



## Timing

45 minutes

## Materials

- **Social Media** video (<https://youtu.be/yCNjiU12gf8>)
- **Social Media Post Data Collection Sheet**, one for teacher
- **Social Media Post 1: Group A** student handout, one for half of class
- **Social Media Post 1: Group B** student handout, one for half of class
- **Social Media Post 2: Group A** student handout, one for half of class
- **Social Media Post 2: Group B** student handout, one for half of class
- **Social Media Post 3: Group A** student handout, one for half of class
- **Social Media Post 3: Group B** student handout, one for half of class
- Sticky notes, one per student

**Note:** *There are facilitation options below if the students are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management systems, or a live/shared document.*

## Tools to Build Body Confidence

### MEDIA: WHAT'S THE INFLUENCE?

## Overview

Content for the *Amazing Me* program was created in partnership with Dr. Marisol Perez, a clinical psychologist and researcher at Arizona State University and The Institute for Research and Education Advancing Children's Health (REACH). Dr. Perez has dedicated her career to assisting future generations be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

Students will participate in a class-based social experiment that mimics social media usage and demonstrates the “herding effect,” the influence that the actions of others have on one’s decisions. Students will view social media post styled photos, both with and without “likes”, captions. They will gather information and analyze classroom data about whether knowing what others thinks affects whether students express liking a photo. Students will view the video **Social Media** (<https://youtu.be/yCNjiU12gf8>) to reinforce what they learn from the results as well as tie back to concepts of bullying and teasing and bystander effect.

Each activity is part of a five-lesson series that focuses on the effects of bullying and teasing on body confidence. Lessons 1–3 include core content and should be completed in sequence. Lessons 4–5 are supplementary and provide students with an opportunity to extend their learning of core concepts.

## Background

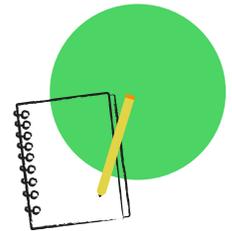
Body image is the way we feel about our bodies, including how it looks and functions.<sup>1</sup>

Research shows that body dissatisfaction contributes to the development of unhealthy behaviors in kids and adults. People are more likely to do unhealthy things to control their weight and body shape when they focus more on appearance than body functionality.<sup>2</sup>

There are many factors that can cause body dissatisfaction in kids. Some of these factors are media and celebrity body images, pressures from family and friends to look a certain way, and teasing and bullying from peers. Any talk about body or body type (even positive statements) can result in negative feelings about one's body.<sup>3</sup>

Media plays a critical role in shaping individuals' attitudes about their bodies. Media promotes certain body types, which emphasize the importance of thinness for girls and muscularity for boys. Research indicates that adolescents' social media use is associated with more negative attitudes about their bodies.<sup>4</sup>

To better prepare youth from the pressures online it is recommended educating youth on how social media influences their likes and dislikes.<sup>5</sup>



## Objectives

### Students will:

- Demonstrate understanding of the herding effect.
- Collect and analyze classroom data regarding social media.
- Make connections between social media usage and bullying and teasing.

<sup>1</sup> Cash & Pruzinsky, 1990; Cash & Smolak, 2011

<sup>2</sup> Thompson & Stice, 2001

<sup>3</sup> DSEP Content Development Framework, University of West England's Center for Appearance Research, 2012

<sup>4</sup> Salomon, I., & Brown, C. S. (2019). The selfie generation: examining the relationship between social media use and early adolescent body image.

<sup>5</sup> <https://www.psychologytoday.com/us/blog/smart-people-don-t-diet/201902/teens-body-image-and-social-media>

## Essential Question

*How does social media and other's use of social media influence my body image? How can I minimize the negative effects of social media on my body image and self-esteem?*

## Teacher Preparation

### Before the students arrive:

- If you are teaching virtually, determine how you will assign groups for the **Social Media Posts** activity. Prepare breakout rooms prior to your session.
  - Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.



