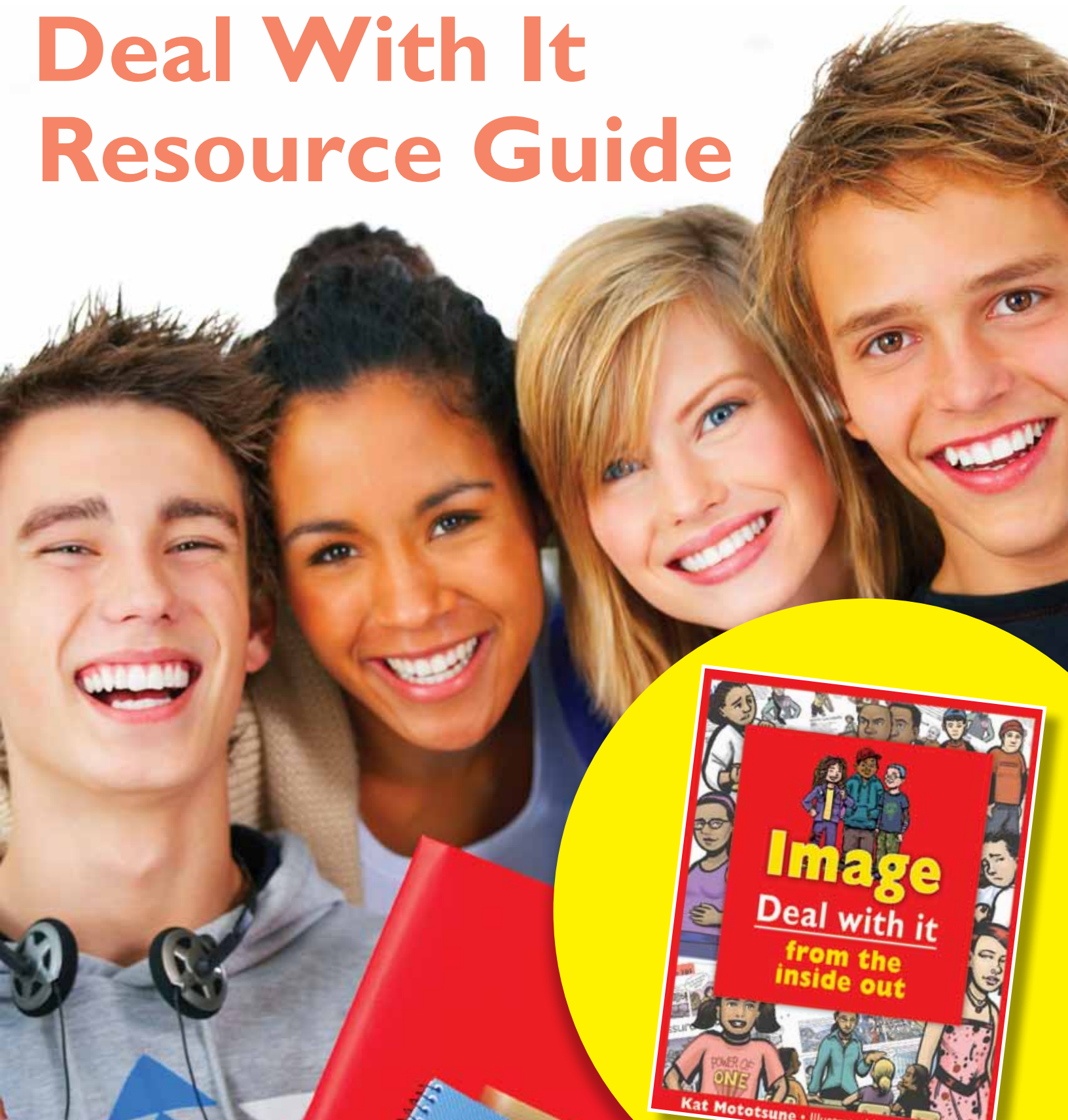


# Image: Deal With It Resource Guide



**LORIMER**

James Lorimer & Company Ltd., Publishers, Toronto

# How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

## Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

## These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

## For each of these sections, you will find:

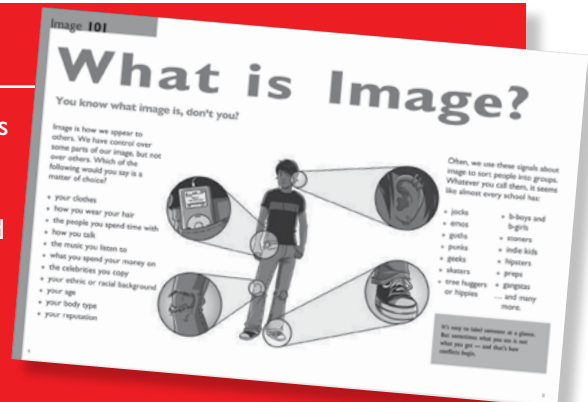
**Highlights** that briefly capture the main points from the Deal With It book, which you will want to review with students.

**Discussion Questions** that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

**Teaching Activities** that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

## About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



## Image: Deal with it from the inside out

Educators can help adolescents build a strong, confident self-image. Their image of themselves is at its lowest point during these formative years. One of our goals as educators is to assist students to feel comfortable and confident with who they are, not who they (or others) think they should be. Adolescents are especially vulnerable to the influences of others: we cannot underestimate the impact of their peers and the media. The pressure to conform to an unattainable ideal can prevent young people from becoming confident adults and reaching their potential.

This resource guide to *Image: Deal with it from the inside out* assists educators by providing suggestions on how to develop and foster students' confidence in their own image. Being happy with their self-image will make them less susceptible to the suggestions of their peers, the media, and negative influences. It is difficult for young people to resist these external influences until they firmly establish and have confidence in their own identities.

### Before You Begin

Here are some tips and suggestions to help you plan your image unit:

- Gather materials from a variety of sources, including the Guidance Office, social services organizations, articles from magazines and newspapers, and age-appropriate books.
- You may wish to invite a guest speaker to talk to your class. Having an expert on the issue of arguing or conflict resolution will signify to the students that this is a serious topic and that there are professionals out there who can help.
- In order to prepare for incorporating this topic into your units, you may want to do a pre-evaluation with the students to gauge their level of awareness of image. Creating a standard pre-test to assess what kinds of information and misinformation students may have about image — including media manipulation; identity; cliques, and body image — will enable teachers to plan units that are relevant to their age and level, and help you decide where emphasis is needed. Planning a before and after assessment will help determine if changes have occurred in your students' awareness and attitude towards their perception of self and others, and will be helpful in planning follow-up units.
