

Media Mindful

Challenging gender stereotypes

In partnership with



Hello!

Welcome to Media Mindful - our new challenge pack to help equip you and your unit with the skills you need to analyse how girls and women are represented in the media! This pack has been designed for girls by girls - led by Girlguiding Scotland's Speak Out Champions - and reflects a key issue that girls and young women face. It's a great way to complete interest badges and skills builders as well, read on to see how these activities link into the Girlguiding programme.

Research shows that as girls get older their happiness declines. Many feel pressured to look a certain way or worry about what others think of them. Girls and young women tell us that a lot of this comes from the media - whether that's newspapers, magazines, TV shows, adverts or social media - it's having an impact on their mental health. Something needs to change.

We asked girls and young women their views on the media...

43% of girls aged 7-21 were not confident they had the skills to differentiate reality from fake news



51% of girls aged 11-21 reported feeling pressured to look different after seeing online adverts

Only 1 in 5 girls aged 18-25 identifies as 'very happy', falling from 2 in 5 girls aged 7-11

78% of girls aged 13-25 know a girl their age who has experienced depression

Our members are saying enough is enough. They want to see the media treat girls and women with equality and respect and to make sure girls have the tools they need to be critical about what they're reading, watching and creating.

In this pack we explore why the media's representation of gender is important, how girls and women are shown on our screens and in our pages, and what we can do to challenge potentially harmful gendered messaging. We will discover what it means to have media literacy and why equal and accurate representation of girls and women in the media is important. There will be space to reflect on how we ourselves can be more mindful about the type of content we put out into the world.



Foreword



A note from Girlguiding Scotland's Speak Out Champions

As Speak Out Champions, we recognise the difficulties that today's girls and young women face. We know girls and young women have diverse skills and knowledge, and can use their voices to create meaningful change. So why do 68% of girls and young women feel the need to change how they behave to fit in online? The activities in this Media Mindful challenge pack aim to empower girls and units and girls as individuals to think critically about the representation of women in the media and online.

Girls and young women are multifaceted, talented individuals and we want the media to represent us this way. We hope these activities will help more members become mindful of the content they consume and its impact, and recognise they can help change the way women are seen in the media. With over 45,000 Girlguiding members in Scotland alone, we have the power to work together to shift the focus from our shoes to our views, and use the media to create a more equal future for all of us.

Becoming Media Mindful is only the first step. You could use the information in this pack to help bring about change. Why not write to media companies, calling on them to feature more women at all levels of production. You could call out influencers for promoting diet culture or unhealthy habits, or simply choose to unfollow accounts that don't make you feel good about yourself, and encourage your friends to do the same. We know the power that the media can have, and we want to see girls and young women in Scotland, and beyond, choose to use this power to create a positive impact.

Girlguiding Scotland's Speak Out champions

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How to use this pack



Who is it for?

Media Mindful is for all girls of all ages. This pack is designed to be used with Rainbow, Brownie, Guide, and Ranger sections, but can also be completed by any member on their own or collaboratively, online or in person.

While some older girls will be on social media and will read the news, younger girls are more likely to be reading books and magazines, or see adverts in between their favourite TV and YouTube shows. The activities in this pack are designed to reflect this and can be adapted depending on what girls are reading and watching.

This pack can be done with girls in your unit but it can also be done solo. Perhaps you're a young leader who wants to try these activities with your girls, but you might also want to do the activities yourself or with friends!

All you have to do is work your way through the following four sections to explore how different types of media portray girls and women and help give your unit the tools to critically evaluate the media they consume.

How does it work?

You'll work your way through 4 sections in order:

Section 1: Why gender in the media is important

Section 2: How girls and women are shown in the media

Section 3: Exploring what 'media literacy' means

Section 4: Glow and Grow

Earn the badge

Once you've completed the Media Mindful challenge pack you can order badges for yourself or for your unit from the Girlguiding Scotland shop in Edinburgh and online at shop.girlguidingscotland.org.uk

Rainbows: Complete at least 2 activities

Brownies: Complete at least 3 activities

Guides: Complete at least 4 activities
(at least one from each section)

Rangers: Complete at least 5 activities
(at least one from each section)

Under each activity you'll see a promise badge indicating which section that activity is suitable for.



Rainbows



Brownies



Guides



Rangers

Share what you get up to

Show us how what you've been up to using the #MediaMindful and don't forget to tag us at:



/GirlguidingScot



@GirlguidingScot



@GirlguidingScot

And, by emailing web@girlguiding-scot.org.uk

These activities can count towards Skills Builders and Interest Badges. See the [resources](#) at the back for more information.

Section One:

Why gender in the media matters

A good place to start is by breaking down what 'gender' and the 'media' mean. These are important words for your unit to understand.

Activity 1: What do 'gender' and 'media' mean?

Get your unit's energy levels going with this fun definitions game!



1. Divide the room into different sides - one for 'yes' and one for 'not sure'.

2. Read the questions out below and ask the girls to run to the side of the room for what they think.

- Do you know what gender means?
- Do you know what the media is?
- Can you name a type of media?
- Do you know what social media is?

3. Explore their ideas further by asking them to explain their responses and use the definitions help sheet to compare everyone's understandings.



Extra!

Top Tip!

Use post it notes for girls to write down their views and then stick these onto flipchart paper under each question.

Meeting Virtually?

Instead of dividing the room into 'yes' and 'not sure' get girls to make different hand signals to respond to each question. For example, 'yes' could be a thumbs up and 'not sure' could be a sideways thumb. Or have everyone write 'yes' on one side of a piece of paper and 'no' on the other. Use the chat function and encourage girls to share their views with the rest of the unit.

Activity 2: Why does it matter?

Next, we're going to think about the impact the media has on girls and young women. How does it affect how we think and feel? We've tailored this activity for different sections, so pick the one best suited to your unit.