## Suggestions for Implementing Virtual Virtual Meetings

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.
- **Camera Placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.
- **Make Connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humor. Some suggestions have been included.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!

## Sensitivity Note

Due to the nature of today's discussion, be aware of student feelings and sensitive to the emotions and reactions of all students in the classroom. There can be a diversity of emotions and reactions to these topics. Teachers should feel free to paraphrase/edit the language to suit their classes learning abilities.

## Procedure

### Discuss

- Ask volunteers to share with the class what they think of when they hear the word “herd.” Reinforce that a herd is a large group that moves in the same direction.
- Ask volunteers to share how they think the concept of herding might apply to social media use. Explain to students that social media is websites and apps that allow people to share pictures, stories, or talk. It's all on the internet.
- Explain that today the class will determine how the opinions that other people express on social media affect their body image. Explain that today the class will determine how the opinions of other people on social media affect us.

### Do

- Divide class in half into two groups—A and B. Try to separate the two halves enough so that they do not have the opportunity to see the other groups photo during the activity.
- Distribute **Social Media Post 1** student handout, Group A to one half of the class and Group B to the other.
- After each student in each group has had the opportunity to look at the assigned image, ask how many students in each group would “like” the social media post, and record on the **Social Media Post Data Collection Sheet**. Students can raise their hands physically or by using the “raise hand” feature in the online meeting.
- Distribute **Social Media Post 2: Group A** student handout to one half of the class and **Group B** to the other.

## VIRTUAL FACILITATION OPTIONS

- Allow them to share their answers out loud or encourage students to write their answers down to reference later, add to a live/shared document, or comment in a chat box.

## VIRTUAL FACILITATION OPTIONS

- Use breakout rooms to put students into groups so they can collaborate with each other on their assigned social media post. You can choose to assign groups manually or automatically depending on how you want students placed and which online platform you are using.
- Another option is to upload Set A for half of the students and Set B for the other half in your learning management system, so not all of the students are looking at the same thing.

- After each student in each group has had the opportunity to look at the assigned image, ask how many students in each group would “like” the social media post, and record on the **Social Media Post Data Collection Sheet**. Students can raise their hands physically or by using the “raise hand” feature in the online meeting.
- Distribute **Social Media Post 3: Group A** student handout to one half of the class and **Group B** to the other.
- After each student in each group has had the opportunity to look at the assigned image, ask how many students in each group would “like” the social media post, and record on the **Social Media Post Data Collection Sheet**. Students can raise their hands physically or by using the “raise hand” feature in the online meeting.
- Show the class the differences between “likes” in Group A and Group B while showing the different photos. Then reveal that each group was given a different form of the social media post—Group A without “like” information, comments, and captions and Group B with.
- Challenge students to make connections between the classroom data and the concept of herding (the phenomenon of individuals deciding to follow others and imitate group behaviors rather than deciding for themselves). Reinforce the influence that the actions of others have on one’s decisions.
- Show the **Social Media** video (<https://youtu.be/yCNjiU12gf8>).

## Reflect

- Distribute one sticky note to each student.
- Ask students to record one key takeaway from today’s lesson and stick it to the board.
- Choose sticky notes to share aloud with the class.

## VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a class discussion, in a live/shared document, or submitted electronically.

## Social Media Data Collection

| Post | Group A Likes | Group B Likes |
|------|---------------|---------------|
| 1    |               |               |
| 2    |               |               |
| 3    |               |               |

## Social Media Post 1: Group A



## Social Media Post 1: Group B




Can't wait to wear these to school!!!



 167  42 Shares

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 Like  Comment  Share

Social Media Post 2: Group A



## Social Media Post 2: Group B



Cinnamon Spider!!!



 82  14 Shares

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 Like  Comment  Share

## Social Media Post 3: Group A



## Social Media Post 3: Group B

Spelling test tomorrow got me like...



 92 3 Shares

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 Like  Comment  Share