

GOALS of SAP:

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from
 - media
 - friends
 - society
5. develop tools to use in positive and constructive ways



SAP

Year 2
Session 4

SAP Mission:

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world.

THIN IS STILL IN!

(Culture and Femininity)

General Information

C5 Outcomes:

- Respects human diversity and is capable of living in a diverse community.
- Forms and maintains positive relationships.
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness.

Materials Needed:

*Lesson Plans (9 copies-3 for Directors/6 for Small Group Facilitators)

*CD and Lyrics: "Waitin' on the World to Change" by John Mayer

*Skits:

Skit 1: *Created by Staff at Staff Orientation.* *Cartoon

Skit 2: *Created by Staff at Staff Orientation*

*Lyrics (3 copies): "Touch My Body"

Skit 3: *Created by Staff at Staff Orientation*

CD & DVD Player and Screen

Video Camera to record performances

Large Group Discussion:

*Large Magazine Photos posted around the room.

*Activity 1: "YES/NO Questions": YES/NO Cards (50)

Activity 2: "Magazine Melt-Down" prepared at Staff Orientation

Activity 3: "Magazine Search"

18 recent editions of "girl" magazines: Seventeen/Vogue/Teen/Seventeen, and other ethnic women's magazines as well.

*18 small packets of "Post-Its" (one pack for each group of three)

*18 "What To Look For..." Handouts

DVD: "Reviving Ophelia"

*Small Group Facilitator Discussion Questions: (3) Boys, (3) Girls

*Large White Piece of Paper (6) and *Large-size "Post-It" Pads (6)

*Lesson Plan for Group Counselors (GC's): (3) for Girls, (3) for Boys

*Large White Piece of Paper (6)

Personal Journals

*CD (3 copies) and Lyrics (20 copies): "Unwritten" by Natasha Bedingfield performed by Staff

***Items in File Box**

Required Time: 60-90 Minutes

Definitions:

Attribute-a quality, character, characteristic or property

Gender-how people identify themselves to the world; gender relates to those behaviors that are attributed to men and those behaviors that are attributed to women.

Perfection-the highest degree of proficiency, skill, or excellence in some art; a quality, trait or feature of the highest degree of excellence.

Trait-a distinguishing characteristic or quality.

Learning Experiences

Introduction:

Play CD “Waitin’ on the World to Change”. Selected staff performs the song.

Skits (Worksheets for creating skits are on the final pages of this lesson plan.)

Skit 1: *Staff creates a skit reflecting the theme of the “Zits” cartoon where the girl has made her bedroom her clothes closet and her closet her bedroom and says, “I finally got my priorities straight”.*

Skit 2: *Staff creates a skit around the media message that behaving sexy, making myself sexually attractive to boys/men, will make me happy, get me boyfriends, and having a boyfriend is the ultimate goal, the reason for being.*

Skit 3: *Staff creates a skit around:*

Scene 1: What boys say that encourages girls to think of themselves as “sex objects”.

Scene 2: What boys can say to help girls see themselves as more than “sex objects”.

Large Group Discussion (led by a Director)

For each of the skits presented tonight, there was a “message”.

Skit 1: What do you think the message was in Skit 1 about the girl and her closet? Solicit answers.

Tonight you'll have a chance to talk in your small groups about how we spend our free time---at the mall shopping, looking in the mirror? What else could we be doing that would make us feel good about ourselves? Tonight we'll be hearing about how the Media sends out messages to girls/women that have made woman in our culture feel badly about their bodies. Consequently, girls/women find themselves spending a lot of their free time working on their body image when they could be doing other things with their lives that would help them feel good about themselves.

Skit 2: Solicit answers to the questions below:

Describe the girl in Skit 2.

Tell us what you think she wants out of life.

Where does her approval about herself come from?

Where should her approval about herself come from?

What do you think the message was in Skit 2 about the girl(s) who was making herself sexy?