1. Split into small groups of equal numbers. If you're meeting virtually then why not try using break out rooms on zoom!
2. Take a look at a popular TV advert for a children's toy. You can find some examples in the [resources](#) section.
3. Ask the girls to pick a partner and ask each other the following questions:
 - Did the advert make you feel like the toy was for boys or girls?
 - Do you think there should have been both boys and girls in the advert? Why?
4. Time to get creative! Ask girls to design their own advert for the toy. This can be a drawing, a drama or a description. What could the advert look like in an idea world? Use the questions below to discuss further:
 - What the differences are between the adverts?
 - If you think that your version is better than the original? Why did you make these changes?
 - How does the original advert make you feel vs your own version?

Meeting Virtually?

Girls don't have to be in the same space to do these activities! If you can't watch the clip together, send the link around in advance. Afterwards, everyone can take some time off camera to create their social media profile or advert and catch up again later to share ideas.

88% of girls aged 11-21 think that girls and young women shouldn't feel pressured to change the way they look and 71% think diet products and weight loss clubs shouldn't be marketed to people under 18



1. Split into small groups of equal numbers. If you're meeting virtually then why not try using break out rooms on Zoom!
2. Watch this short [clip](#) from the University of Strathclyde about why gender in the media is important.
3. Split the girls into pairs and get them to ask each other the following questions:
 - Can you think of a time when the media has affected you?
 - Was this a good or bad experience?
4. Time to get creative! Ask girls to design two different social media profiles - one with what they think an influencer's account looks like now and one with what it would look like in an ideal world. Use the templates in the [resources](#) section to get started. Why not cut out pictures from comics and magazines or get crafty with pens and pencils.
5. Use the questions below to talk about the changes they made:
 - What are the differences between the profiles?
 - Do you think that your version is better? Would it change your experience?
 - How does the first profile make you feel vs your own version?
 - Would you make any of these changes yourself on your own social media accounts?

Top Tip!

If you're a young leader or part of Independent guiding and want to give this a go then why not do a blog, vlog or make a zine about what you create and share this with your friends to get their feedback? Would they make the same changes as you?

Section Two:

How girls and women are portrayed in the media

In this section we will take a closer look at how girls and women are portrayed in the media and what impression this gives.

Activity 1: Speak Out Slates!

Get your girls to gather their favourite comics and magazines and take a closer look at how the girls and women in them are portrayed.



1. Gather a selection of comics and magazines. Ask girls in your unit to bring one in or take a look at our suggestions list in the [resources](#) section for some examples you can use. Pages will be ripped out so make sure they are ok with this!
2. Take the comics and magazines and rip out the pages. Mix the pages up and then divide them so you have an equal piles of around 10-20 pages per group.
3. Split into small groups and make sure each group has a bundle of pages.
4. Ask the groups to flick through the pages in front of them and make 2 piles - one for when they think the page aimed at boys or men/features a boy or man and one they think is aimed at girls or women/features a girl or woman.
5. After each group has sorted through their pages, go around each group to talk about which pages they put in each pile. Use the questions below to get the discussion started:
 - What makes these ones aimed at girls or boys? (colours, words, images)
 - Which comic or magazine would you pick up? Why?
 - Did you like or agree with the messages the pages were giving?

68% of girls aged 11-21 feel newspapers, magazines and influencers on social media need to do more to stop reinforcing gender stereotypes



Meeting Virtually?

If you're doing this activity online in a virtual meeting you can ask the girls to rip the pages out themselves and make their own piles. If they don't fancy ripping out pages then they could mark the pages with a G or B instead or use post it notes!

Extra!

If you're doing this activity with Guides or Rangers, take a look at some additional questions below:

- Are there any harmful stereotypes being used? How does this make you feel?
- What impression do these pages give of women? Do you think this is accurate?
- Are these the types of stories you like to read?
- What other issues would you like to see featured?

Extra!



Star Wars Fan?

Grab the popcorn and get ready for a movie marathon with a feminist twist! Watch your favourite film or take a look at the list of movies created by Girlguiding Scotland's Speak Out champions and see if it passes the Bechdel Test. Perfect to do by yourself or with a friend.

Bechdel Test

This is a way to measure of the representation of women in films. For a film to pass the Bechdel Test, the movie must have all three of the following:

1. At least two female characters.
2. They must both have names.
3. They must talk to each other about something other than a male character.

Now it's time to think about the following points...

- Do you think this test is a good measure of representation?
- Who were the female characters in your film? What did they talk about?
- Do you think this is a positive representation? If not, what could be changed to make it a positive representation?
- How many gender equality stars out of 5 would you rate it?

For more inspiration, check out this [interview](#) with Karen Boyle and Rebecca Harrison from the University of Glasgow about her research on the female characters in the Star Wars franchise.

Activity 2: Where are all the women?

Women do amazing things - they're scientists, engineers, inventors, artists - but women's stories don't always make it into the media. If you've ever wondered where are all the women while reading the news, this activity is all about answering this question!



Ask your unit to get their thinking caps on and take the quiz at the back of this pack in the resources section to find out where women appear in the media and in what kind of roles. We've created 20 questions to choose from, so pick the 10 best suited to your unit level.

Top Tip!

There's lots of ways to run a quiz in person or online. If you're meeting virtually get the girls to make signs like a 😊 or a 😞 or use emojis to answer the questions. You can also find apps to make online quizzes. If you're meeting face-to-face or outside why not get the girls to run to different corners for different answers or ask girls to take a step forward if they think something is true, and step back for false.

Extra!

Media monitoring is a way to study the media. It allows us to count where women appear in the media and in what kind of roles. One of the biggest media monitoring studies is the Global Media Monitoring Project (GMMP) which takes a snapshot of the news every 5 years in countries all over the world. It means we can look at the data and see how the media in different countries compares in terms of gender representation.

Find out more about media monitoring and what it can show us in this video clip from Karen Boyle at the University of Strathclyde.

Section Three:

What does 'Media Literacy' mean?

Guess what, you've been practicing media literacy this whole time! The activities your unit has been doing from this pack have all been about gathering media, analysing it, evaluating it and reflecting on how to respond.

Activity 1: Thinking critically

In this activity your unit will explore some of the key words associated with media literacy and some questions they can ask themselves when reading about girls and women in the media.



