

Home learning 2020: Year 8 **BODY** **IMAGE Part 1**

Completion date: Wednesday 15th April. Email your teacher your work for feedback!

Complete all short answers either in the booklet or on paper. Longer responses should be done on your own paper or typed. You can email your work or take photos and upload them if you want feedback from your teacher.

Email addresses all available on the College website.

Name:.....

English teacher:



AO1:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Section 1: Introduction to Body Image- Pressure from the Media

Academic Vocabulary:

Find definitions for:

- peer pressure
- conformity
- social expectations

What do we mean by your 'image'?

Our image is how we think about ourselves physically, and how we believe others see us.

People are quite critical of themselves:

<https://www.youtube.com/watch?v=xBEpOOlhNVQ>

Make a list of all the pressures males and females are under today in terms of what they feel they should look like. Make a table to show the different pressures males and females are under. Where are the overlaps?

Male	Female

Where do these pressures come from?

Write a 100 word summary of what the media suggests the "perfect" female and the "perfect" male should look like.

Try to use a semi-colon, a pair of dashes and a pair of brackets. Aim to use a wide range of ambitious vocabulary!

Look at these different magazine covers. What does each one suggest about males/ females? What social expectations are implied? Annotate each to show the effect of the writer's choices. I've done two for you. Try to say at least eight things about each.

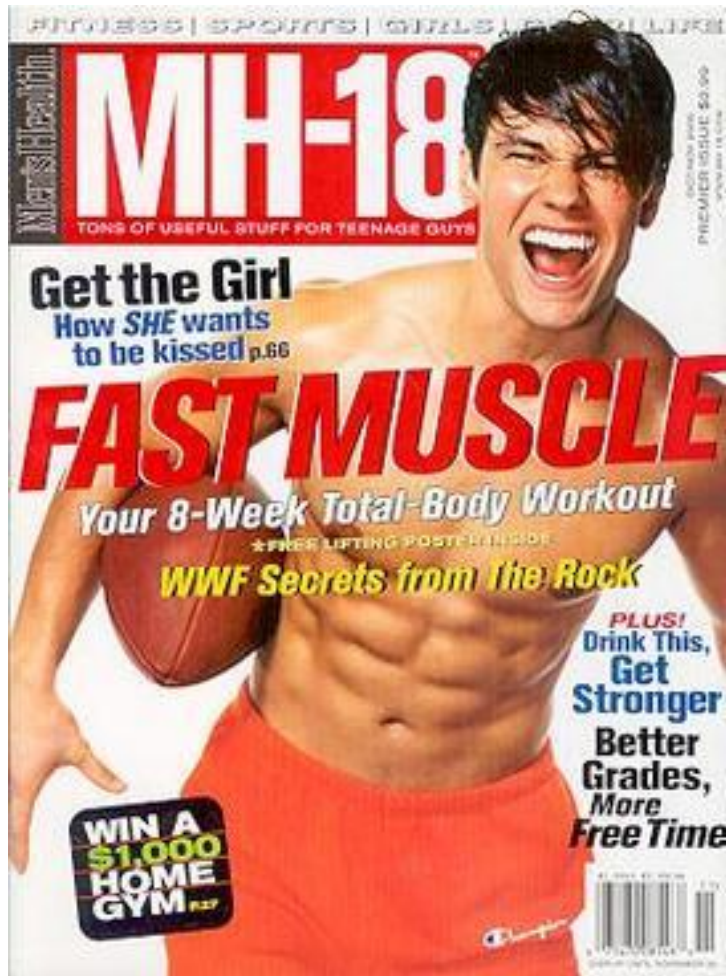
Challenge: Look at colours, clothing, font etc. as well.



The verb "charms" suggests girls are expected to be attractive and seem delightful to others.

The adjective "pretty" suggests girls are interested in how to look appealing to others- it's very appearance focused.





Consolidation: Use the academic vocabulary from today to write fifty words explaining how you think the media uses language differently to target males and females.

Section 2: Social Media in Our Lives

Academic Vocabulary:

Write or find definitions for:

- implication
- attainable
- pronounced
- curated
- compulsory

Why did you choose your Facebook/ Instagram profile picture? What impression are you trying to give? Look at six friends' pictures and try to decide why they might have chosen those.

Read the article Facebook and Instagram: More like 'Fake-book' and 'Insta-Glam' and answer the questions.