(Last year during the second SAP Session called, "Messages on My iPod," we spent that evening talking about the messages we hear and see from CD's we listen to. For Summer '09.)

Can you think of any new songs that became popular during this past school year that continue to send derogatory messages about girls/women, like "Touch My Body"?

Tonight, we'll be looking at how the Media has encouraged us to believe that if we spend our money on all those beauty products, that if we spend our energy on looking sexy, that we will be happy.

Skit 3: What do you think the message was in Skit 3 where the boys were talking "trash" about the girls? Solicit answers.

Tonight the boys will get a chance to think about what they can say to girls that will help the girls feel good about whom they are and not think about themselves as "sex objects".

Tonight, we're going to talk about the places in our culture where girls/women get messages about who they should be.

For the following: ***Don't forget to use some of Michael Brandwein's "Tips for Increasing Participation in Group Discussion" to role model for the Staff, i.e., "I like the comments that are being made"... "It's great to hear from so many different voices."***

What does it mean to be a girl/women, to be feminine, in the culture we live in here in America? What ideas are imposed upon us about what behavior is expected of girls/women in our culture? Write the students' responses on the White Board. (Possible answers: Girls/Women are expected to be the nurturers, caregivers; to be polite, calm, quiet, passive, homemakers, thin, beautiful, sexy, and alluring.)

Where do we get these ideas from? (Ans. Parents, Friends, Teachers, Brothers/Sisters and the Media.)

In the 18th century, large busted, “hefty,” women were the most desirable, as shown in the photo on the wall of Marie-Antionette, Queen of France (1755-1842). This larger framed woman was desirable because it indicated that she was a person of wealth. Being large showed that you were well fed and not working in the fields as a laborer. You were full-sized because you had money to buy food; while Europe was starving, the elite were being well-fed.

In the 1950’s, Marilyn Monroe was the goal! Large boobs, big hips and a skinny waist—the “hour-glass” figure. In today’s world “THIN IS IN!”

Let’s take a look at what today’s Media is telling us about what a woman should be like.

What is Media? Remember last year when we did the session on “Tough Guise” we made a list of what makes up MEDIA:

- Ads
- Billboards
- Film
- Internet
- Magazines
- Music
- Newspapers
- Radio
- Television

Let’s do some activities that have to do with girls, their body image, ads in Magazines and the messages they send to women and men about women.

Activity 1: “YES/NO Questions”

Each student gets a “YES/NO” card. Ask them to hold up their card so their answer is facing the facilitator.

Here goes...

Do you think you need to have a better-shaped body?

Do you think you are overweight?

Do you think you need to be thinner?

Do you think you are too skinny?

Do you think you need better clothes?

Are you trying to diet?

Would you consider having cosmetic surgery?

Explain to the students that we are looking to see what the percentage response rate is. Are most of us unhappy with how we look?

For Facilitator’s information only: In ’07 the following percentages were compiled from responses from a girl’s group:

94% thought they needed to have a better-shaped body.

72.5% thought they were too fat.

28% thought they were too skinny.

55% thought they needed to diet.

(One) 1 person would consider cosmetic surgery (that was a staff person!)

F.Y.I. 33 1/3% of girls 12-13 yrs. old are trying to lose weight.

30% of 9 year olds think they are too fat.

Cosmetic surgery for girls under 18 has doubled since 1992!

Activity 2: “Magazine Melt-Down”

The Staff Member who took the “Vogue Magazine” and ripped out all the ads during Staff Orientation can now show the two piles. The one pile is all the ads. The other pile is what’s left in the magazine to read! Research studies revealed that 70% of women start to feel badly about their bodies within only three (3) minutes after they start looking through a women’s magazine.

Activity 3: “Magazine Search”

For the Facilitator:

1. Have the students and staff partner up into groups of three (3), using some fun way to divide them, i.e., those with blue eyes form groups of three, those with white shirts form groups of three, etc.

