



# QUALITATIVE RESEARCH FOR GENDER STEREOTYPING IN ADVERTISING

## Appendix

Final issue 13 July 2017

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## 1 Appendices 1 and 2 overview

Appendices 1 and 2 provide specific comments raised by participants across the research regarding individual adverts shown. Adverts were shown in a range of ways across the research:

- Shown individually and reviewed before another advert was shown and reviewed. This was the way in which most adverts were shown and discussed across the research.
- Shown as part of a mood board. Mood boards (A3 size sheets) were put together to contain a variety of print, social-media adverts, and stills from television adverts. Each board was designed to show a range of adverts specifically depicting men, women, boys or girls and was shown to relevant participants. Showing adverts in this way helped participants consider the cumulative impact of adverts
- Shown as part of an example ad break. Here adverts were shown back-to-back to simulate a real life ad break. This approach was used for children's adverts when viewed by parents of pre-schoolers.

A rotation plan was used to ensure that adverts were shown in different orders to help minimise order bias.

It should be noted that the amount of feedback provided for each advert varies. This reflects the amount of feedback gathered for each advert. Some adverts caused more debate and discussion than others, and this is reflected in the amount of information provided in these appendices.

With reference to the report, key primary and secondary factors are cited for each advert.

Where views and comments relating to harm and offence are included these are the views of participants. Where the themes of harm and offence are not mentioned for a specific advert, nothing on these themes emerged for this advert.

Adverts are categorised by whether they were included to encourage participants to consider gender roles and characteristics, or objectification, sexualisation and body image.

Adverts in each section are listed alphabetically.

## 2 Appendix 1: Roles and characteristics

### 2.1 Advert 1: Aptamil (television)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Some parents felt strongly about the gender based aspirations shown in this advert specifically noting the stereotypical future professions of the boys and girls shown.
- These parents queried why these stereotypes were needed feeling that they lacked diversity of gender roles and did not represent real life.

### 2.2 Advert 2: Ari (broadcast)



- This advert was shown to teen girls.
- The key primary factor influencing views of this advert was: identification with the role or person.
- Whilst teen girls felt the appearance of the female role in this advert was stereotypical in terms of using gender-specific colours and overtly feminine clothing, they also identified with some aspects of the character's behaviour.
- The female role was perceived to project positive qualities such as self-confidence which was felt to be empowering and therefore the gender portrayal was not seen as harmful or offensive by participants.

### 2.3 Advert 3: Asda (broadcast)



- This advert was shown to adults and teens.
- The key primary factors influencing views of this advert were: reflecting personal beliefs and views, identification with the role or person, and resonance of the scenario.
- This advert was perceived to depict a stereotypical gender portrayal of a family although the scenarios depicted were felt to be realistic.
- Participants identified with the portrayal of the mother in this advert (some teen girls identified strongly with her) as it showed that she shouldered the majority of household tasks while the rest of the family, and the father in particular, did not take any responsibility. Some felt this was realistic while others felt this did not represent real life.
- Some felt the advert failed to demonstrate the mother's value to the family. However, as some aspects of the role and its portrayal were seen as accurate, teen participants did not perceive the ad to be offensive.

## 2.4 Advert 4: Baby Annabel (broadcast)



- This advert was shown to parents of pre-schoolers and tweens.
- The key primary factor influencing views of this advert was: reflecting personal beliefs and views.
- Parents of pre-schoolers noted that this advert was stereotypical in the way it adopted gender-specific colours to denote the girl and the setting.
- The advert also portrayed a girl playing with a doll, which was considered stereotypical
- In addition, the setting was unrealistic as the bedroom was 'perfect'.
- The advert was not seen as offensive by participants but was considered predictable and uninspiring.

## 2.5 Advert 5: Chicco



- This advert was shown to parents of pre-schoolers.
- The key primary factor influencing views of this advert was: reflecting personal beliefs and views.
- This advert was perceived to be stereotypical in that it showed same-gender parent and child playing together.

- The toy, which was a robot/car was advertised by a male child rather than a female child.

## 2.6 Advert 6: Cosatto (social media)



**Cosatto**  
Sponsored · 🌐

Mumhood is not just a state of joy, it's also a state of dress. It's now more important than ever. A little someone is looking up to you. You're their style icon. Show 'em how it's done.

- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and identification with the role or person.
- The advert was considered by participants to portray an unrealistic image of a new mum.
- Those who identified with the role and had recently been new mums themselves noted that in reality new mums had little time to concentrate on fashion and style. They felt that his advert suggested new mums should look a certain 'perfect' way, and therefore felt that this advert could be sending out a problematic message, pressurising new mums to conform to this ideal. A few participants therefore felt that this advert could be harmful.
- This advert was noted as showing stereotypical gender roles, promoting the mum as the care-provider for the child. Some younger males noted that the feminine colour of the advert and lack of a male presence suggested that men were less likely to get involved in pushing the pram.
- Some younger females, including those with young children described their relationship with the brand, noting that it was 'high-end' and not affordable. Because they did not consider themselves to be the target of the advert, there was limited resonance with these younger women.

## 2.7 Advert 7: Design a Friend (broadcast)



- This advert was shown to tweens.
- The key primary factor influencing views towards this advert was: identification with the role or person.
- Tween girls perceived this advert to lack diversity as they were aware that girls do not only play with dolls in real life and that not only girls play with dolls.
- Tweens were not able to articulate the impact of this portrayal on their future aspirations but when asked what the potential careers for the girls in the advert might be they responded with stereotypical female roles such as beautician or hairdresser which suggests the advert may contribute to limited aspirations.

## 2.8 Advert 8: Diesel (broadcast)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and resonance of the scenario depicted.
- The key secondary factor cited for this advert was: understanding of the message.
- This advert was considered to show an extreme example of a submissive female and assertive

male.

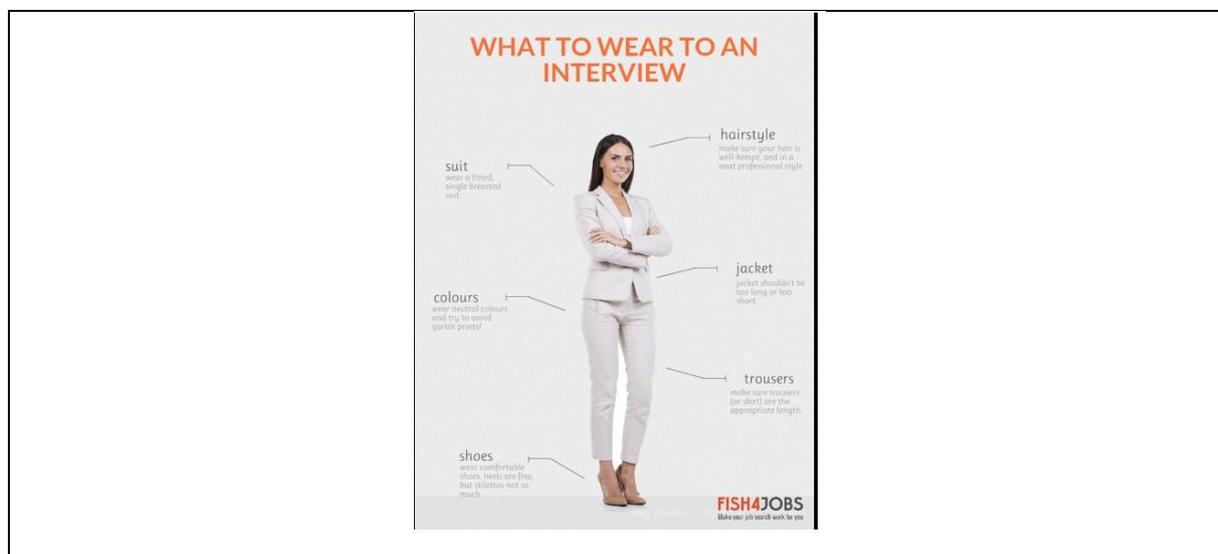
- Most participants found it very difficult to resonate with the role, people or scenario depicted in the advert and therefore felt distanced from the advert. These participants felt that the portrayal of the male was too unrealistic to take seriously.
- A couple felt some discomfort and queried whether the advert was harmful in portraying a problematic message for young girls. Overall some felt that this advert could be harmful to young girls although did not think that it would be personally harmful. The research suggests that various aspects of the female role may have generated this discomfort. Firstly, the overly passive role was considered to overly emphasise the dominance of the male. Secondly the 'normality' of the female brought the advert into a more realistic realm, moving away from a 'fantastical feel' and more aligned with the real world.
- Some participants noted that they were unsure whether the advert was aimed at men or women making it difficult to fully relate to.