- Image is a critical issue. Approaching it in a variety of ways and within different subject areas will help students understand some of the underlying issues. It would be constructive to explore some of these issues using a team approach to ensure that there is not too much overlap and redundancy.
- During discussions, try to be aware that some students will feel self-conscious and embarrassed that they participated in negative behaviour at one time or another. Reassure them that everyone gets caught up in group mentality at some point in time. Explain that being able to trust one's own judgment comes with experience and maturity.  
This support will go a long way to fostering open and meaningful discussions.



# Image 101

## Highlights

- Image is how we appear to others.
- We can control some aspects of our image, but not everything.
- People often label others and try to sort them into groups; this is how conflicts may begin.
- Labels can be used to:
  - ☛ include
  - ☛ exclude, leave out, or limit
  - ☛ tease
- Some of the myths about image include the following:
  - ☛ if it walks and talks like a duck, it must be a duck
  - ☛ image is everything
  - ☛ what you see is what you get
  - ☛ birds of a feather flock together
  - ☛ it's the package, not the contents
  - ☛ fitting in is the most important thing
  - ☛ if I look perfect everyone will like me
- Adolescents are often insecure about their self-image. As a result they are often not confident enough to express their individuality and sometimes fall into groups that may not be a positive influence.

## Discussion Questions

- What are some of labels used to describe different groups in your school? What assumptions do people make about each group? List the positive and negative traits of the three to five of the main groups.
- To which group(s) would you say that you belong? If none, which group do you identify with the most and why?
- Do you think others might put you in different groups? Why do you think so?
- If you could design your own group, what traits would you include and exclude?
- Why do you think groups are so important to people? Do you think that teenagers in particular feel that they need to belong to a group? Why?
- Is there any downside to being part of a group? Do you think that being in a group brings out the best in everyone? Why or why not?
- Do you think that you have to agree with everything that your group says and does? What would the consequences be if you didn't go along with a particular idea or activity?
- How are teenagers portrayed in the media? Do you think that they are realistically represented in magazines, on TV, and on the Internet? If not, what would a more realistic representation be?
- Based only on what you see in magazines, on TV, and on the Internet, how would the average teenager look and act? What would his or her relationships with parents, teachers, other adults, friends, and peers be like?