1. Place large pieces of paper around the room and ask your unit to draw and write what they think media literacy means. You can separate the words if more suitable to your unit level.
2. Give the girls 5-10 minutes to put down their ideas. If they are stuck or not sure what to add then take a look at some of the key words in the [resources](#) section and ask them how they think that word could relate to media literacy.
3. Once the girls have had a chance to jot down their ideas, share the definition of media literacy with them. How does that compare with what they thought?
4. If you have access to internet or are doing this activity online, you can play this animated [video](#) to help explain the concept.
5. Now reflect with your unit and ask them to give examples of the ways they have been using their own media literacy skills through the activities in this pack and how that made them feel.

39% of girls aged 11-21 weren't confident they had the skills be critical about what they read in the news, media and online

51% of girls aged 11-21 are worried about fake news

Definition of Media Literacy

Media literacy is the ability to understand the way information is presented to us and how to respond to it. It involves gathering, analysing and critically evaluating media, as well as reflecting on how to respond to what we see, read and hear. When we do this we need to think about who has created the media, how authentic it is, if the information is reliable and if it's true. Being media literate means we can make sense of information being presented to us and inform our own opinions.

Meeting Virtually?

Ask the girls to jot down their thoughts on their own piece of paper and hold it up on screen for everyone to see or why not try the chat function?

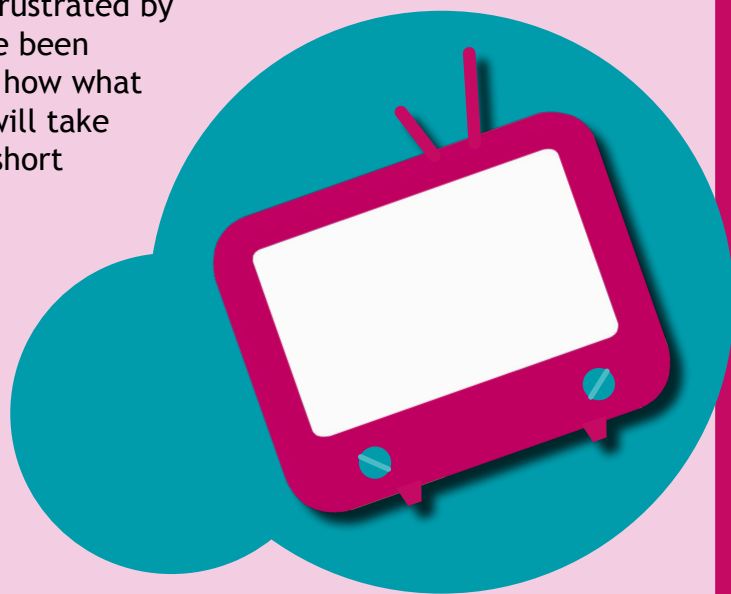


Activity 2: Breaking news!

Every day we read the news, flick through magazines, watch TV and videos on social media. All of these types of media feature girls and women but it can often leave us feeling frustrated by what we've read or seen because of how they have been portrayed. Other times we aren't always aware of how what we consume impacts us. In this activity your unit will take their place in editor's seat to create an article or short drama sketch about what matters to them.



1. Gather some newspapers articles or ask your unit to bring some in. See if you can find examples of stories about women and girls. Some topics to focus on are politics, sport, finance, beauty and fitness, achievements i.e. awards and prizes, home and travel. You can also find some examples in the [resources](#) section.
2. Split into small groups of equal numbers and take a look at the articles. Ask for volunteers to read some out loud to the rest of the group.
3. Ask the groups the following questions and get them to come up with a new article or headline they'd like to see. Now think about...
 - How would you do it differently?
 - What would you focus on?
 - What matters to you?
 - What pictures will you use?
 - What will the message be?
4. Don't fancy writing? Pretend you're in a news studio and get your unit to create their own news bulletin on their chosen issue. Think about...
 - Who will feature?
 - How will it help to raise awareness and interest others?
5. Share your creations with us on Twitter or Facebook @GirlguidingScot using #Breakingnews and #MediaMindful



Top Tip!

If your unit is doing the drama sketch, why not get the girls to film themselves pretending to be news reporters for the 6 o'clock news?

That way they can share their creation afterwards to family and friends and on social media!

This works really well for virtual meetings too.

Extra!

Interested in politics? Check out this [interview](#) with Gender Studies student, Melody House, about her media monitoring project analysing the position of women in Brexit coverage in the Scottish news media.

Section Four: Glow and Grow

We're nearly at the end of our media mindful journey so it's time to reflect on what we've learned along the way. It's a good moment for you and your unit to think about how to be more mindful about the type of things you read and watch, and also the type of content you create.

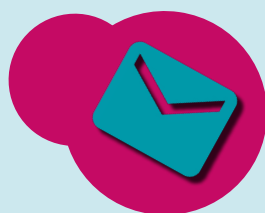
Activity 1:

Snowball fight! Just kidding. This activity is just as fun but with less snow and more reflection time.



1. Get your unit to sit in a large circle so there is a space between each girl.
2. Hand out blank pieces of paper and a pen to everyone.
3. Ask your unit to write one word or draw one thing that represents something they learned about girls and women in the media from one of the activities they did.
4. Ask them to scrunch up the piece of paper into a ball and throw it across the room to another person.
5. Once everyone has a new ball of paper, in turn ask them to read out loud or show the reflection to the rest of the circle.

Extra!



Instagram? Facebook? Twitter? Snapchat or Tik Tok? How much scrolling do you do? Bailey Parnell is a social media expert and has been named one of Canada's Top 100 Most Powerful Women. Check out her [TEDTalk](#) on the impact social media has on our mental health and see how you can help create a more positive experience online.



In this activity we will talk about social media and body image and how this can affect our confidence and how we feel and act.

1. Start by exploring these questions with your unit:

- Do you use social media? If so what sort of things do you post? How often?
- Do you compare yourself to others on social media? Why?
- What do you think of filters on photos?
- Do you know anyone that has used an app to change how they look?
- Is a lot of what we see on social media real?
- Do you always trust what you see is true?