1. What percentage of young people have low self-esteem?
2. What percentage of women digitally edit their photos? What percentage of men? What do you think are the reasons for this difference?
3. Who does the national campaign Be Real think should help tackle these ideas about body shapes and sizes?

Facebook and Instagram: More like 'Fake-book' and 'Insta-Glam'

Seeing friends' carefully curated selfies on Facebook is more likely to induce feelings of guilt or shame among young women, and lead to unnecessary dieting, than images of models or celebrities they see in magazines.

Academics found that young women are more likely to compare their appearance with that of their peers' images on social media than they were with celebrities on TV, adverts or other forms of traditional media. When they then make an unfavourable comparison with the other woman they are looking at, the impact is more pronounced when the image is on social media.

Women are also more likely to diet and do exercise when negative comparisons take place on sites such as Facebook or Instagram, the research found. 82% of women said they felt the need to go the gym after looking through a range of social media posts of their friends. The vast majority of study participants were not overweight and did not need to diet.

Researchers said the study, which highlights the concerns behind social media and the impact it has on the mental health of young people, has implications for how schools should teach young people about the influences that might affect their self-esteem. Especially as around 97% of secondary school children have more than one social media account and over half of these children have low self-esteem. In 1990, before mobile Internet was common, only 18% of young children reported low self-esteem issues.

Jasmine Fardouly, lead researcher at the centre for emotional health at a Sydney University, said there are several reasons why social media may be more damaging than traditional media. "Celebrities may seem more distanced and their appearance may seem less attainable than people you work with or see regularly."

The study, which questioned about 150 young women who completed five daily surveys over a five-day period, found that participants overwhelmingly considered themselves less attractive than the people they saw both online and in traditional media.

The negative impact that thin models and airbrushed adverts have on young women has been a source of concern for decades, but increasing attention is being paid to the role of social media. Around 70% of women aged 18 to 35 regularly edit their images before posting them – as do 50% of men in the same age group, according to research by the Renfrew Center Foundation, a US organisation that specialises in tackling eating disorders. Airbrushing on social media has become commonplace: Samsung users have reported that their phones default to a “beauty” mode that alters their faces and smooths out imperfections.

Last month Be Real, a national campaign, was launched to improve body confidence by providing resources to schools, as well as calling on the diet industry, media and businesses to promote different body shapes and sizes. The campaign was launched in response to a report by the all-party parliamentary group on body image which found that girls as young as five were worrying about their appearance. In fact, evidence suggests that one in ten girls under five years old are afraid of being fat.

Natasha Devon, the former children’s mental health champion, and co-founder of the Self-Esteem Team, said that PSHE (personal, social and health education classes in schools) – which cover topics such as body image – should be made compulsory, if these issues are to be taught properly.

Consolidation: Pick out the three main points in the article. Write three questions the article raises about society, social media or people’s attitudes.

Section 3: Looking at Writers’ Methods

Academic Vocabulary:

Write or find definitions for:

- Superlative
- Imperative
- Hyperbole (google how you pronounce this!)

Look at these common writers’ methods. Make sure you know what each one is. Make a detailed poster explaining what each one is and giving examples from the article about Netflix.

- I. imperatives
- C. connectives
- D. direct language (personal pronouns)
- A. adjectives/ adverbs/ anecdotes
- F. facts/ figures/ figurative language
- O. opinions
- R. repetition/ rhetorical questions
- E. exaggeration/ emotive language/ emphatic short sentence or paragraph
- S. statistics/ superlatives
- T. triadic structure

Sorry, Netflix: we don't need another fat-shaming TV show!

Don't you think that it is time that Netflix, one of the world's biggest streaming services, took some responsibility for the messages that it is sending out to our young people? Don't you think that it is time for the law to challenge Netflix on some of the TV shows it seems to be releasing?

In 2018, Netflix reported an overall income of \$16 billion. It is safe to say that Netflix owners are doing fairly well for themselves. But what about the people, the young people, who watch their TV shows? What about the young impressionable people who are influenced by the things they see on the platform? Over 58% of teenagers regularly watch Netflix TV shows, so you would think it would be safe to assume that Netflix would be responsible with the TV shows it aimed at young people. You would think that Netflix would put out appropriate content that would not damage the mental health and body image of our young people. You would think so.

You would also be wrong; you would be very wrong.

Some of Netflix's recent shows encourage a negative body image, a desire to be thin, bullying, fat-shaming, unrealistic expectations and a complete lack of self-appreciation. We are all unique, we should be encouraged to celebrate that.