2. Explain Activity 3. Show one example of an ad. Have the list of “Examples of Ads to Look For” on the White Board. *Examples of Ads to Look For:*

1. *The ad only shows parts of a woman’s body. Not the whole person.*
2. *Women who lack expression, show no sign of emotion or look sad, “lost”; almost depressed; sullen.*
3. *Children in adult/sexual poses.*
4. *Ads that say “If I use this product I will get a boyfriend; become sexy; attract boys/men; achieve happiness”.*
5. *Ads selling fattening foods using skinny models!*

Show an ad and the corresponding example from the “Examples of Ads to Look For” that describes the ad. Identify the product being advertised, and then talk about the “real” message(s) the advertiser is selling, i.e., if you use this product you will get a boyfriend, be sexy, be alluring, and/or be happy.

3. Let’s take a few minutes in your small group to look at a magazine. Using the “Post-Its” find ads that match 1,2,3,4 or 5.

4. Handout:

- The list of “What to look for...” (Handouts in the SAP File Box).
- One magazine per group of three (3).
- “Post-Its”
- Pens

5. Mark the ad with a “Post-It”. On the “Post-It” write the number (1,2,3,4 or 5) that describes the ad. Write out what you think the ad is selling; not just the product, but what is the other message(s) the advertiser is selling?

After about 10 minutes, have each group of three (3) students pick the best ad found for each of the five (5) categories. (Not everyone will have found all five (5) examples.) In the interest of time solicit one example from each of the five (5) categories. Have one member of the group walk around and show the Magazine ad to the entire group. Have the other two members of the group tell the group what the ad is selling; what are the messages.

What does the Media, especially magazines, tell us about whom we are supposed to be?

Ans. We get the message that “perfect” beauty and thinness are the most important characteristics that a woman should strive for. That we will be happy if we are sexy and have a boyfriend.

View Video

Show “Reviving Ophelia” (Media Education Foundation). Show the section called “Media Pressures”. Stop after Mary Pipher says “TV Guide asked me to... Fast forward through the outdated TV sitcoms, “Buffy the Vampire” and “Baby Spice!

Restart after “Baby Spice” when Mary Pipher starts speaking. Continue thru the “Sexual Pressures” Section until the end of the “Sweater” ad! Tell the students that we will pick up the video where we left off today when we do the SAP Session, called “Sex, Lies, Drugs and Alcohol”!

After the video:

It’s important for all of us, adults and teenagers, to realize that the women in these ads do not represent the “real” women in our society. Some of the photos have been digitally enhanced-these are not real people.

If we strive to be like them we are striving to be a MEDIA creation, something that’s not real. Remember in the video...THE AVERAGE WOMAN IN OUR COUNTRY IS 5’4”, 145 LBS, NOT THE 5’10”, 110 LBS. AVERAGE SIZE OF MODELS SHOWN IN MAGAZINES!

Striving to be a MEDIA creation takes energy away from us to work on developing far more important characteristics than thinness and media beauty.

Now, let’s break into our cabin groups to talk more about this “Thin is Still In!” dilemma for girls/women.

Small Group Facilitator Discussion Questions (for the girls)

1. A. Why is it (or isn't) important for you to feel like you are fitting into some of these Media images?
B. What have you done or seen other girls do to try to fit into the images that the Media sends out?
2. A. Remember the "Zits" comic strip where _____ "got her priorities straight". Think about the amount of time you spend on make-up, clothes (shopping for clothes), and creating your image. After participating in S.A.P. tonight, do you want to spend less time on trying to achieve "media beauty" and more time on working on being a quality person? (Get the girls to be honest about their answers.)
B. If you want to make a change, what suggestions can you make to help yourself or someone else make the switch from trying to be a "Media Image" to trying to be a quality person?
(Use Michael Brandwein's technique: WIBYT.) Each time you think of an idea, write it on a "post-it" and run to the large paper on the floor and "post-it" there. WRITE BIG! (The Facilitator has put a large Poster Board sheet of paper on the floor about 20 feet away.)
3. What are some positive attributes/traits you feel you have to offer aside from the way you look?

