Ask your pupils about the different techniques they have identified through their research. In their responses look for choice of the person ‘starring’, make-up techniques, lighting, the number of photographs which are taken (from which just one will be selected), examples of post-production editing. Referring to a specific example, or a ‘before and after’ shot, may help your students to identify the range of techniques that are sometimes employed to enhance appearance in some adverts. Share responses as a class.

Help pupils identify that we might never achieve what some adverts show us. We can end up feeling disappointed if we compare ourselves to adverts or other media, especially those in which people’s appearances have been enhanced.



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Lesson 2 continued

Advertising and you

Introduce the idea of **emotional resilience** (a person's ability to cope with or adapt to stressful situations or cope with 'pressure from the inside').

- Ask pupils what we mean by 'emotions', looking for 'our feelings' or 'how we feel' in answers.
- Next, ask what 'resilience' means – guiding pupils towards 'strong', 'something that won't bend snap or break', or 'something tough'.
- Finally, ask pupils to put the two words together and come up with a way to describe 'emotional resilience to somebody who didn't know what this meant.

(Look for responses like, "Having good feelings about ourselves that are strong which other people can't damage or break").

Alternatively, you may want to use a simpler term instead like 'being strong' when something makes you feel good.

Ask pupils to suggest how comparing ourselves to other people's appearances, including in adverts or the media, may affect our emotional resilience or ability to be 'strong' – it can reduce it if we don't already feel good about ourselves.

Explain that it's important to have the confidence to make our own decisions about what to accept or 'take away' from adverts like this, and to know that we can be happy with who we are already.

To help pupils begin to reflect on and apply their learning, ask pupils to think individually about what they could say to themselves next time that they are watching adverts they think are very different to their own lives. Reminding themselves that some adverts aren't meant to show real life and that they should not compare their own appearance with adverts or anyone else's. Invite pupils to share their ideas with a partner, and then as a group.

Breakout activity:

If time permits, pupils could write down examples of what they could say, and put these on display to create a 'wall of inspiration'.



Plenary

Ask pupils to think back to their ideas from the starter.

- Why is it important to understand adverts?
- How could you help another pupil recognise that something they are watching is an advert, and help them to respond to the messages it might contain about appearance?
- If we know that some adverts enhance reality, can this help us be more confident in making decisions and responding to them in a more helpful way?

Ask pupils to imagine that the alien from the start of Lesson 1 has visited Earth for one last time, with some final questions about adverts. Ask pupils to discuss in pairs how they might answer these questions from the alien and share ideas as a class:

- Is there a reason why we see people in some Earth adverts, or the lives they are living, can be enhanced to look 'better'?
- Can anybody look like these people or is that sometimes difficult, or not possible?
- Are there helpful ways to respond to some adverts, so Earth people don't feel 'down' as a result?

Help pupils identify that finding positive things to say about ourselves (related to talents and qualities rather than appearance) when we see enhanced appearances in adverts helps us feel stronger. Ask pupils: "Remind me again – what did I mean when I used the term 'emotional resilience' or 'being strong' earlier?" Help pupils identify that choosing not to compare our appearance helps our emotional resilience (it helps us to be strong).

Invite pupils to remember these helpful things when they feel under pressure to compare themselves and that they each have many good things to be thankful for, instead of focusing on appearance!



Extension activities

- **Appearances aren't all:** To highlight that there's much more to each of us than our appearance, ask pupils to imagine that someone new has joined their class. What might they tell about this new pupil's interests, talents, achievements and other great personal qualities just by looking at them? Help pupils identify that appearance tells us very little about a person's character and abilities – it's not the 'be all and end all' and we should not let appearance affect how we feel about ourselves. We've all got many other qualities that are more important, which is why it's unhelpful to focus too much on our appearance.
- **Importance of appearance:** Ask pupils to debate why appearance has become so important in our society. In what ways has appearance become an important part of our world? Where do we find and see messages that promote appearance? Why do they think this is?
- **A message to me:** Ask pupils to write a short note to themselves that celebrates the unique qualities and talents they know about themselves. Pupils can remember these positive things if they find themselves feeling 'down' after making unhelpful appearance comparisons. These will act as a reminder to pupils that there are lots of different things they should celebrate about themselves and appearance is not their most important quality. Pupils should keep their messages to themselves.

- **Creative responses:** to celebrate the evolution of talents and qualities pupils can express what's unique and special about themselves and others to further build their self-confidence and emotional resilience, by creating adverts about one another, writing a letter that explains what's great about a friend, writing captions for drawings or photos of one another, or by capturing their ideas in music and songs or short drama pieces. We suggest pupils complete this activity in friendship pairs. Encourage all pupils to do this activity with kindness and care. Alternatively, pupils can write their advert about a positive role model.

Evaluating adverts: Pupils can continue to bring in and evaluate current adverts, for example during a circle time each week. You may also wish to make use of the online bank of adverts available via the **Media Smart website** (see the link on page 26). This will help pupils develop their media literacy.

- **Understanding techniques:** You may want to show pupils the **Dove: Evolution** film, which demonstrates the range of choices that are made and techniques that can be employed to enhance appearance in some adverts. This can be found in the **Dove Self-Esteem Project** – the link is listed in the 'Additional resources' on page 25.