2. Now it's time for girls to create their very own self-care guide for social media. This should include good media literacy practices and reminders of what to think about when posting, plus the message this sends to others.

3. Encourage girls to be creative when creating their guide. This should be something they value and can refer back to.

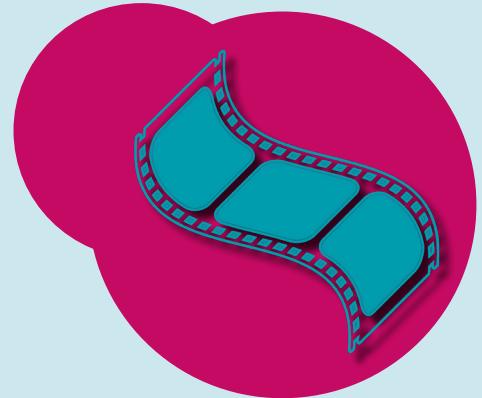
Activity 2: Take action!

Well done! You've completed the final stage of your Media Mindful journey - now you're ready to encourage others to follow your lead. While there's lots we can do ourselves to be media mindful, there loads of things decision makers, influencers and media creators can do to make the media more equal and representative.

Take action by writing as a unit, or individually, to your MSP, MP, local newspaper, favourite magazine, comic, a blogger or an influencer to tell them about what changes you want them to make and how they can help.



1. Start by getting your unit to think about 2 wishes and a star - what things do they want to see change and what's something they think is good practice or want to see more of?
2. Use this as the basis for their letter and don't forget, you can use the template letter in the [resources](#) section!
3. Ask the girls to write or type the letter and make sure to add all their names at the end if it's a group letter.
4. Find out where to send the letter and pop it in the post. You can find your local representatives contact details [here](#).
5. Don't forget, you can also take a photo of the letter to post on social media and tag the person or media outlet it's intended for!



Check out the next page to design your very own "I'm Media Mindful" pledge card! You can print this off, colour it in and pose for a Media Mindful selfie and share this with us by tagging @GirlguidingScot and using the #MediaMindful. Or why not head over to the Media Mindful hub on the Girlguiding Scotland [website](#) to download a digital version?



Resources

- Definitions
- Toy advert examples
- Comic, magazine and film list suggestions
- Quiz questions
- News articles
- Media literacy: key words and questions
- Letter template
- Social media template
- Links to Interest Badges & Skills Builders

Definitions

Gender

Gender is a slippery term and there is lots of disagreement currently about what it means. For the purposes of being *media mindful*, we are mainly interested in gender as a set of ideas about what it means to be a boy, girl or non-binary person.

Media

When we talk about media, we are typically talking about means of mass communication. This includes film, television, comics, magazines, podcasts, music and of course social media. Social media includes platforms like TikTok, Twitter, SnapChat, Facebook or Instagram which connect users to each other and allow users to make their own content. Being *media mindful* in an age of social media means being mindful of what we make and share as well as what we see in the latest Netflix series.

Intersectionality

Intersectionality is about how about how different kinds of inequalities and oppressions - such as gender, race, class, dis/ability and sexuality - connect. The term comes from Kimberlé Crenshaw who used the metaphor of a crossroads to explain the experiences of Black women in the legal system. Black women weren't protected by laws against race discrimination, because they were based on Black *men's* experience. And they weren't protected by laws against sex discrimination, because they were based on *white* women's experience. Instead, black women were at an intersection - a point where the roads of sexism and racism met. Their experiences were different to those of white women (who didn't experience racism), and Black men (who didn't experience sexism). Black women experienced both. And they experienced them at the same time. Intersectionality means thinking about these things come together to shape our position in the world.

Diversity

If you look up diversity in a dictionary you'll find something along the lines of: "diversity is the fact of *many different types* of things or people being included in something; *a range of different* things or people". When we talk about diversity in the media, it's helpful to think about whether you see and hear people like you and those in your school, local area or guide group? What do you learn about people who are *outside* of these communities? Who is missing? And how do we change things to make sure that our media better reflects the world?

Representation

Representation has two meanings. First, it can mean speaking or acting on behalf of someone. This is what we mean when we talk about politicians *representing* us in parliament. Being *media mindful* involves us thinking about who gets to speak on behalf of others. Does a news report about teenage girls feature teenage girls speaking for themselves, or do other people who don't belong to that group speak for you?

The second meaning is about how something - or someone - is described or portrayed. This can mean thinking about the *role* they play. If you're thinking about movies, you might want to know which kinds of people are concentrated in main roles in big summer blockbusters. Are there any girls of colour there? It can also mean thinking about *how* those people are portrayed: are they good or bad characters? Do we get to know much about them? How do they look?

Thinking critically about media representation - being *media mindful* - involves both of these elements: we need to think about who gets to represent us (and others), but we also need to think about how they are represented.

Stereotypes

A stereotype is a shorthand way of referring to the characteristics of a group of people, usually a marginalised group. When marginalised groups are reduced to stereotypes there are a much narrower set of roles open to them: the gay best friend, the blonde bimbo, or the brave disabled person for instance. The problem with stereotypes isn't that they are inaccurate. There will nearly always be some people who 'fit' a given stereotype: maybe you do and you might get a lot of pleasure from that. The problem with stereotypes is that they make a claim about an entire group and can limit the way it is possible to think about that group and what they are capable of. If disabled people are only cast as brave and inspiring then we miss out on all the *other* stories about their lives, the stories which aren't about them being disabled at all but are about their adventures, discoveries, mishaps, friendships, or romances.