## 2.9 Advert 9: Dior (broadcast)



- This advert was shown to teens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views, and identification with the role or person depicted.
- Teen boys did not identify strongly with the male role portrayed in this advert and found the relationship depicted to be stereotypical as the male was portrayed as masculine, arrogant and superior towards the submissive female.
- The advert was therefore perceived by them as stereotypical in terms of its depiction of a relationship but they did not regard this as offensive or harmful.
- NB Teen boys were not able to decode the full complexity of the characteristics of the male role portrayed in the advert.

## 2.10 Advert 10: Fish4Jobs (print)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- The scenario and message of this advert resonated with participants and they expected that there would be a male equivalent of the advert.
- However the portrayal of the young woman was felt to be stereotypical as she was slim and attractive (although not sexualised).
- There was an expectation that a woman needed to conform to a certain appearance to be taken seriously, which was regarded by participants as potentially offensive.

## 2.11 Advert 11: Game of War - boy (online advert)



- This advert was shown to teens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views, and identification with the role or person depicted.
- Teen boys initially identified with the male role portrayed in this advert and found his physical

aggression attractive but on reflection they considered this portrayal to be stereotypical.

- Both teen boys and girls felt the advert was potentially harmful for those who felt vulnerable about their appearance as it depicted physical perfection and could suggest to boys that aggression was an aspiration and being weak was unacceptable.

## 2.12 Advert 12: Game of War - girl (online advert)



- This advert was shown to teens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views, and identification with the role or person depicted.
- Teen girls did not identify with the female role in this advert and felt her lack of clothing and sexualised appearance contradicted the messages of power and confidence depicted by the scenario.
- Teen boys were aware that the role of sexualisation was simply to attract men to the advert.
- Teen girls felt the advert was offensive to girls for conflating sexualisation with a positive aspiration.
- Both teen boys and girls felt the advert could be harmful by suggesting certain behaviours were appropriate and that females needed to look a certain way.

## 2.13 Advert 13: GAP (social media)

**FIRST BIG DAY**  
**Outfits We Love**  
 Smiles guaranteed with preschool perfect looks. Who will you be?  
 SHOP NEW ARRIVALS | TODDLER GIRL | TODDLER BOY

**THE ADVENTURER**  
 Layer your dresses and jeans. Lesson learned—be yourself.  
 HER DRESSES >  
 HER JEANS >

**THE LITTLE SCHOLAR**  
 Your future starts here. Shirts + graphic tees = genius idea.  
 HIS T-SHIRTS >  
 HIS TROUSERS >

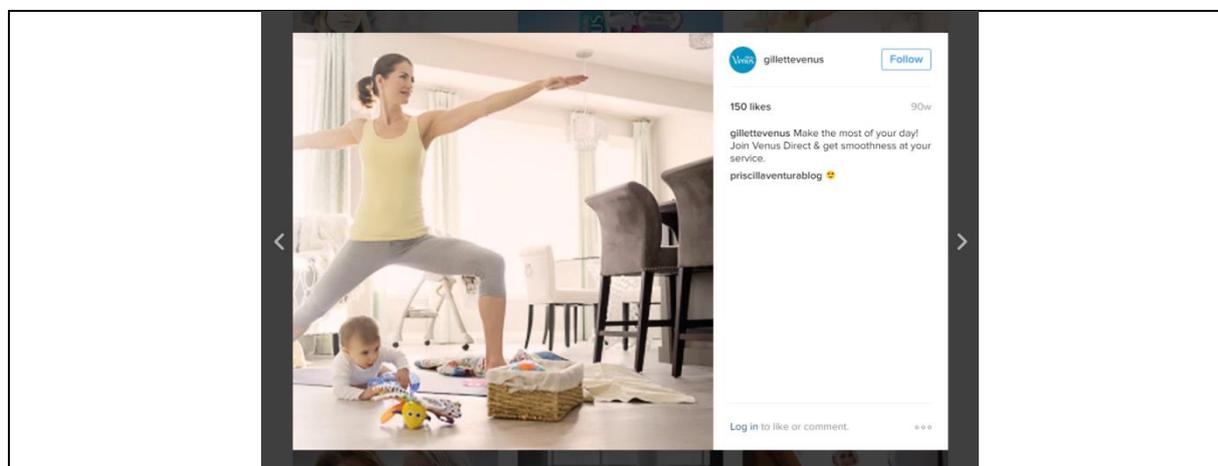
**THE SOCIAL BUTTERFLY**  
 Chambray shirts + logo sweatshirts are the talk of the playground.  
 HER LOGO STYLES >  
 HER TROUSERS >