# Teaching Activities

I = Individual      P = Pair      G = Group

Section	Subject Area	Activities
pp. 4–5	Language Arts (I/G)	As a class, complete a KWL chart to determine prior knowledge and decide which aspects of image they would like to focus on. Have students define image and then describe their own image before doing any exploring on the topic. Encourage them to utilize resources and research to learn more about this topic and why it is important to have a strong self-image.
pp. 4–5	Language Arts (G)	Using the parts of image listed on p. 4 as a starting point, have students brainstorm other elements that reflect image. Ask students to list the groups that they know of in their school. Have them describe the characteristics and traits of people that they would put in each group. As a class, discuss the positive and negative aspects of sorting people into groups.
pp. 4–5	Media Literacy (I/G)	Have students watch a TV program, including the commercials. Ask them to keep track of how teenage characters are portrayed, including clothing, interests, talents, relationships, etc. As a group, have students think about the traits and stereotypes for the groups listed on p. 5 and then sort the characters into these groups. As a class, discuss how the media’s portrayal of teenagers might influence students’ self-image.
pp. 6–7	The Arts (visual)/ Guidance and Career Education (I)	Have students create a comic strip to reflect their self-image and things that they like about themselves. Encourage them to include speech bubbles and other elements. Have students present their comics to the class and explain how it represents their image.
pp. 6–7	Media Literacy (G)	Have students review public service announcements about self-image, such as Concerned Children’s Advertisers’ “Boutique” or Dove’s Campaign for Real Beauty film “Evolution.” (Note: Both of these videos are available on their websites.) Ask students to think about who created these PSAs, who is the target audience, and what their messages are. Have them write a journal entry about whether or not they think these campaigns are effective and how they might get people to think critically about images in the media.
pp. 8–9	The Arts (drama) (P/G)	Have students work in pairs or small groups to act out one of the situations in the quiz. Ask the rest of the class to suggest ways to deal with the situation. The group then chooses one of the suggestions and improvises the rest of the scene.
pp. 10–11	Language Arts (I/G)	Have students write their own Dear Conflict Counsellor letter, signing them with a pen name. Put all the letters into a box and have each student select someone else’s problem and write a possible solution for it. The letters and responses can be compiled in a class booklet.
pp. 12–13	Language Arts (P/G)	Have students choose a myth, then use a Think-Pair-Share strategy to discuss the myth and how it might affect someone’s self-image in a positive and negative way. Encourage them to think of examples to explain their thinking and share their thoughts with other pairs.

# The Cool Kid

## Highlights

- The Cool Kids are the people that everyone knows, admires, and who set the standards. They may happen to have personality traits that include being charismatic, confident, decisive, and intelligent. Many of these traits are not bad traits as long as they are not being used to exploit, pressure, or manipulate others.
- Before you follow a trend, ask yourself the following questions:
  - ☛ What's the message?
  - ☛ What's in it for them?
  - ☛ Who's getting hurt?
  - ☛ Who are you, really?
  - ☛ What's the cost?
- To avoid falling under the spell of The Cool Kid, or at least to help them be aware of the potential pitfalls, try to:
  - ☛ think about what makes someone "cool"
  - ☛ reflect on why we want to be like them or part of their group
  - ☛ learn about ourselves in terms of our own unique strengths and abilities

## Discussion Questions

- What makes someone or something "cool"? Who defines cool?
- What might the Cool Kid have that the others don't? What makes others want to hang out with the cool people?
- How are popular kids portrayed on television and in magazines? How is this different from reality?
- Why do you think some people would change aspects of themselves to be considered cool or to join the popular crowd?
- What is the opposite of cool? Why might some traits be considered cool while others are considered uncool?
- Can you think of some positive traits that are considered uncool and some negative traits that are considered cool? Why do you think this is?
- Who are some of the people you respect? What traits do they have that make you respect them? Do you think these people would they have been considered cool as teenagers? Why or why not?