Toy Advert Examples

Little People Disney Frozen Elsa's Ice Palace

Blume Dolls

Air Hogs Zero Gravity Laser Race Car

Crayola Sprinkle Art Shaker Set

My Robotic Pet - Tumbling Hedgehog

Nerf Blaster

Play-Doh Baby Shark Set

Lucky Fortune Cookie Assortment

Treasure X Aliens

Doodle Bear

Foam Alive Make 'N' Melt Ice Cream Kit

Cool Maker GO GLAM Nail Stamper

Zuru Robo Alive Ice Blasting Dragon

Lego:

- Elite Police Lighthouse Capture
- Moana's Island Home
- Resistance A-Wing Starfighter
- Elsa's Magical Ice Palace
- Space Rover Explorer

Comics, magazines & films

Rainbows



Comics/magazines	Films
<ul style="list-style-type: none"> • Girlguiding magazine • Minnie magazine • Busy Time magazine • PJ Masks magazine • Peter Rabbit magazine • CBeebies magazine • Cute magazine • Animals and You magazine 	<ul style="list-style-type: none"> • Tangled (PG) • Mulan (U) • Frozen (U) • Finding Dory (U) • Descendants (PG) • Brave (PG) • Toy Story 2 (PG) • Ratatouille (U)

Brownies



Comics/magazines	Films
<ul style="list-style-type: none"> • Girlguiding magazine • Lego magazine • Pokemon magazine • Pets magazine • Pink magazine • Hatchimals magazine • Beano • The official Jacqueline Wilson magazine 	<ul style="list-style-type: none"> • Coraline (PG) • 16 wishes (U) • Little Women (U) • Queen of Katwe (PG) • Toy Story 2 (PG) • Ratatouille (U) • Matilda (PG) • UP (PG)

Guides



Comics/magazines	Films
<ul style="list-style-type: none"> • Girlguiding magazine • Shout • J-14 • National Geographic: Kids • Science + Nature • Kookie • Discovery Box • Adventure Box • Okido • The Phoenix 	<ul style="list-style-type: none"> • Angus, Thongs and Perfect Snogging (12) • Bend it like Beckham (12) • Jumanji (12A) • The Help • The Sisterhood of the Travelling Pants (PG) • Hidden Figures (PG) • A Cinderella Story (PG) • Little Women (U) • Mean Girls (12A)

Comics/magazines*	Films
<ul style="list-style-type: none"> • Teen Vogue • Girlguiding magazine • Heat • Closer • Hello! • Now • OK! • Women's Health • Women's Weekly • Women & Home • GQ • Cosmopolitan • Elle 	<ul style="list-style-type: none"> • Maleficent (15) • Erin Brockovich (15) • Brittany Runs a Marathon (15) • Ladybird (15) • The Hunger Games (15) • Little Women (U) • Mean Girls (12A)

*please note some of these magazines may feature adult content. Please only share with your unit with parent/guardian permission if members are under 18.

Women in the Media - Quiz Questions

Choose a selection of questions to make your own quiz to do with your unit!

1. What percentage of girls said they feel they are treated differently because they are female
 - a) 50%
 - b) 30%
 - c) 80%

2. 82% of the top 100 grossing films in 2018 films had 10+ male speaking roles, compared to ___% of films that have 10+ female speaking roles
 - a) 35
 - b) 76
 - c) 54

3. Black women are ___% more likely to be mentioned in abusive tweets
 - a) 43
 - b) 67
 - c) 84

4. According to Ofcom, what percentage of senior managers are Black, Asian or an ethnic minority at the 5 main UK based TV organisations? (BBC, ITV, Channel 4, Channel 5-owner ViacomCBS and Sky)
 - a) 9%
 - b) 15%
 - c) 4%

5. 68% of girls told us they feel they had to change _____ to fit in when they are online
 - a) How they look
 - b) How they speak
 - c) How they behave

6. In 2017, 1 in __ tweets sent to women journalists in the UK and US were abusive or 'problematic'
- a) 14
 - b) 3
 - c) 55
7. How many times more likely are women to be trolled/harassed online?
- a) 8 times
 - b) 27 times
 - c) 16 times
8. **True or False?** 40% of women are interviewed as experts (professors, scientists, etc) in all forms of media.
9. According to the 2011 census, 20% of the Scottish population are disabled and 55% are women. In one year, how many newspaper articles were published in Scotland that feature disabled women?
- a) 5
 - b) 13
 - c) 39
10. **True or false?** Almost $\frac{1}{4}$ of girls worry about the pressure to have the latest clothes, phone etc.
11. What percentage of people featured in media coverage of sport on BBC 1 were women in 2018?
- a) 6%
 - b) 27%
 - c) 46%
12. Of the 2018 top 250 grossing films in the USA, 65% of what roles were men?
- a) Main characters
 - b) Speaking roles
 - c) Villian
13. **True or False?** In the US, women comprised 8% of directors working on the top 250 US domestic grossing films in 2018.

14. What percentage of all news reporters globally are women?

- a) 49%
- b) 37%
- c) 17%

15. Do female political candidates receive **more** media coverage, **less** media coverage or **the same** amount of media coverage as their male counterparts?

16. What percentage of women are editors of major newspapers in Scotland?

- a) 33.7%
- b) 5.9%
- c) 14.8%

17. Scotland's qualification for the 2019 Women's World Cup led to a focus on football but how much more media coverage did the Scottish Women's National Football team get during the World Cup than the national men's team?

- a) 3%
- b) 10%
- c) 60%

18. In which categories of news were women most well represented globally?

- a) Science and Health
- b) Social and Legal
- c) Crime and Violence
- d) Celebrity, Arts and Sport
- e) Economy
- f) Politics and Government

19. In 2015, women made up ____% of the persons heard, read about or seen in newspaper, television and radio news.

- a) 3%
- b) 10%
- c) 60%

20. **True or False?** Only 4% of news media tweets or stories clearly challenge gender stereotypes.