**THE COMEDIAN**  
 Recess ready in ColdControl and durable soft denim.  
 HIS COATS & JACKETS >  
 HIS JEANS >

Tap the #preschoollook to share your look

- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Ethnic minority mums noted a combination of gender and ethnicity stereotypes in this ad.
- Whilst participants felt positively towards defining a girl as an adventurer they queried why it needed to be the mixed race girl. Equally they queried why it was the white boy who out of all of the children was labelled as the scholar. Overall these mums felt that it was inappropriate to label children in this way.
- Whilst they were not certain that their own children would pick up on this type of labelling they felt that, more broadly, it was problematic to suggest that certain children belonged in certain boxes as it could suggest limitations on roles for genders and ethnicities.

## 2.14 Advert 14: Gillette Venus (social media)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: identification with role or person and resonance of the scenario depicted.
- Some noted that this advert showed a 'perfect' mum and a 'perfect home'. The perfect home was felt to be over idealized and therefore made it more difficult for participants to relate to the advert.
- Participants agreed that they expected adverts to show perfect and aspirational images of roles and home environments and whilst they knew that that these were not realistic, they were not considered to be offensive or harmful.
- Some mums felt that the perfect mum was an unrealistic portrayal.

## 2.15 Advert 15: Hatchimals (broadcast)



- This advert was shown to parents of pre-schoolers.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Participants perceived this advert to be stereotypical in its depiction of same-gender portrayals of children playing with toys.
- The advert was also perceived to be unrealistic as all the children were 'perfect' in terms of

appearance and their 'happy and relaxed' behaviour.

- This advert was not considered by participants to be offensive or harmful.

## 2.16 Advert 16: Hedgiez (broadcast)



- This advert was shown to parents of pre-schoolers.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Participants perceived this advert to be stereotypical in its depiction of same-gender portrayals of children playing with toys.
- In addition, the children and the setting were also depicted using stereotypical gender-specific colours.
- The advert was also perceived to be unrealistic as all the children were 'perfect' in terms of appearance and their 'happy and relaxed' behaviour and the bedroom was also 'perfect'.
- This advert was not considered by participants to be offensive or harmful.

## 2.17 Advert 17: I Am The Agent (poster)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and

views.

- Female participants noted the use of stereotypes in this advert, including the profession of the male – a soldier – and the domestic role of the female – focusing on the kitchen. These participants were frustrated by this portrayal. They did not find this stereotype offensive but did feel that it lacked imagination and missed an opportunity to show something different.
- A few felt that this advert showed women in a submissive role, the language used (e.g. ‘my property’) suggested that the male was in control.
- Overall some female participants felt that this advert could be offensive.

### 2.18 Advert 18: KFC (broadcast)



- This advert was seen by teens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views, and identification with the role or person depicted.
- Teen boys identified with the roles and scenario in this advert because of the male ‘banter’ used.
- Teen girls felt that the roles and scenario were both offensive and potentially harmful because they suggested that males who displayed weakness of character or difference could not be accepted.

### 2.19 Advert 19: Lynx (broadcast)



- This advert was seen by teen boys.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views, and identification with the role or person depicted.