- **Adverts of the future:** Watch the **What would you like to see?** chapter (approx. 1 min). Ask the class to build on these ideas and come up with their own suggestions for what they would like the adverts of the future to look like. Remind young people that they could be the advertisers and consumers of the future – they can have an important role in shaping how advertising will be a positive influence in their future lives.
- **Regulation:** Use the ASA links below to explore the idea of advertising regulations and that adverts must not mislead, cause deep or wide offence or lead to harm. Remind pupils that anyone, including themselves, can raise concerns about any adverts they feel contravene regulations. The final activity in the Media Smart **Introduction to Advertising** resource can also help you do this: mediasmart.uk.com/resources/teaching-resources/primary-school.

Additional resources

Body Image teaching resources

Key Standards in Teaching about Body Image

The guidance supports teachers of pupils from 5-18 in promoting positive body image with pupils by supporting teachers to develop their own teaching materials or adapt existing high quality resources for use in the classroom, a range of which are recommended in the guidance.

Link: pshe-association.org.uk/curriculum-and-resources/resources/key-standards-teaching-about-body-image

Body Image in the Primary School

Nicky Hutchinson and Chris Calland
ISBN: 9780415561914

A book of step-by-step lessons for teachers to address this issue, with a practical range of activities and projects for teachers to work with, designed to make them confident in discussing body image in the classroom.

Dove Self-Esteem Project

Teaching resources and accompanying notes to teach interactive workshops of 45 minutes to one hour designed to promote self-esteem and body confidence in 11-14 year olds.

Link: www.dove.co.uk/Articles/Written/Teachers-and-schools.aspx

Oak Cottage Primary School Body Image Curriculum

Highlighted by Ofsted as a good practice case study for teaching about body image as part of PSHE education. Detailed lesson plans aimed at Years 1 to 5.

Link: oak-cottage.solihull.sch.uk/body-image



MediaSmart

Advertising Standards Authority (ASA)

The Advertising Standards Authority is the UK's independent regulator of advertising across all media.

Regulations:

Link: asa.org.uk/Consumers/What-we-cover.aspx

Make a complaint:

Link: asa.org.uk/Consumers/How-to-complain.aspx

Advice for parents:

Link: asa.org.uk/Consumers/Parents-Page.aspx

Media Smart

Media Smart is the UK advertising industry's media literacy programme for 7-16 year olds.

Introduction to Advertising:

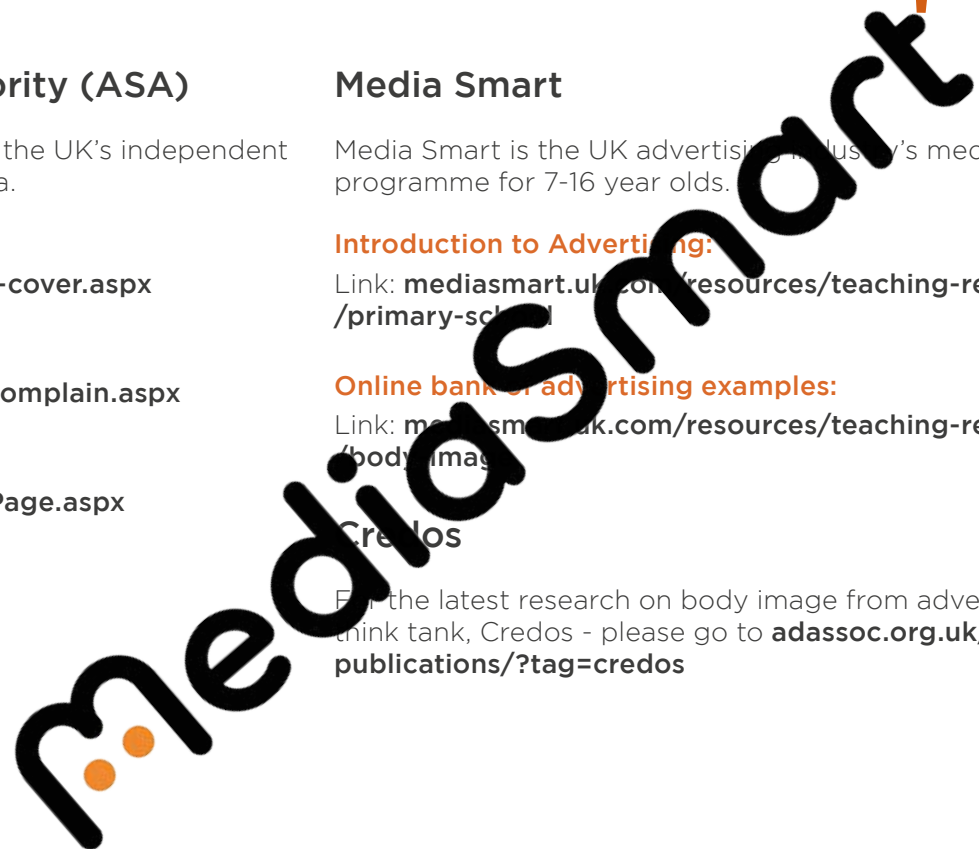
Link: mediasmart.uk.com/resources/teaching-resources/primary-school

Online bank of advertising examples:

Link: mediasmart.uk.com/resources/teaching-resources/body-image

Credos

For the latest research on body image from advertising's think tank, Credos - please go to adassoc.org.uk/publications/?tag=credos



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The Expert Panel

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- Prof. Agnes Nairn** Dean of Hult International Business School, London
- Reg Bailey CBE** Independent reviewer of the commercialisation & sexualisation of childhood
- Alison Preston** Head of Media Literacy Research at Ofcom
- Gwyn Owens** Head of the Creative Economy at DCMS

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