# Teaching Activities

I = Individual      P = Pair      G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual)/ Language Arts/ Media Literacy (I/G)	Have students create a collage to represent what they think is cool or popular. They may wish to present their collage as a poster or a slide show, or in another format that can be shared with the class. Encourage students to use their collages to start a discussion and analysis of what is cool, who decides what is cool, and why some things are cool while others are not.
pp. 14–15	Media Literacy (I/G)	Ask students to imagine that they are in charge of producing a TV show for teens about image. Have them create a storyboard for an ad for their show, including details on the topics they will address and the main features of the show. Have students present their storyboards to the class and discuss why they thought the issues they included were important to teens.
pp. 16–17	Language Arts/ Health and Physical Education (I)	Have students work through the quiz. When they are finished, ask them to look at the statements that they identified as true. Have students write a journal entry about these statements and how they make them feel about themselves.
pp. 16–17	Language Arts/ The Arts (drama) (G)	Have students work in small groups and choose one statement that is particularly significant to them. Have them create a skit based on the statement that demonstrates some of the emotions of the people involved. Ask students to perform their skits and discuss them as a class.
pp. 18–19	Media Literacy (G)	Have students work in small groups to read and discuss the five questions. Ask them to brainstorm a list of commercials they have seen on TV or the Internet (alternatively you can ask them to make a list of commercials they see while watching a TV program). For each commercial, students answer each of the five questions. When they are finished, each group nominates a spokesperson to present their findings to the class.
pp. 18–19	Language Arts (I/G)	Write the “Do’s and Don’ts” on p. 19 on a piece of poster paper. Using this list as a starting point, have each student add a Do or a Don’t to the list. Keep this list prominently displayed in the classroom and add to it as you work through this book and other activities about self-image.

# The Invisible Kid

## Highlights

- The Invisible Kid is the one that doesn't stand out as much as the Cool Kid. Being invisible can allow students to do what they want as no one will notice them. But sometimes being invisible means being ignored, unappreciated, and/or not being liked.
- Sometimes the Invisible Kid will try to change his or her image in order to fit in or become more popular. It is important to focus on positive aspects of changing yourself — such as becoming more fit and healthy — rather than trying to fit into the mold of the Cool Kid.
- To feel more confident in yourself and your image, you can try the following:
  - don't assume that the coolest kids are the happiest. Look for signs that show how a person really feels on the inside
  - take time to figure out who you are and who you want to be when you get older
  - figure out what you value and don't let people or the media decide what is important to you
  - try to be understanding of others — they may be acting out because they are unhappy about themselves
  - once you have figured out who you are, show it off

## Discussion Questions

- What do you think some of the characteristics of the Invisible Kid might be? Could there be any positive aspects of being invisible? Explain your thinking.
- Do you think that some kids choose to be invisible? Why or why not?
- How can you help The Invisible Kid develop a more positive self-image? Why might this be important?
- Have you ever felt invisible? What were the circumstances? How did it make you feel? Were you able to change the situation to make it more positive?
- What kinds of healthy changes can you make to improve your self-image (ie, attitude, self-respect, etc.)? What might be some changes that may not be as healthy (i.e., wearing more makeup or shorter skirts, swearing, etc.)?
- Think about some of the reality shows about changing people's images. Do you think that these are healthy changes? Why or why not? Why do you think happens when the people on these shows go back to their normal lives?
- How hard would it be to smile or make a pleasant comment to another student who may be new, shy, or really quiet? What do you think might happen if you tried to be friends with people outside of your clique?