- Teen boys were drawn to the fast paced and energetic style of the advert which depicted a range of young men in different scenarios designed to demonstrate their unique qualities.
- The message of increased confidence also resonated.
- However, teen boys did not identify strongly with the roles portrayed - which were perceived to be stereotypical - and they felt these could potentially promote bad behaviour. However, it was evident that some of the wide range of roles and characteristics portrayed were not fully understood by teens as these portrayals did challenge stereotypes.
- The advert was not perceived by these participants to be harmful in terms of gender portrayal because of the positive message.

## 2.20 Advert 20: MC<sup>2</sup> (print)



- This advert was shown to tweens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views.
- Tween girls identified with the more age-appropriate characteristics of the dolls in this advert but did not identify with roles demonstrating more 'adult-like' characteristics such as make up and dyed hair.
- Tween boys did not identify strongly with the advert which they perceived to be stereotypically feminine because of the overtly gender-specific colours used and because of the dolls.

## 2.21 Advert 21: Millennium (radio)

### Script

A male voiceover stated "Jim's called in sick." A female voiceover asked "What does Jim teach?", to which the male voiceover replied "PE." The female voiceover then stated "Get MPS on the phone, we'll need cover. Their competitive pay and no admin fees for payroll or DBS checks means they'll just have who we need. Tell them I want a fit young thing, washboard abs, in short shorts, shirts so tight we can tell if the temperature drops." The female voiceover then gasped. The male voiceover

said “I’ll ask for their best PE teacher. Just as well they offer support.” The female voiceover said “I know who I’d support. For a call back from MPS Education text ‘TEACH’ to [telephone number].”

- This advert was played to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Participants felt this advert depicted a stereotype of an older woman who was desperate for sex and the majority felt this portrayal was old-fashioned and dated.
- The objectification of the man was not considered problematic for women participants.
- A combination of the humour in the advert, and the lack of engagement with the scenario, brand and message all served to reduce negative feelings towards the portrayal and therefore the advert was not considered by participants as offensive.

## 2.22 Advert 22: Missguided (poster)



- This advert was shown to teen girls.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Participants did not identify with the role or characteristics of the gender portrayal in this advert which they viewed as stereotypical and potentially harmful.
- Whilst the message may have been intended to denote independence and rebellion, teen girls felt that the clothing and sexualised body pose could potentially promote harm by encouraging young girls to emulate the model in terms of her appearance and behaviour, and the label of ‘babe’ contradicted the messages of the advert and suggested conformity rather than independence.

### 2.23 Advert 23: Munch Bunch (broadcast)



- This advert was shown to tweens.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- The message of 'aspiring to be like parents' in this advert resonated with tweens but the portrayals shown were not felt to reflect real life.
- Whilst the depiction of the father using 'strength' resonated and was not felt to be stereotypical, tweens felt that mums could be depicted in more diverse ways than by showing high heels and make up.

### 2.24 Advert 24: Nenuco (broadcast)



- This advert was shown to parents of pre-schoolers.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Parents of pre-schoolers found the setting for this advert to be unrealistic and they did not identify with the portrayal of two parents bathing their child.
- They also perceived the depiction of the parents to be stereotypical; the father was shown wearing a 'business' type shirt compared with the mother's more casual attire and parents felt this suggested that the father had been given greater value in the parental relationship depicted

- This advert was not deemed offensive by participants but was viewed as stereotypical.

## 2.25 Advert 25: Nerf – Modulus (broadcast)



- This advert was shown to tweens.
- The key primary factor influencing views towards this advert was: identification with the role or person depicted.
- A key secondary factor influencing views of the advert was the participant relationship with the brand – Nerf was a well-known brand among tweens.
- Boys did not identify strongly with or aspire to be like the boys in this advert as their behaviour was not perceived to be typical of their own age group. The advert challenged beliefs to an extent as characters were shown as less active than expected and their interactions with the product focused on posing with the toy rather than playing with it as expected.
- However participants identified strongly with the brand and therefore the advert resonated for this reason.

## 2.26 Advert 26: Nerf – Rebelle (broadcast)



- This advert was shown to tweens.
- The key primary factor influencing views towards this advert was: identification with the role or person depicted.
- A key secondary factor influencing views of the advert was the participant relationship with the brand – Nerf was a well-known brand among tweens.
- Tween girls identified with some characteristics of the roles in this advert but some aspects of the roles challenged their personal beliefs e.g. in terms of girls playing with boys.