4. Here is a TRUE story...

"The Stressful Road to Perfection"

"I am a varsity cheerleader. I run track (lettering at the varsity level since I was a freshman). I have multiple practices every day. I tutor math, put in community service hours and coach an eighth grade cheerleading team. Let's not forget all the homework I have now that I am a senior and I'm applying to colleges. It's hard to get good grades and work as hard as I do to live up to my expectations for myself and my parents expectations of me!"

The questions are... Sometimes moms and dads, coaches, teachers, brothers, sisters, and/or friends pressure you to be PERFECT.

- A. Do any of you feel the pressure to be perfect?
- B. What can you do to eliminate this pressure?

Small Group Facilitator Discussion Questions (for the boys)

1. A. Do you think (you, personally) that the media influences girls to change their looks, personality and/or behavior?

B. If yes, can you think of any girls from your school that you think have been affected by the media messages?

2. A. What type of girl are you attracted to? What physical and personality traits do you look for in a girl? (*Get the boys to be honest about this.*)

B. Where do you think you learned that these traits are the ones you should be looking for in the girls you like?

C. What or who has influenced you to think this way?

3. Here is a TRUE story:

Karen (change name if someone in the program is named Karen!) was a strong athlete all through elementary school and middle school. She particularly loved soccer and baseball. Now that she was starting high school her parents told her, "You need to quit sports and start 'acting like a lady'. You need to learn how to take care of a house-hold. After all, you're probably going to get pregnant anyway, and running a household is what you're going to need to know how to do." Meanwhile the high school coaches have been calling Karen to recruit her to join the soccer and baseball teams. Karen needs advice.

What advice can you give Karen?

5. A. Think of ways you could compliment girls other than their looks. (Use Michael Brandwein's technique: WIBYT.) Each time you think of an idea, write it on a "Post-It" and run to the large paper on the floor and "post-it" there. WRITE BIG! (The Facilitator has put a large Poster Board sheet of paper on the floor about 20 feet away.)

B. Once they can't think of any more ideas and their satisfied with the ones that are on the board, ask them to copy the list in their journals. (They will need the list for tonight's Insight.)

Conclusion (led by Director)

In the boys' "Small Group Discussion" they made suggestions for... "Ways boys could compliment girls other than on their looks."

Let's hear from the boys. What are some ways to compliment girls to help them feel good about whom they are, rather than what they look like?

Use Michael Brandwein's technique called "Praise Reports". ***"You've had a chance to talk to each other in a small group. Now let's find out what people's ideas are, so we can all hear them. Did anyone in your small group say something that you thought was really good---something that you thought we should try right away, or something you thought was right on target? Please tell us what that was..."***

Please don't tell us YOUR own ideas. We want you to tell us what SOMEONE ELSE in your group thought---something that you thought was a great idea."

After there responses, tell the girls...

Be on the lookout...the boys for their Journal Entry tonight are going to pick three (3) ways to compliment girls other than on their looks and they are going to practice using these compliments here at camp. When you hear one of the boys practicing one of these, say THANK YOU!

Let's review tonight's SAP Session...

What messages do ads send us? Possible answers:

What girls/women should look like on the outside.

That for the girls the job is to look "sexy" to gain boys attention.

That for the girls the goal is to strive to be thin and model-looking beautiful.

That the average size of a model is 5'10" tall and 110 lbs. while the "real" average size of women in our culture is 5'4" and 145 lbs.

That many of the models and celebrities' photos are digitally enhanced.

Society sends lots of messages that tell women that PHYSICAL APPEARANCE is the number one priority for us. The goal of being thin hinders achieving the goal of having a HEALTHY PHYSICAL BODY. An unrealistic body may be too thin to be healthy.

We are made to think that the OUTSIDE package is the most important part of whom we are. Remember Skit 1 where _____'s bedroom became her clothes closet, and she says, "Now, I have my priorities straight".

