

What am I LOOKING at?

Session Length	35 minutes
Introduction	Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.
Learning Objectives	Children will learn: <ul style="list-style-type: none">• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves
Success Criteria	Children will: <ul style="list-style-type: none">• Engage with the story and discussion questions.• Demonstrate their learning through role play.• Show some understanding of the difference between social media and real life
Virtues to be developed	<ul style="list-style-type: none">• Truthful• Wisdom• Discerning• Respect• Loving• Caring
Resource Materials	<ul style="list-style-type: none">• Teacher Notes (this document)• Online Presentation• Appendix 1 – Zoya's Story• Appendix 2 – Alex v Social Media Alex
Preparation Notes	<ul style="list-style-type: none">• Print out one copy of Appendix 2 for each child/small group.

Introduction: What Am I Looking At?

Slide 1

Explain that when we talk about ‘the media’, we mean radio and television, newspapers, magazines, video games and the internet.

Ask pupils what they like watching/reading. What is the most popular TV programme/magazine in the class? Why do they like those ones particularly?

Extension.

You may wish to ask children to keep a log of their media usage over a week prior to this lesson. If so, you could discuss their logs here, working out how long children spent using each type of media. They could use the data to draw bar graphs etc.

Discussion and Group Activity: Advertising

Slide 2

Explain that the image on screen is an advert, trying to persuade people to buy Heinz baked beans. Ask a child to read out the slogan, ‘For Truly Magic Beans’.

Ask (or explain the answers, depending on the stage of your class):

- Why are there leaves coming out from the tin of beans?
Heinz are pretending their beans are like the magic beans in Jack and the Beanstalk. The leaves represent the beanstalk.
- Why are Heinz pretending that their beans are magic?
They hope more people will buy them.
- Are the beans really magic?
No! They say on the tin that one portion counts as your 5 a day, but that doesn't mean they are magic.

Explain that **sometimes adverts and the media show us things in a way that isn't real, often to try and get us to buy something.**

Slide 3

Tell children to listen to **Appendix 1 – Zoya's Story**, and be ready to answer questions about how she felt throughout the story.

Read Appendix 1 - Zoya's Story

Use the following questions to open up the themes of the story:

- How did Zoya feel about her hair at the beginning of the story? Why?
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	<ul style="list-style-type: none"> • Why did her feelings change? What did the advert say? • Zoya felt that she knew ‘the truth’ – that ‘nobody likes frizzy hair’ and ‘nobody will like ME if I’ve got frizzy hair’? Is that the truth? Why does Zoya think it is the truth? • Why does Zoya think her Mum wouldn’t understand if she said she needed straighteners? • Why does Zoya cut off her hair? • How do you think her Mum will react when she sees Zoya’s hair and hears what has happened?
<p>Slide 4</p>	<p>Teaching</p> <p>Click to reveal prompt text on screen and explain that:</p> <ul style="list-style-type: none"> • What we see in the media doesn’t always tell us the truth • Sometimes what we see can make us feel bad about ourselves (often to persuade us to buy something that will make us feel better) • We have to remind ourselves of the real truth: God made us and loves us just as we are <p>Group Activity</p> <p>In pairs, have children roleplay the scene between Zoya and her Mum, using what they have just learned to reassure Zoya. Showcase some examples and discuss.</p>
<p>Activity: Alex v Social Media Alex</p>	
<p>Slide 5</p>	<p>Say that Zoya learned that adverts don’t always tell us the truth. But it’s not just adverts...adults often use social media.</p> <p>Ask children:</p> <ul style="list-style-type: none"> • What they know about social media (<i>Instagram, Snapchat, Facebook, Twitter etc</i>). • What kinds of things adults share on social media? (<i>Usually just the best bits, or highlights of their day to day lives</i>) • How this could make other people feel? (<i>That their lives aren’t as good</i>)

	<p>Explain that how people present themselves online can be misleading and it's important for us to remember that what we see doesn't always tell us the truth.</p>
<p>Slide 6</p>	<p>Explain that Alex is 13 and just using social media for the first time.</p> <p>Hand out Appendix 2 worksheets (individual or in small groups) and ask children to draw clothes onto the body outline for what Alex actually looks like, and then onto the one representing the perfect 'Social Media Alex.'</p> <p>Discuss any differences.</p> <p>Ask children to compare Alex and Social Media Alex using the different categories below. You might like to call out the different categories, and have children write their answers around each drawing. Feed in the extra suggestions as necessary:</p> <ul style="list-style-type: none"> ● Alex's life - Taking care of three brothers and sisters, chores, swimming, football, watching television <ul style="list-style-type: none"> ○ Social Media Alex's life - Dates and skiing trips, wasting money, loud music, being cheeky ● Alex's after-school life - Homework, seeing Dad <ul style="list-style-type: none"> ○ Social Media Alex's after-school life - Joking around, going out, playing games ● Alex's friends/ Social Media Alex's friends ● Alex's Family/Social Media Alex's Family etc
<p>Slide 6 (continued)</p>	<p>Feedback across the class. Discuss how children feel, or could feel, when they compare their own lives and looks to those that they see in adverts and the media?</p> <p>Explain in these or your own words that:</p> <ul style="list-style-type: none"> ● Sometimes, what we see in the media can influence our ideas about the real people in our communities, and also about what we should be like. ● Sometimes it might feel like we'll never be as perfect as the people we see on TV, so it is important to remember that media does not reflect reality.

Slide 7

Finish with a final prayer:

Dear God,

Thank you for the media, which entertains us.

But help me to remember that the world it presents is not real.

**Help me not to feel pressured to act or look a certain way
because of what I've seen.**

Thank you for making me just as I am.

Amen