- The advert also challenged beliefs for tween boys as their behaviour in the advert was not stereotypical e.g. they were shown to run away from the girls.
- However, tweens identified strongly with the brand and therefore the advert resonated for this reason.

## 2.27 Advert 27: Star Wars



- This advert was shown to teen boys.
- The key primary factor influencing views towards this advert was: identification with the role or person depicted.
- A key secondary factor influencing views of the advert was the participant relationship with the brand.
- Participants identified strongly with both male roles in this advert and the brotherly dynamic they demonstrated.
- The scenario of the advert was felt to be realistic and participants identified strongly with it as they resonated with the love for gaming.
- The brand also influenced views of the advert with participants identifying strongly with the Star Wars brand.

## 2.28 Advert 28: Tesco Lego (print)



- This advert was shown to tweens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs or views, and identification with the role or person depicted.
- A key secondary factor influencing views of the advert was the participant relationship with the brand.
- This advert challenged stereotypes by having a girl shown to be interested in a toy typically associated with boys and the advert challenged beliefs about how boys and girls play.
- Both boys and girls initially therefore found it difficult to identify with the female role.
- Participants identified strongly with the Lego brand and they did not want to reject the advert because of this. Participants therefore demonstrated cognitive dissonance by changing their negative views of the female role to fit in with their positive view of the brand. In order to increase their acceptance of the female character in the advert, both boys and girls projected masculine qualities on to the female role.

## 2.29 Advert 29: V Tech



- This advert was shown to parents of pre-schoolers.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Having boys advertise the toys in this advert was felt to be stereotypical as parents felt the advert could have shown a mixed gender portrayal which would have challenged stereotypes.
- Views of the advert were reinforced by having a 'perfect' home environment.

## 2.30 Advert 30: Vax house and car (television)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: identification with the role or person.
- Whilst participants felt that it was stereotypical to show the mum cleaning inside the home and the dad cleaning the car, there was strong resonance with the scenario depicted, and this was considered to be reflective of real life.
- Some suggested that the advert could challenge traditional stereotypes by, for example,

showing men cleaning the home or by including user reviews from men at the end of the advert (the advert included user reviews from women).

### 2.31 Advert 31: Vax kitchen (television)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: identification with the role or person.
- Whilst participants felt that it was stereotypical to show the mum cleaning inside the home there was strong resonance with the scenario depicted, and this was considered to be reflective of real life.
- The advert showed the dad holding a baby and the mum dressed in a suit cleaning the kitchen. Participants felt that this advert demonstrated shared responsibilities in the household and was therefore reflective of real life families.
- Participants were positive towards the portrayal of the dad as looking after the baby and the fact that the mum looked like she was going to work; some felt that this went some way to address old-fashioned stereotypes.
- However, some felt that the advert had the potential to go further in challenging traditional stereotypes. For example, by having the man cleaning.
- A few participants further noted that the scenarios depicted were idealized, portraying the perfect home.

### 2.32 Advert 32: Virgin Atlantic



- This advert was shown to adults and teens.
- The key primary factor influencing views towards this advert was: identification with the role or person.
- Teen participants identified strongly with the message in this advert and this resonated as the range of scenarios shown in the advert suggested a positive aspiration of equality between male and female genders.
- For teens, any impact or influence in terms of the sexualisation of one of the female roles was overshadowed by the message and the high production quality of the advert.
- The message in this advert resonated with adult participants as it suggested that individuals could be what they wanted to be.
- Some adults noticed that the men and women's roles were stereotypical but this was downplayed by the strength of the message and the high production quality of the advert.

### 2.33 Advert 33: Weetabix (broadcast)



- This advert was shown to tweens.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs or views, and identification with the role or person.
- Both boys and girls found this advert to be stereotypical in its depiction of a sibling relationship and some therefore found it difficult to identify with the roles depicted.
- The stereotypical nature of the advert was also perceived to be denoted by using gender-specific colours for the children's appearance and behaviours.
- The advert was not deemed to be offensive because some of the scenarios shown in the advert

resonated for some tweens, including the end of the advert showing the girl 'winning'.