Answers

1. 80% [Girls in Scotland 2018](#) (page 9)
2. 35% [Women and Hollywood 2018](#)
3. 84% [Amnesty](#)
4. 15% [Ofcom report 2019/19: Diversity and equal opportunities in television](#)
5. “How they behave” [Girls in Scotland 2018](#) (page 14)
6. 14 [Engender](#)
7. 27 [Engender](#)
8. False- it’s actually only 19. [Global Media Monitoring Project 2015](#) (page 8)
9. 5 - and 1 was written by a disabled woman! [Research undertaken by Caroline Darke](#)
10. True [Girls in Scotland 2018](#) (page 25)
11. 6% [On Screen Diversity Monitoring Report 2018](#) (page 2)
12. Speaking Roles [2018 top grossing films report](#) (page 1)
13. True [The Celluloid Ceiling: Behind-the-Scenes Employment of Women on the Top 100, 250, and 500 Films of 2018](#)
14. 37% [Global Media Monitoring Project 2015](#) (page 14)
15. Less Media Coverage [The effect of media sexism on women’s political ambition: evidence from a worldwide study](#)
16. 5.9%
17. 3%
18. Science and Health
19. 44% - exactly as they did in 2010 [Global Media Monitoring Project 2015](#) (page 3)
20. True [Global Media Monitoring Project 2015](#) (page 3)

News Articles

Outlet	Title	Link
The Daily Mail	“I’m so glad I did the programme. I’ve lost 6lbs and my clothes fit perfectly.”: How a revolutionary diet plan is helping REAL women lose the lockdown pounds:	https://www.dailymail.co.uk/femail/article-8567975/How-revolutionary-diet-plan-helping-REAL-women-lose-lockdown-pounds.html
The Sun	‘DEGREE OF FRUSTRATION’ Nicola Sturgeon blasts Theresa May after tense meeting about Brexit in Downing Street (see section on “Nicola Sturgeon tries to out-shoe the PM with crocodile-skin stilettos”)	https://www.thesun.co.uk/news/2038154/nicola-sturgeon-tries-to-out-shoe-theresa-may-with-crocodile-skin-stilettos-for-crunch-downing-st-meeting/
The Sun	SIX APPEAL Rio 2016: Michelle Jenneke looks abs-olutely fabulous as she shows off her Olympian figure in a skimpy bikini	https://www.thesun.co.uk/sport/tokyo-olympics-2020/1583180/rio-2016-michelle-jenneke-looks-abs-olutely-fabulous-as-she-shows-off-her-olympian-figure-in-a-skimpy-bikini/
The Telegraph	Women only hear properly when gossiping or eavesdropping	https://www.telegraph.co.uk/news/newstopics/howabout-that/5298538/Women-only-hear-properly-when-gossiping-or-eavesdropping.html
The Daily Mail	Women who want to succeed at work should shut up - while men who want the same should keep talking, research says	https://www.dailymail.co.uk/news/article-2146015/Women-want-succeed-work-shut--men-want-talking.html
The Mirror	Angelina Jolie hides figure in black baggy sack dress as she visits Syrian refugees	https://www.mirror.co.uk/3am/celebrity-news/angelina-jolie-hides-figure-black-8810169
Chicago Tribune	Corey Cogdell, wife of Bears lineman Mitch Unrein, wins bronze in Rio	https://www.chicagotribune.com/sports/olympics/ct-bears-mitch-unrein-wife-wins-bronze-olympics-20160807-story.html

Below are examples of positive news articles about women and girls and articles that highlight gender inequality

The Guardian	Daily Mail 'Legs-it' front page criticised as 'sexist, offensive and moronic'	https://www.theguardian.com/media/2017/mar/28/daily-mail-legs-it-front-page-sexist
The Independent	Young Girl Writes Letter To Lego Asking For More Female Characters In Its Magazine	https://www.independent.co.uk/life-style/lego-magazine-female-characters-letter-girl-twitter-sexism-samuel-west-a8875786.html
The Independent	<p>This is what happens when you try to take away podium girls from sports events in 2018</p> <p><i>The Tour de France is retaining its podium girls, after Formula 1 dropped grid girls, and furious darts fans demanded the return of walk-on girls by insisting: 'Keep the ladies where they should be'</i></p>	https://www.independent.co.uk/sport/cycling/podium-girls-tour-de-france-cycling-f1-grid-girls-sexism-sport-darts-boxing-walk-on-ring-fans-a8446441.html
The National	Feminist group highlights 'systemic racism' in Scotland	https://www.thenational.scot/news/18655102.feminist-group-highlights-systemic-racism-scotland/
Marie Claire	Lyda Hill Philanthropies Launches the IF/THEN Collection to Educate About Women In STEM	https://www.marieclaire.com/career-advice/a33414900/lyda-hill-philanthropies-if-then/
The Irish Times	Guiding young Irish women, who lack representation in Stem fields, all the way to world finals	https://www.irishtimes.com/life-and-style/health-family/guiding-young-irish-women-who-lack-representation-in-stem-fields-all-the-way-to-world-finals-1.4318937
BBC News	US election 2020: The 19th amendment and a 100-year milestone for women:	https://www.bbc.co.uk/news/world-us-canada-53811539

Media Literacy – key words and questions

<ul style="list-style-type: none">• Reliability	<ul style="list-style-type: none">• Who created this message?
<ul style="list-style-type: none">• Analysing	<ul style="list-style-type: none">• How is it constructed?
<ul style="list-style-type: none">• Reflecting	<ul style="list-style-type: none">• What is being left out?
<ul style="list-style-type: none">• Evaluate	<ul style="list-style-type: none">• What is their goal?
<ul style="list-style-type: none">• Validity	<ul style="list-style-type: none">• Do I agree with what is being said?
<ul style="list-style-type: none">• Authenticity	<ul style="list-style-type: none">• Do I agree with what is being said?
<ul style="list-style-type: none">• Gathering	<ul style="list-style-type: none">• What are others saying about this?

Letter Template

Dear _____

We are the _____

We have been taking part in Girlguiding Scotland's Media Mindful campaign to learn all about how girls and women are shown in the media and how to challenge negative stereotypes and gendered messaging.

As part of Media Mindful we had to choose one thing we wanted to change.