We all (including the Staff) have the opportunity to get our priorities straight, and we all (including the Staff) have the opportunity to decide who we want to be. We need to spend less time working on the OUTSIDE and more time working on the INSIDE.

YOU have the opportunity to take time here at camp while you are away from all the messages from your "real world" back in _____(city) to work at figuring out who YOU really want to be; not what society tells YOU to be.

YOU have the opportunity to celebrate who YOU really are: not what TV and magazine ads tell YOU to be.

While YOU are here in this five (5) year program YOU have the opportunity to work on the qualities YOU think YOU need to work on to be the person YOU want to be and not what society tells YOU to be.

Session developed by:

C5 Staff

Edited by Adrienne Findley

References:

CD and Lyrics: "Waitin' on the World to Change" by John Mayer

CD and Lyrics: "Unwritten" by Natasha Bedingfield

Camp Fiver's "Whole Self Program"

Don't Grow Dendrites by Marcia Tate

Learning Leadership by Michael Brandwein

"Life Skills Program"

Media Education Foundation:

"Reviving Ophelia's" Study Guide

DVD: "Reviving Ophelia"

Statistics from "What A Girl Wants"

**LESSON PLAN FOR GROUP COUNSELORS (GC'S)
BOYS' CABINS**

Journal Entry

In your Small Group Discussion you thought of ways you could compliment girls on something other than their appearance; what they look like. Look at that list and pick three (3) ways that you, personally, are going to practice complimenting the girls. Practice here at camp so that by the time you get back to _____ (city) it will feel natural to be helping your friends who are girls feel better about themselves.

Insight

1. When you hear a girl sending herself derogatory messages will you have the courage to Respond? What can you say?

Here are some examples boys suggested summer '07:

“What you think about yourself matters.”

“You are very smart and athletic.” (If that’s true!)

“There is more to you than your big chest; you are/havei.e., great personality, fun...”

“You were created a certain way by God; it doesn’t matter what other people think.” (Be sensitive to people’s religious beliefs.)

“You are the only ‘You’.”

2. If time...

Create a Skit! Your task, if you wish to accept it, is to create a skit from the information below to perform at the next SAP Session. Here’s the basis for the Skit:

Flint boys were asked: Do you feel like your friends who are girls are happy with their bodies? The answer was a unanimous, “No!”. The girls are not happy with their bodies.

Flint boys were asked: Do your friends who are girls complain about their bodies?

What have you heard them say?

Here are the responses of what boys reported girls have said to them:

Breasts too small

Too flabby

Have hair between my breasts!

I need a make-over

My butts too big/I have junk in my trunk

Not pretty enough for guys to like me

Hair on my back

Overweight

Too skinny

Have chubs

Have “pizza face”

Then incorporate your answers from the Insight Question 1 into the skit, as well.

LESSON PLAN FOR GROUP COUNSELORS (GC’S) GIRLS’ CABINS

Insight First

When you hear a girl sending herself derogatory messages what can you say to help

her see her positive traits, attributes? What can you say?

For Group Counselor's Information:

Here are some examples of things C5 boys actually said to their friends who are girls:

"What you think about yourself matters."

"You are very smart and athletic." (If that's true!)

"There is more to you than your big chest; you are/havei.e., great personality, fun..."

"You were created a certain way by God; it doesn't matter what other people think." (Be sensitive to people's religious beliefs.)

"You are the only 'You'."

Here are some responses girls suggested on ways to help other girls not think of themselves as "sex objects" but rather to show their friends that they are much more than that!