Netflix, you're not helping!

A recent Netflix Original TV series, titled 'Insatiable', follows Patty Bladell, a teenager who is constantly bullied in school for being overweight. However, due to a freak accident which forced her to go on a liquid diet over the summer holiday, she returned incredibly thin and 'beautiful'. As she is now 'beautiful', she is signed up for a beauty pageant and seeks revenge on her bullies.

Phrases such as 'Fatty Patty' and 'Porky' initially highlight to the viewers that it is 'unacceptable' to be a larger person. This is simply not the case. Then, when Patty Bladell returns, reactions from her fellow students such as 'Patty's hot!' just further exaggerate to the viewers what they should look like in order to get approval from their peers.

This sort of negative coverage is what makes the issue worse. When the issue is made worse, it leads to real problems – such as the case of Molly Russell, a young girl driven to suicide through social media.

Another Netflix Original film titled 'Sierra Burgess Is A Loser' follows a girl who also does not fit into society's definition of thin or beautiful, although she is incredibly clever and witty. She is bullied constantly for her appearance by the popular girls and does not fit in. However, one day when a popular football player starts texting her by accident, they fall in love. However, she refuses to show him her face over video chat in fear that he will not like her appearance.

Why are we producing these TV shows and films? Why are we exacerbating a problem that is already a serious concern for the mental health of our younger generation? I work in a mental health department in London and the majority of my meetings are now with younger people. And the reason they come to see me? Depression. Depression that has stemmed from a negative perception of their own body image due to the media and society that surrounds them.

These TV shows are going to increase bullying and increase the number of young people who do not feel good about their body. Research already suggests that over 78% of young people aged 11-17 would like to lose weight or change a part of their body. Of these young people, over 40% have been treated for a mental illness related to their body image. Why are large companies like Netflix trying to make this worse? When will they take responsibility and try to help the problem? A company the size of Netflix could have a life changing effect on our young people who are struggling; instead they are making it worse to make money.

Disgusting.

Consolidation: Write a six question quiz on common writers' methods. Email it to a friend and check their answers!

Section 4: Looking at the Nine Parts of Speech

Academic Vocabulary:

Write or find definitions for:

- Anorexia
- Bulimia
- Inevitable
- Vanity
- Obligation
- Incapacitating

What do these people have in common?



Troian Bellisario
(Pretty Little Liars)



Zayn Malik
(One Direction)



Demi Lovato
(Disney/Singer)



Russell Brand
(Comedian)



Lady Gaga
(Singer)

They have all opened up about their struggles with eating disorders.

Watch this video and write down any vocabulary you don't know. Look up the meaning and make sure you understand.

What are the three main points the video makes?

<https://www.youtube.com/watch?v=0SRmccgFls8>

Remind yourself of the writers' methods in the previous section.

Now, make sure you're familiar with the nine basic parts of speech (word classes).

Parts of Speech

Noun

A *noun* names a person, place, thing, or idea.

Person	Place
Maria	New York
boy	park
doctor	outer space
Thing	Idea
pen	fairness
watermelon	friendliness
Statue of Liberty	acceptance

Pronoun

A *pronoun* replaces the name of a person, place, thing or idea in a sentence.

you	he	him	those
we	she	her	these
they	me	this	each
	it	that	

Verb

A *verb* tells a noun's action or state of being.

Action	State of Being
ask	is
jump	am
think	are
want	be
run	have
dance	has
eat	was
fix	were

Adjective

An *adjective* describes a noun or pronoun.

Size/Shape	Odor/Taste
tiny	nutty
long	flowery
oval	sour
Texture	Appearance
prickly	bright
smooth	beautiful
leathery	faded

Article

An *article* comes before a noun in a sentence and sometimes shows if the noun refers to a specific or general person, place, or thing.

General	Specific
a dog	the dog
a farm	the farm
an apple	the apple
an octopus	the octopus

Adverb

An *adverb* tells how, how often, when, or where. It can describe a verb, an adjective, or another adverb.

How	How often
loudly	always
quickly	never
When	Where
before	away
soon	inside

Preposition

A *preposition* shows the relationship (such as direction, time, or placement) between a noun or pronoun and another word in a sentence.

about	around	into
across	before	through
after	between	to

Conjunction

A *conjunction* joins two ideas or shows the relationship between two parts of a sentence.

and	so	until
because	though	while
but	or	unless

Interjection

An *interjection* expresses strong emotion and is often followed by an exclamation point.