# Teaching Activities

I = Individual      P = Pair      G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts (G)	Ask students what they think it might be like to be the Invisible Kid. After a brief discussion, have students work in small groups to elaborate on the “Do’s and Don’ts” on p. 21. Encourage them to think about the list from the Invisible Kid’s perspective and come up with concrete actions for each Do and Don’t. You may also wish to have students add to the class Do and Don’t list.
pp. 20–21	The Arts (drama) (G)	Have students work in small groups to create skits about someone being invisible and others intervening to make them feel like they are part of the group.
pp. 22–23	Language Arts (G)	Have students work in small groups to brainstorm three positive outcomes for each of the nine scenarios presented on these pages. Each group can then exchange and discuss their outcomes with another group. Alternatively, groups can use the situations as a model to create their own set of situations. Groups exchange their new scenarios and write three positive outcomes. They then trade their responses to see how other groups dealt with the situations.
pp. 22–23	Language Arts (I/G)	Ask students to make a list of aspects they like about themselves and their image. Ask that each time they have negative thoughts about themselves over the next week, they think about the things they like about themselves instead. At the end of the week, ask volunteers to share their experiences and discuss how this exercise helped improve their self-image.
pp. 24–25	The Arts (drama)/ Media Literacy (G)	Divide students into groups of five and assign each group one of the back to basics suggestions. Tell students that they are going to present their suggestion to the rest of the class. Have each group decide how they would like to present it (i.e., as a skit, a visual representation, a newscast, a commercial, etc). Give students time to prepare and then have them present their suggestions to the class.
pp. 24–25	Media Literacy (I/G)	Using the “Behind the Image” list on p. 25 as a starting point, have students brainstorm a list of stereotypes they have heard about people their age. Encourage them to think about what they see on TV, in magazines, or on the Internet. Ask students to think about what effect these stereotypes might have and how they could deal with them in a positive way. Have students choose one stereotype that they would like to change and have them create a poster or brochure convincing people that this stereotype is unfair.

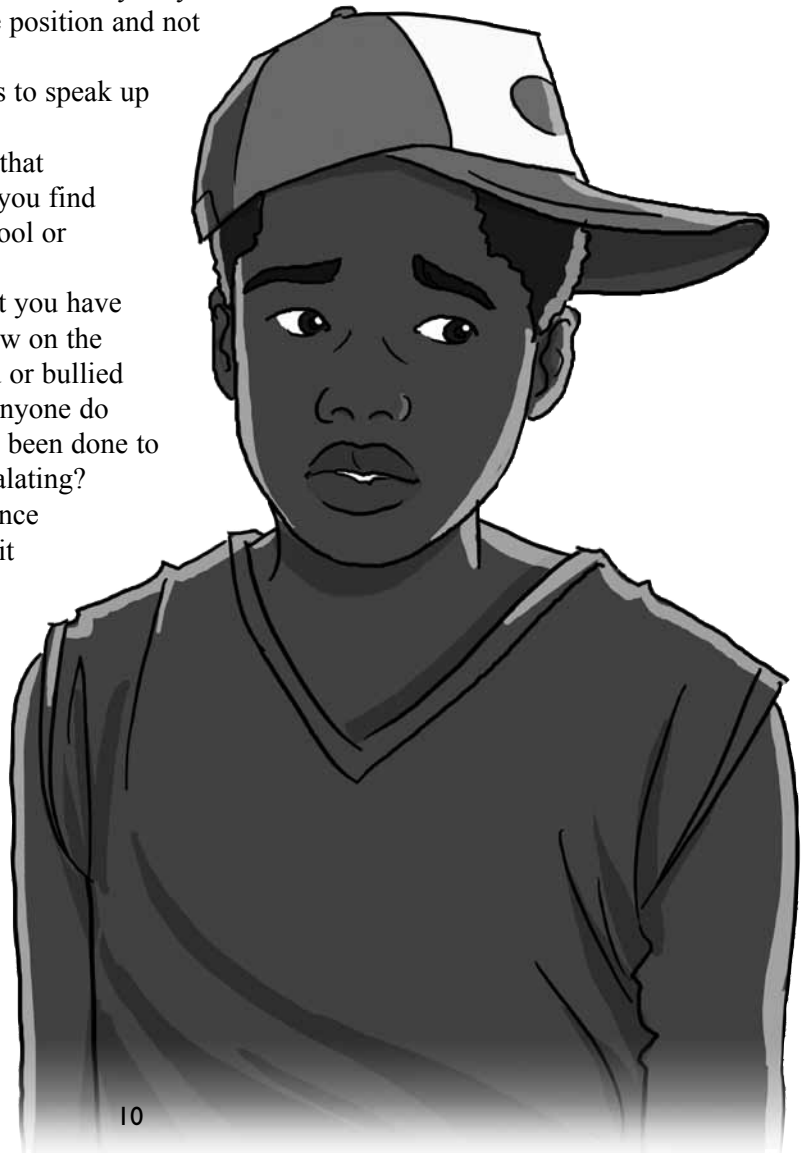
# The Witness

## Highlights

- The Witness is the person who sees what is going on, but isn't necessarily a participant. These people are the ones who are on the periphery of the "action" and avoid conflict by watching from a safe distance.
- You can help others by:
  - learning to get beyond image and practising being the real you
  - knowing yourself and setting a positive example
  - talk about what image means to you and the impact you see it having on people's lives
  - alerting a trusted adult when you see someone who is being teased, pressured, excluded, or bullied