"Compliment our friends on things other than their appearance"

"Don't criticize and compare"

"Stand-up to people who criticize"

"Give advice and talk about consequences of their actions"

"Help them to focus on the positive qualities about themselves"

"Remind them that the Media is telling you who you should be"

"Get involved in activities, i.e., sports (there should be things in your life other than boys)"

"Think highly of yourself"

"Compliment yourself"

"Don't obsess about pretty clothes and make-up"

"Don't let other people offend you"

"Don't encourage self-deprecating talk"

"Use your special talents to help others"

"Don't do anything you will regret"

"Focus on your school work"

"Don't make fun of other girls' appearances"

"Don't judge others by their cultural heritage"

"Try to make friends with people who are not as popular and include them"

"Never doubt your ability to do anything"

"Encourage friends to break the mold and go hiking!"

"Take time to figure out what your goals are"

"Don't tolerate sexism"

(These were totally C5 students' ideas!)

Journal Entry

Look at the list you created and pick three (3) ways that you, personally, are going to practice

responding when you hear someone sending themselves a derogatory message. Practice here at camp so that by the time you get back to _____ (city) it will just feel natural to be helping your friends in this way.

Skit 1: *Staff creates a skit on the theme of the “Zits” cartoon where the girl has made her bedroom her clothes closet and her closet her bedroom and says, “I finally got my priorities straight”. *Cartoon is in SAP File Box.*

F.Y.I.: After the skits are performed the Director will say the following:
Tonight you’ll have a chance to talk in your small groups about how we spend our free time---at the mall shopping, looking in the mirror? What else could we be doing that would make us feel good about ourselves? Tonight we’ll be hearing about how the Media sends out messages to girls/women that have made woman in our culture feel badly about their bodies. Consequently, girls/women find themselves spending a lot of their free time working on their body image when they could be doing other things in their lives that would help them feel good about themselves.

Hopefully Skit 1 can reflect the statement above.

Skit 2: *Staff creates a skit around the media message that behaving sexy, making myself sexually attractive to boys/men, will make me happy, get me boyfriends, and having a boyfriend is the ultimate goal, the reason for being.
(Could use lyrics to “Touch My Body” attached.)*

F.Y.I.: After the skits are performed the Director will ask the following questions about Skit 2:

Describe the girl in Skit 2.

Tell us what you think she wants out of life.

Where does her approval about herself come from?

Where should her approval about herself come from?

What do you think the message was in Skit 2 about the girl(s) who was making herself sexy?

Hopefully Skit 2 can reflect the questions listed above.

Skit 3: *Staff creates a skit around:*

Scene 1: What boys say that encourages girls to think of themselves as “sex objects”.

Scene 2: What boys can say to help girls see themselves as more than “sex objects”. (See the list of suggestions below that C5 boys created in '07.)

What boys can do (C5 '07) to help girls to feel good about themselves;

Compliment them on things other than appearance.

Don't criticize and compare.

Stand-up to people who criticize.

Help them focus on their positive qualities.

Remind them that the Media Messages are just that!

Get involved in activities at school, i.e. sports, after school activity groups.

Think highly of yourself.

Send yourself positive messages. Stop the self-deprecating remarks.

Don't obsess about pretty clothes and make-up.

Use your talents to help others.

Don't do anything you'll regret.

Don't make fun of other people's appearance.

Don't tolerate sexism.

(These were totally their ideas...)

What to look for...

1. The ad only shows parts of a woman's body. Not the whole person.
2. Women who lack expression, show no sign of emotion or who look sad, "lost"; almost depressed, sullen.
3. Children in adult/sexual poses.
4. Ads that say "If I use this product I will get a boyfriend; become sexy; attract boys/men; achieve happiness".
5. Ads selling fattening foods using skinny models!

Mark the ad with the "Post-it". On the "Post-It" write the number "1, 2, 3, 4 or 5" that describes the ad. Write out what you think the ad is selling; not just the product; but what the other message(s) is that the advertiser is selling?

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5. Ads selling fattening foods using skinny models!

Mark the ad with a "Post-It". On the "Post-It" write the number "1,2,3,4 or 5" that describes the ad. Write down what you think the ad is selling; not just the product, but what the other message(s) is that the advertiser is selling?