Aw	Hurry up!	Hey
Bravo!	Oh no!	Well

Read this speech given by Diana, Princess of Wales on "Eating Disorders" 27th April 1993.

Decide what word class each underlined word is (she didn't use any interjections- why might this be?) Label it or make a table. There are 25 words!

Challenge: pick out the differences between abstract/ common/ concrete/ proper nouns.

Challenge: How many possessive determiners can you find?

Ladies and Gentlemen

I have it, on very good authority, that the quest for perfection our society demands can leave the individual gasping for breath at every turn.

This pressure inevitably extends into the way we look. And of course, many would like to believe that Eating Disorders are merely an expression of female vanity - not being able to get into a size ten dress and the consequent frustrations!

From the beginning of time the human race has had a deep and powerful relationship with food - if you eat you live, if you don't you die. Eating food has always been about survival, but also about caring for and nurturing the ones we love. However, with the added stresses of modern life, it has now become an expression of how we feel about ourselves and how we want others to feel about us.

Eating Disorders, whether it be Anorexia or Bulimia, show how an individual can turn the nourishment of the body into a painful attack on themselves and they have at their core a far deeper problem than mere vanity. And sadly, Eating Disorders are on the increase at a disturbing rate, affecting a growing number of men and women and a growing number of children.

Our knowledge of Eating Disorders is still in its infancy. But it seems, from those I have spoken to that the seeds of this disease may lie in childhood and the self-doubts and uncertainties that accompany adolescence. From early childhood many had felt they were expected to be perfect, but didn't feel they had the right to express their true feelings to those around them - feelings of guilt, of self-revulsion and low personal esteem, creating in them a compulsion to 'dissolve like a Disprin' and disappear.



The illness they developed became their 'shameful friend'. By focussing their energies on controlling their bodies, they had found a 'refuge' from having to face the more painful issues at the centre of their lives. A way of 'coping', albeit destructively and pointlessly, but a way of coping with a situation they were finding unbearable. An 'expression' of how they felt about themselves and the life they were living.

On a recent visit to 'The Great Ormond Street Hospital for Sick Children' I met some young people who were suffering from Eating Disorders. With the help of some very dedicated staff, they and their parents, were bravely learning to face together the deeper problems, which had been expressed through their disease.

With time and patience and a considerable amount of specialist support, many of these young people will get well. They and their families will learn to become whole again. Sadly, for others it will all be too late. Yes, people are dying through Eating Disorders.

Yet all of us can help prevent the seeds of this disease developing. As parents, teachers, family and friends, we have an obligation to care for our children. To encourage and guide, to nourish and nurture and to listen with love to their needs, in ways which clearly show our children that we value them. They in their turn will then learn how to value themselves.

For those already suffering from Eating Disorders, how can we reach them earlier, before it's too late?

Here in Britain organisations such as 'The Eating Disorders Association' are currently being swamped with enquiries and requests for support and advice, so overwhelming is the need for help. Yet with greater awareness and more information these people, who are locked into a spiral of secret despair, can be reached before the disease takes over their lives. The longer it is before help reaches them, the greater the demand on limited resources and the less likely it is they will fully recover.

I am certain the ultimate **solution** lies within the individual. **But** with the help and patient nurturing given by you the professionals, family and friends, people suffering from Eating Disorders can find a better way of **coping** with their lives. By learning to deal with their problems **directly** in a safe and supportive environment.

Over the next three days, this International Conference has the opportunity to explore further the causes of Eating Disorders and to find new avenues of help for those suffering from this '**incapacitating** disease'.

I look forward to hearing about your progress and hope you are able to find the most '**beneficial**' way of giving back to these people their self-esteem. **To show them how to overcome their difficulties and re-direct their energies towards a healthier, happier life.**

*Disprin – a tablet that contains aspirin that is dissolved in water that is used to reduce pain.