Our group chose

We chose this because

We want to make change by

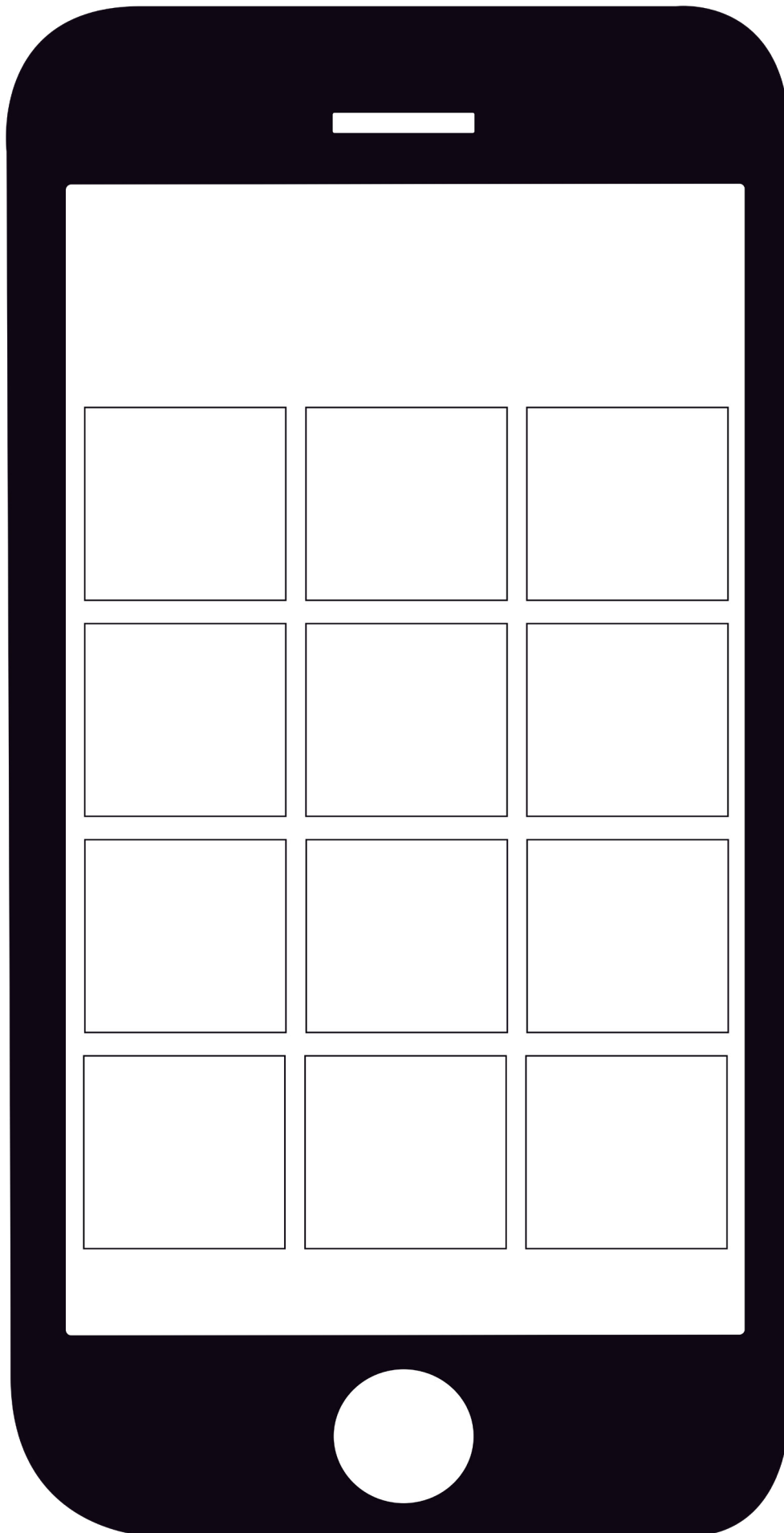
We would love it if you could help us with our project by

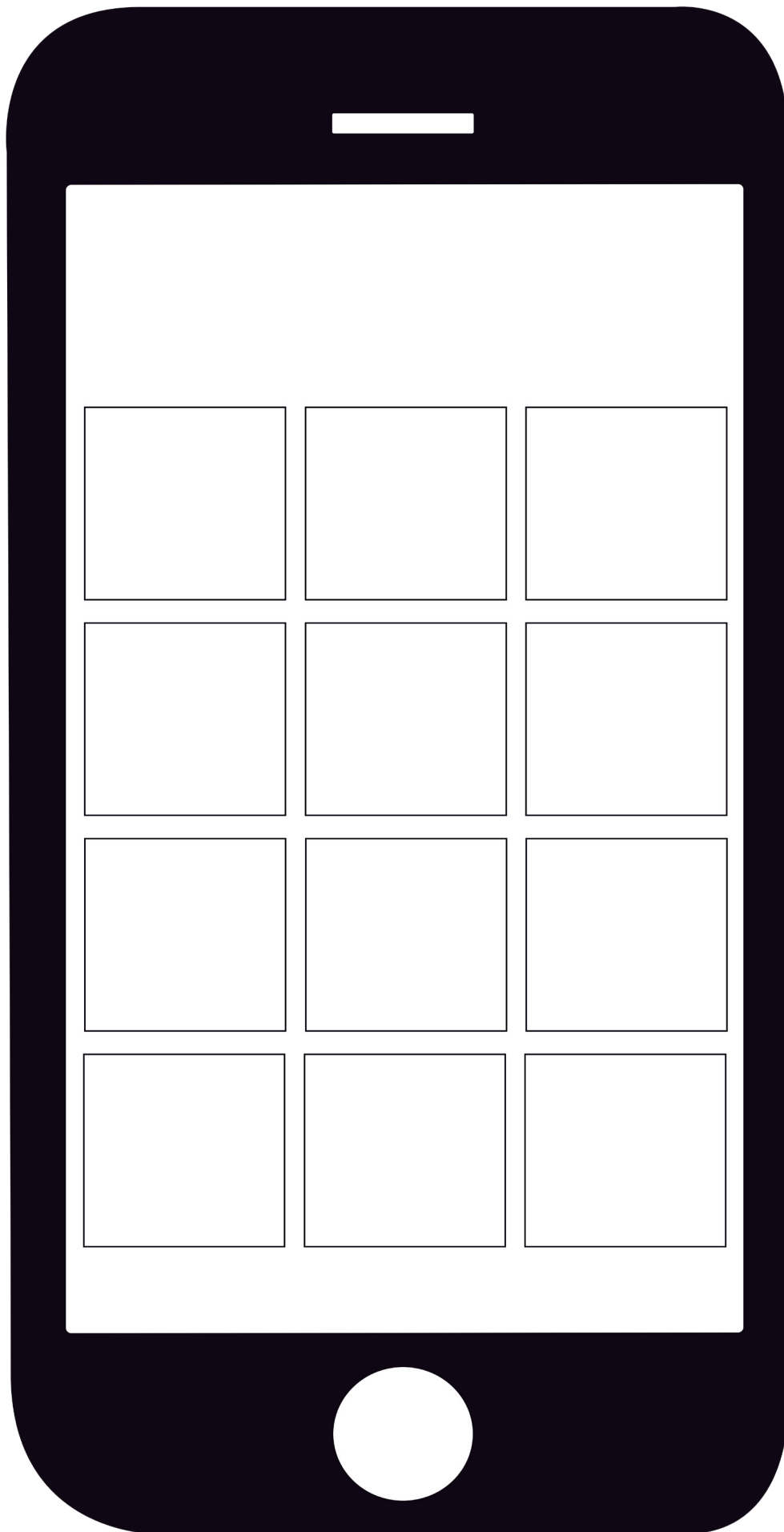
If you would like to find out more, please get in touch with our leader by emailing _____
_____ or sending a letter to _____

