

SHOPPING SPREE

Decide what kinds of stores would best bring out the body image issues in your culture and set up four areas for the stores. Examples of what the businesses can be include a high fashion clothing store, a skincare and cosmetics store, a weight loss centre, and cosmetic surgeon offering a 75% discount on all procedures, and a hairdressing salon. You can add different stores according to the number and needs of the group.

Four participants volunteer to be shopkeepers for the group's shopping spree. Each shopkeeper is assigned a beauty related store. Each participant, including the shopkeepers, is given a folded paper with a description of their new character. They must not look at the paper, but must hand it over to each participant they interact with. Participants react to each other based on the information the paper holds about their personality. At the end of the activity, participants try to guess who they were based on the reactions they were given. The facilitator leads a debriefing discussion.

When every participant has visited each store they may go home, i.e. sit.

When the game is over allow participants to look at their paper. Give each participant a chance to describe how they were treated, what they thought was written on their paper, and how the experience made them feel. When each participant has had a chance to talk, lead a discussion based on the **discussion** notes provided.

- What stood out the most for you from this game?
- Has the game taught you anything?
- What surprised you?
- Did any traits stand out as particularly desirable or undesirable? Why is that?
- Does it strike the group that everyone was treated differently based on physical appearance only? Why is our society like that?
- Is it the same for men and boys?
- Why do women and girls face so much more physical pressure to be beautiful/attractive?
- What causes this pressure? Family, friends, media, school, boyfriends/husbands, other?
- What is the impact of this pressure on women and girls?
- Is it fair/right/healthy for women and girls to face this pressure?
- Is it only physical or are there other elements to the pressure? E.g. women must be seductive, or women should not enjoy sex, or women should be fragile, etc.
- What can be done to increase women and girls' self esteem?

Height: Tall Weight: Overweight Face: Beautiful Hair: Blond, Short, straight, healthy Dress: Elegant	Height: Short Weight: Thin Face: bad skin Hair: Blond, Short, curly, healthy Dress: casual	Height: Average Weight: Average/healthy Face: Attractive Hair: Blond, Short, wavy healthy Dress: sporty	Height: Average Weight: Average/healthy Face: Average/Plain Hair: Blond, long, straight, healthy Dress: sexy	Height: Average Weight: Overweight Face: Average/Plain Hair: Blond, long, curly, healthy Dress: designer
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Height: Average Weight: Overweight Face: Average/Plain Hair: Short, straight Dress: sexy	Height: Tall Weight: Average/Healthy Face: Average/Plain Hair: Short, straight Dress: Elegant	Height: Short Weight: Overweight Face: Attractive Hair: Short, straight Dress: casual	Height: Average Weight: thin Face: Average/Plain Hair: Short, straight Dress: sporty	Height: Average Weight: Average/Healthy Face: Beautiful Hair: Short, straight Dress: sexy
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WHAT (EUROPEAN) SOCIETY THINKS?

Divide participants into small groups, defined by roles:

8 Journalists (working in pairs)

4 members of a family with kids

3 teenagers

2 old lovers who lived the '68 revolution

2 young very religious lovers

1 single mother

3 university students

2 young models

2 football players

1 business man

2 lgbt lovers

All the participants, except the journalists will be spread throughout the location and act their roles. Each couple of journalists will be given one of these working sheets:

A) Act like a man – job

b) Act like a man – what people say if you don't

c) Act like a woman – job

d) Act like a woman – what people say if you don't

Journalists will visit each character, conducting a fictional survey asking, depending on the worksheet, What does it mean to act like a woman/man and what's the right job related to that attitude/what people could say or do if you don't act like society expects from your gender.

After all journalists have visited all the characters, they will present the results to the audience. **Discussion** and reflection will be guided afterwards:

- How and where do we learn our perception of male and female roles?
- Do these roles and descriptions limit or enhance us in life choices?
- Have you or someone you know ever acted differently from how your gender is "supposed" to act?
- Have you or someone you know ever stood up for a person who challenged the gender stereotypes?
- What other conclusions/statements do you have about this topic?

CAR AND DRIVER

Participants are paired off and assigned the role of car or driver. The car must keep her eyes closed and follow the instructions of the driver who stays behind her giving instructions silently with a set of touch signals. It is the driver's responsibility to protect the car from collisions. Group discussions after the game explore the emotional implications of leading and blindly following.

Talking is not allowed, and drivers will communicate to cars with the following **touch signals**:

- a. Touch on the middle of the back means walk
- b. Subsequent touches on the middle of the back mean walk faster
- c. Touch on right shoulder means turn right
- d. Touch on left shoulder means turn left
- e. Touch on head means stop

After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa.

Stop the second round after one or two minutes and have the group return to their seats.

Lead a **discussion** on the activity:

- How did it feel being a car?
- How did it feel being a driver?
- Which did you prefer? Why?
- What were some of the challenges of being the car?
- What were some of the challenges of being the driver?
- What did you enjoy most about each role?
- What did this exercise teach you about leadership?
- What does it mean to be an effective leader?
- Is there any value in following?
- Does following have a role in leadership?
- If yes, what role?