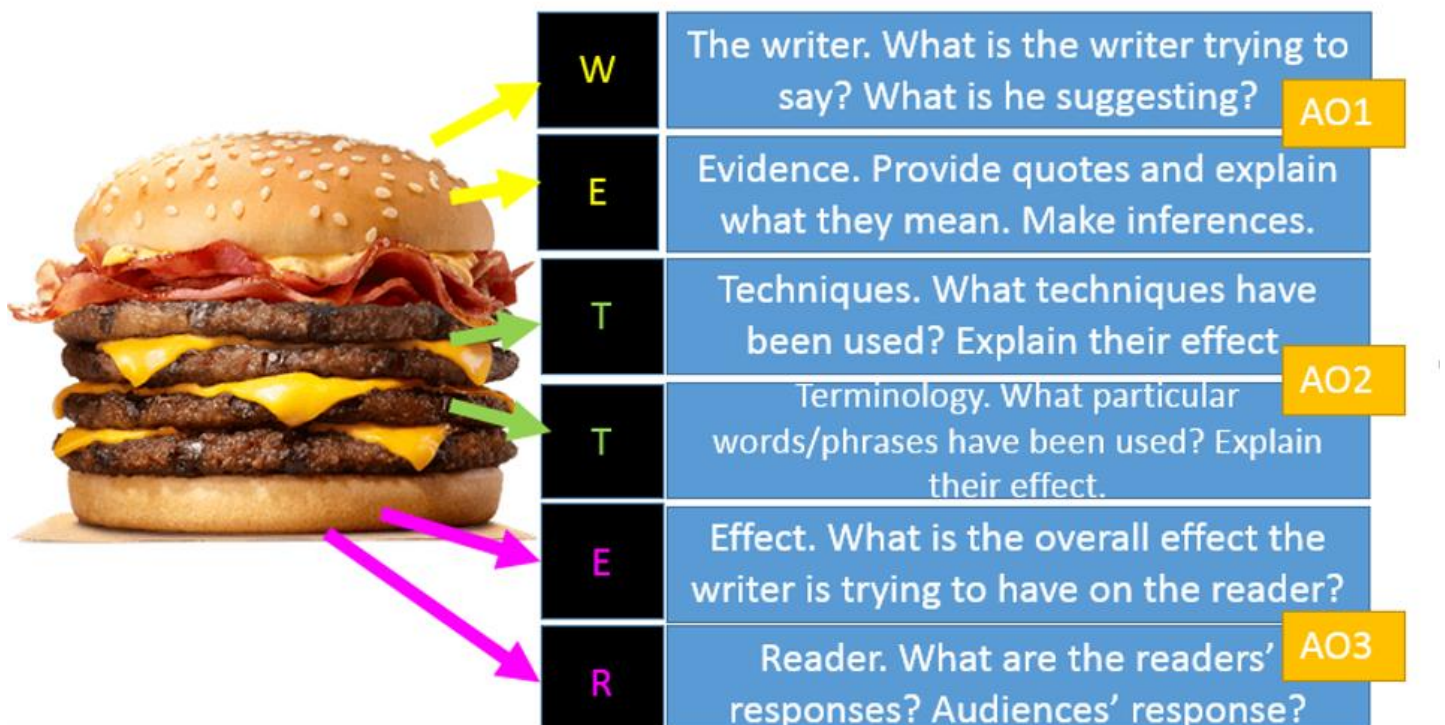
Consolidation: Write fifty words about eating disorders which uses an example of each part of speech. Label them or colour-code them.

Section 5: Looking at the Effects of Writers' Choices

Academic Vocabulary:

Write or find definitions for:

- Implicit meaning
- Connotations
- Inference



Remind yourself of the WETTER paragraph format.

Look at the model paragraph about Princess Diana's speech and shade/ highlight the various parts. Make a key to show your understanding.

Model WETTER paragraph

Diana tries to give the impression that eating disorders could get a lot worse: “the seeds of this disease developing.” This metaphor suggests to us that eating disorders are will spread quickly if we don’t combat them. The phrase “seeds of this disease” makes us think that at the moment, anorexia/bulimia etc. are only small problems, but that if we let them grow, they could soon become huge problems, as tiny seeds grow into large plants. As well as this, the present participle “developing” reminds us that it’s a growing problem and is affecting more and more people. This has the effect of frightening the audience and making them keen to do something to help stop the threat of eating disorders.

Now, write three (or more) of your own WETTER paragraphs, commenting on the EFFECTS of Princess Diana’s language use. Remember to introduce your evidence- don’t just plonk it down!

Tips:

- Use the phrases: “This makes us think/feel/imagine...”
- Talk about connotations
- Use the parts I’ve highlighted for you (or pick your own!)
- Pick out key words from evidence and talk about their effects.
- Try to say more than one thing about a single piece of evidence!

Consolidation: Choose your best WETTER paragraph and shade it to show you’ve included every ingredient of the WETTER format. Explain which bit of the paragraph you feel most confident with and why. And which bit do you feel least confident with- why? How can you help overcome these difficulties?