### 3 Appendix 2: objectification, sexualisation and body image

#### 3.1 Advert 34: Abercrombie and Fitch (print)



- This advert was shown individually to parents and teens.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Some mums felt this advert was inappropriate for children if this could be viewed in a public place as the body positioning of the male and female was sexualised.
- Parents noted that they would be embarrassed if they had seen this advert when with their young children (pre-teens).
- Parents felt this advert was potentially harmful for teens as it could stereotype a way to look and suggest that certain behaviours were acceptable.
- Teens did not comment specifically on this advert as it was shown as part of a mood board only.

#### 3.2 Advert 35: American Apparel



- This advert was shown to teen girls.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and

views.

- The role and scenario resonated with teen girls as the model was felt to be attractive but not idealised or perfect in terms of her appearance and she was adopting a natural pose. Although the fallen strap on her top was slightly sexualised, this was seen by participants as acceptable and not offensive.
- The setting was also felt to be natural and participants identified with the holiday setting.
- Therefore this advert was not considered problematic by those who reviewed it.

### 3.3 Advert 36: Blu (print)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- The key secondary factors influencing views towards this advert were: components of the advert production (the modern look and feel) and relationship with the product (e-cigarettes).
- Participants felt that the naked female body here was not necessary as it was not related to the product being advertised.
- Some were concerned about the scenario presented, questioning why a naked woman was standing in front of the window where others could see. These participants felt that this could suggest that this problematic behaviour was acceptable to younger people.
- Whilst some were positive about the inclusion of a black woman in the advert as an example of greater diversity in advertising, a couple questioned why a black woman had been chosen with these participants querying whether the woman was intended to portray the role of a prostitute.
- Some felt that inclusion of a black woman showed a more modern advert. Others felt that the 'arty' feel of the advert also gave it a modern look.
- Overall there was push-back towards advertising and glamorizing of e-cigarettes.

### 3.4 Advert 37: Budd Electricals (radio)

#### Script

The advert started with a group of voices singing “Go to Budd’s, Go to Budd’s, Go to Budd’s” in a football chant style. A male voiceover stated “Yes, everyone is going to Budd Electrical. It’s B, U, double D. And we all love a double D, right? But what we really love is that Budd Electrical is a Euronics store offering TVs, kitchen appliances, repairs and a price match against many online stores. T’s & C’s apply. Wash a full nine kilo load in just 32 minutes with this new Blomberg washing machine. Available at Budd Electrical [address]. The ad ended with a similar football style chant “Go to Budd’s, Go to Budd’s, Go to Budd’s”.

- This advert was played to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Participants felt that this advert used an old fashioned stereotype; using ‘sex’ to sell a product and that the approach used for the advert bore no relation to the product/ brand.
- Some felt that this advert was ‘tongue in cheek’ and noted that they would laugh if they heard it in real life.
- Once participants had reflected on the content of the advert, some expressed concerns. A couple of female participants noted that the content was disrespectful towards women and that they would feel embarrassed listening to the advert with their children.
- A few others began to question whether adverts of this type could prey on insecurities of some women who were less confident about the way they looked. Whilst participants did not describe the advert as offensive or harmful there was clearly some discomfort around it.