## Discussion Questions

- What are some examples of what the Witness might see? How can the Witness tell if someone needs to improve their self-image? What might the Witness do to help?
- Do you think that being a Witness can be considered as bad as being the person who teases, bullies, or excludes people because of the way they look?
- Why might someone take a passive position and not get involved?
- How might you convince a Witness to speak up and get involved?
- Who would you go to if you knew that someone needed help? How could you find out about the resources in your school or community?
- Can you think of any situations that you have encountered yourself or that you saw on the news in which someone was teased or bullied because of how they looked? Did anyone do anything to help? What might have been done to help prevent the situation from escalating?
- How do you think the media influence people's self image? Do you think it is possible to be a Witness to the messages the media tell us about image without being influenced by them? Explain your thinking.



# Teaching Activities

I = Individual      P = Pair      G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts/ Guidance and Career Education (G)	Write the following words on separate sheets of poster paper: self-image, clique, stereotype, harassment, confidence. Divide students into groups and assign each group a word. Ask students to come up with a definition for the word and to include it on the sheet of paper. Have them draw a picture or create a collage to represent their word. Display the posters around the room and use them as references when you encounter these words during your lessons.
pp. 26–27	Language Arts (G)	Have students work in small groups to make a board game based on the “Do’s and Don’ts” section on p. 27. For example, students could write the “Do’s and Don’ts” on different spaces. If players land on a “Do,” they move forward; if players land on a “Don’t,” they move backward. Encourage students to share and play their board games with the class.
pp. 26–27	Media Literacy (I/G)	Have students research to find news items about people who were victimized because of the way they looked. Ask them to summarize the events — who, what, where, when, how — and have them write a journal entry about what the people involved might have done differently to create a positive outcome.
pp. 26–27	Media Literacy (G)	Have students create TV ads based on the “Do’s and Don’ts” on p. 27. Encourage them to storyboard their commercials, including dialogue, jingles, music, and slogans. Have students present their storyboards to the class and then display them in the classroom.
pp. 28–31	The Arts (visual) (I)	Have students recreate the scenarios as a comic, poster, or slide show. Encourage them to present their scenarios to younger students and ask them for suggestions on what the characters should do. (Be sure to have students tell the younger kids the solutions given in the book.)
pp. 28–31	Language Arts/ Health and Physical Education (I)	Have students review the “Did You Know?” section. Ask students to pick a topic such as gangs or eating disorders and research to find out more about it. Have them prepare a report on their findings to share with the class.

## Additional Resources

- [www.campaignforrealbeauty.ca](http://www.campaignforrealbeauty.ca): Although this is a commercial website, Dove's Campaign for Real Beauty explores important issues around self-esteem and media literacy through videos and quizzes.
- [www.cln.org/themes/self\\_esteem.html](http://www.cln.org/themes/self_esteem.html): The Community Learning Network's "Self-Esteem Theme Page" provides links related to the study of self-esteem.
- [www.educationworld.com/a\\_lesson/lesson/lesson085.shtml](http://www.educationworld.com/a_lesson/lesson/lesson085.shtml): Education World's website provides an article that lists 10 Activities to Improve Students' Self-Concepts
- [www.media-awareness.ca](http://www.media-awareness.ca): The Media Awareness Network is a Canadian resource for anyone interested in media literacy for youth.
- [www.mediainternational.com/curriculum.htm](http://www.mediainternational.com/curriculum.htm): Media International provides information on small group activities and discussions regarding self-image.

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ISBN-10:1-4594-0010-0 ISBN-13:978-1-4594-0010-8

James Lorimer & Company Ltd., Publishers  
317 Adelaide Street West, Suite 1002  
Toronto, ON, Canada  
M5V 1P9  
[www.lorimer.ca](http://www.lorimer.ca)

Distributed in the United States by:

Orca Book Publishers  
P.O. Box 468  
Custer, WA USA  
98240-0468