Section 6: Bringing it all together

Academic Vocabulary:

Write or find definitions for:

- Prevalent
- Hourglass figure
- Abundance
- Protagonist
- Antagonist
- Modal verb
- Lexical field



1. Read the article: *Negative Body Image from Disney*.
2. Write down five points the writer is trying to make. I’ve done one for you.
 - a. The writer tries to show us that Disney princesses are unrealistic in appearance.

3. Highlight at least six bits of evidence that you think you could write about.
4. Annotate each bit of evidence to show awareness of the writer's METHODS. Remember to pick out individual words as well as phrases.
5. Add a quick comment about the **EFFECT** of each language choice.
6. Spend 40 minutes answering the question: **How does the writer use language to give her views on Disney princesses?** Remember to use the WETTER format and look at the front cover of the booklet to remind yourself of the AOs!

Tip: I've highlighted some evidence you might like to choose- alternatively- choose your own!

Negative Body Message from Disney

Disney Princesses and other female protagonists are displayed with size zero waists, skinny limbs, and even small feet. This **unnatural, and unhealthy**, body size presented in Disney's animated characters however, is what society calls for. The "thin ideal" has existed in American culture since the 1960s, and it is still increasingly prevalent today in numerous forms of media. Our society views a slender, hourglass figure as beautiful, and the media reflects that. **Disney's presentation of body image demonstrates to viewers that to be beautiful and successful, one must be thin.**

Brave, a film released by Disney but produced by Pixar, featured a young girl with a much more normal figure than a usual Disney princess. It seemed to be an improvement on Disney's depiction of beauty, as **Merida, the princess, is a strong, successful female**



Before

After



Ever wanted to draw a Disney-style chick, but she ended up looking like a deformed Paris Hilton bobblehead?

Well, forget THAT. First, check out the difference between a real woman's silhouette (courtesy of Senshistock) and, oh, Jasmine's:



© Meredith Viguier

character even without the stereotypically thin body shape. The Disney company, however, took the innocent Pixar-created character, and completely transformed her in their toy line. As presented in the images above, the Merida doll is very different in shape and appearance to the animated character. **Her waist and arms are thinner, her hips and bust are curvier, and her face appears years older - caked in makeup.** Brenda Chapman, Merida's creator, argued, "She was a princess who looked like a real girl, complete with the 'imperfections' that all people have...**By making her skinnier, sexier, and more mature in appearance, you are sending a message to the girls that the**

original, realistic, teenage-appearing version of Merida is inferior".



Furthermore, there is a stark contrast in the appearance of Disney villains compared to the female protagonists. Ursula, from *The Little Mermaid*, Maleficent from *Sleeping Beauty*, Mother Gothel from *Tangled*, and Lady Tremaine from *Cinderella*, for example, are female antagonists of their films and all possess traits culturally defined as unattractive. In both their facial features and their body shape, these characters are specifically designed by Disney to appear ugly and frightening. The female antagonists of Disney animations are strikingly presented in a similar unattractive manner.

The clear message is: beautiful is good, and ugly is bad.

Disney's presentation of body image impacts society's perception of beauty. In fact, a 2009 experiment conducted by Professor Hayes and Professor Tantleff-Dunn revealed "that a third of girls under the age of six admit to worrying about being fat, and when asked to select the "real princess" from a choice of ballerinas, 50% of the girls chose the thinnest one" When girls are led to believe a cultural definition of beauty at a young age, it easily follows them into adolescence and adulthood and continues to affect their ideas of the ideal body. The abundance of identically skinny Disney princesses and other female heroines causes young girls to grow up idolising these "impossibly thin" protagonists, and then "become young women who perpetuate and buy into the idea that thin is the only acceptable form of beauty." Cultural expectations of beauty will never change unless the media, particularly outlets like Disney that impact young viewers, promote more positive standards - standards encouraging beauty in all shapes and sizes.

Why can't we have an average sized princess, or even an overweight princess?

It is unacceptable for every Disney princess to appear absurdly slim. If Disney altered its presentation and commentary on body image to promote a variety of body types, other forms of media may very well follow their lead, and cultural perceptions of beauty could change.

Consolidation: Give yourself a confidence percentage for:

- Reading and understanding longer texts by yourself;
- Understanding the writers' main points;
- Understanding new words in context;
- Choosing the most relevant evidence;
- Picking out key words from evidence;
- Using the right technical terminology;
- Writing about the effect on the readers