Thank you for reading.

From _____

Social Media Profile Template





Media Mindful: Links to Interest Badges & Skills Builders

Rainbows

Section of Pack	Activity	Programme
Section 1	Activity 2	Skills builders - Make Change stage 1 Set the Story Straight
Section 2	Activity 1	Skills builders - Influence stage 1 Swings or roundabouts Skills builders - Influence stage 2 Character mix-up
Section 2	Activity 2	Skills builders - Influence stage 1 Fact finding
Section 3	Activity 1	Skills builders - Communications stage 1 This is what I believe
Section 3	Activity 2	Skills builders - Reflect stage 2 Question Time Skills builders - Make Change stage 2 Changing Minds Skills builders - Influence stage 2 Character mix-up Interest badge - Storyteller 3. Tell your own story
Section 4	Activity 1	Skills builders - Reflect stage 1 What matters most?
Section 4	Activity 2	Skills builders - Influence stage 2 Spread the word Skills builders - Make Change stage 1 No problem Skills builders - Make Change stage 1 Care about my cause

Brownies

Section of Pack	Activity	Programme
Section 1	Activity 2	Skills builders - Influence stage 3 Persuasive performers Skills builders - Make Change stage 2 Changing minds Skills builders - Make Change stage 3 Memorable messages
Section 2	Activity 1	Skills builders - Influence stage 2 Character mix-up Skills builders - Influence stage 3 Persuasive performers Skills builders - Make Change stage 2 Changing minds
Section 2	Activity 2	Skills builders - Influence stage 3 Believe it or not
Section 3	Activity 1	Skills builders - Reflect stage 2 Question time Skills builders - Reflect stage 3 Question quest
Section 3	Activity 2	Skills builders - Influence stage 3 Persuasive performers Skills builders - Make Change stage 2 Changing minds Skills builders - Communicate stage 2 It's not what you say Skills builders - Communicate stage 2 Don't ask, don't discover Skills builders - Communicate stage 3 Beat the butterflies Interest badge - Performing
Section 4	Activity 2	Skills builders - Influence stage 2 Spread the word Skills builders - Influence stage 3 Decisions decisions Skills builders - Influence stage 3 Comeback club Skills builders - Making Change stage 2 Changing minds Interest badge - Speaking Out 3. Challenge decision makers

Guides

Section of Pack	Activity	Programme
Section 1	Activity 2	Skills builders - Make Change stage 3 Memorable messages Skills builders - Make Change stage 5 Areas of influence Skills builders - Influence stage 5 People power
Section 1	Top Tip!	Skills builders - Make Change stage 5 Be zine, be heard! Interest badge - Vlogging
Section 2	Activity 1	Skills builders - Make Change 4 Who cares? Skills builders - Influence stage 3 Persuasive performers
Section 2	Extra!	Interest badge - Media Critic
Section 2	Activity 2	Skills builders - Influence stage 3 Believe it or not
Section 3	Activity 1	Skills builders - Communicate stage 5 What's the message in your media
Section 3	Activity 2	Skills builders - Influence stage 5 People power Skills builders - Communicate stage 3 Beat the butterflies Skills builders - Communicate stage 5 What's the message in your media Skills builders - Communicate stage 5 That's what I said Skills builders - Communicate stage 5 Plain to see Interest badge - Media Critic
Section 4	Activity 1	Skills builders - Communicate stage 5 What's the message in your media Skills builders - Make Change stage 3 Memorable messages
Section 4	Activity 2	Skills builders - Make Change stage 5 Areas of influence Skills builders - Influence stage 3 Decisions decisions Skills builders - Influence stage 3 Make my voice louder Skills builders - Influence stage 4 MP, hear me! Skills builders - Influence stage 4 Better letter forward Interest badge - Campaigning

Rangers

Section of Pack	Activity	Programme
Section 1	Activity 2	Skills builders - Make Change stages 5 & 6 Skills builders - Influence stages 5 & 6
Section 1	Top Tip!	Skills builders - Make Change stages 5 & 6 Interest badge - Blogging
Section 2	Activity 1	Skills builders - Make Change stages 5 & 6 Skills builders - Influence stages 5 & 6
Section 2	Extra!	Interest badge - Women's rights
Section 2	Activity 2	Skills builders - Influence stages 5 & 6
Section 3	Activity 1	Skills builders - Communicate stages 5 & 6
Section 3	Activity 2	Skills builders - Communicate stages 5 & 6 Skills builders - Influence stages 5 & 6 Interest badge - Morals and Values
Section 4	Activity 1	Skills builders - Communicate stages 5 & 6 Skills builders - Make Change stages 5 & 6
Section 4	Activity 2	Skills builders - Make Change stages 5 & 6 Skills builders - Influence stages 5 & 6



@Girlguiding Scotland

Girlguiding Scotland is the operating name of The Guide Association Scotland, Scottish charity number SC005548.

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