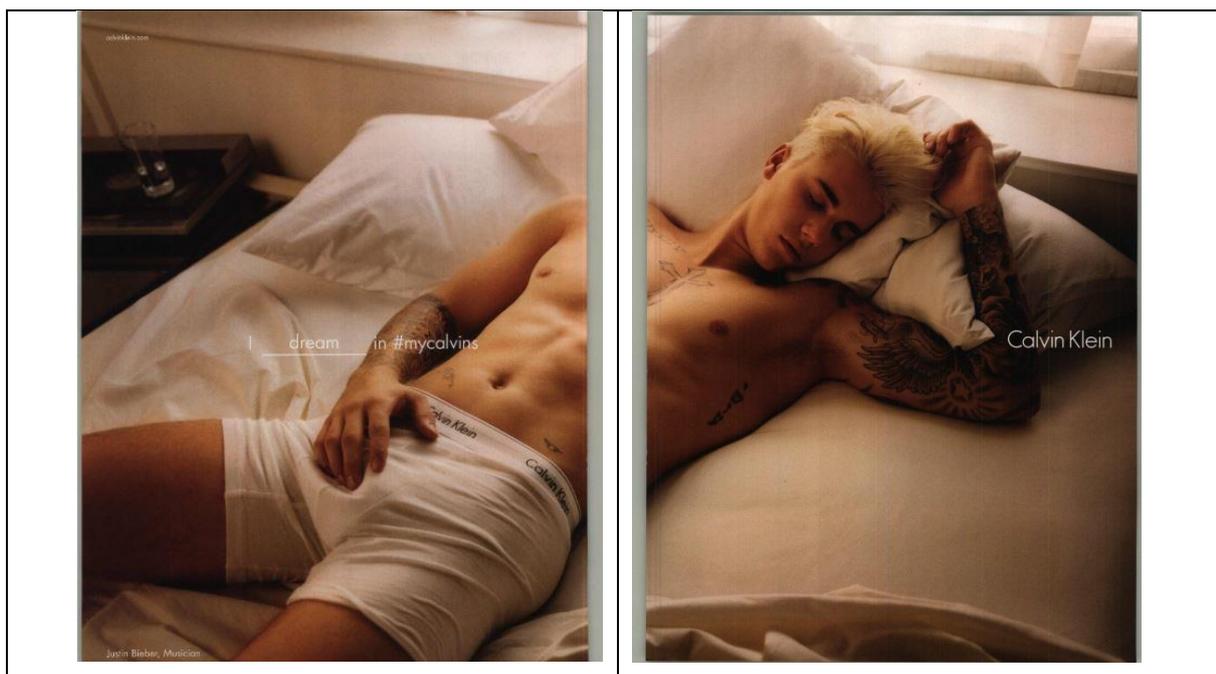
### 3.5 Advert 38: Bulk Powders (poster)



- This advert was shown to adults.

- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Participants queried why the nudity in this advert was needed.
- These participants felt that the advert was unrealistic in both the action of the man (this type of nudity would not be allowed in this setting in real life), and also the 'perfect' physical appearance. Whilst this lack of realism felt that many simply did not relate to the advert there were concerns that younger males would relate to it.
- A couple of participants expressed concern around the decency of the advert noting that they would not be comfortable if their child saw it.
- A couple of participants felt that this advert used humour to tell a deeper story and deliver a message; being confident in yourself. These participants tended to justify the portrayal of the body as a vehicle for the underlying story.

### 3.6 Advert 39: Calvin Klein (print)



- This advert was shown to teen boys.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Teen boys did not identify strongly with the celebrity used in this advert.
- The six pack and tattoos were in keeping with the celebrity's image and were not problematic.
- However, his sexualised pose caused some embarrassment and teens avoided discussing this element of the advert.
- Overall, participants believed the advert could potentially be harmful if seen by younger children.

### 3.7 Advert 40: Danone (television)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Some participants noted that it was less usual to see the objectification of the male body compared to the female body.
- It was agreed that this advert used an old fashioned stereotype.
- Participants felt that this advert reinforced the idea of the 'perfect male body'.

### 3.8 Advert 41: Doritos (broadcast)



- This advert was shown to teen boys.
- The key primary factor influencing views towards this advert was: identification with the role or person.
- Teens did not identify strongly with the roles or the scenario for this advert. The characters' behaviour was considered to be stereotypical and described as crazy and OTT.
- The advert was not deemed offensive by participants because they were unable or unwilling to project themselves into the scenario depicted in the advert and therefore did not engage strongly with the advert.

### 3.9 Advert 42: Givenchy (television)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and resonance of the scenario depicted.
- This advert was considered to portray women as submissive and men as assertive.
- The components of the advert production often distracted from the message. Some participants focused on the pleasant, romantic and 'escapist' feel of the advert whilst others focused on the appeal of the celebrity.
- The advert was not felt to depict a realistic scenario meaning that participants simply did not strongly identify with the role, people or scenario depicted. Whilst most participants felt that the unrealistic feel meant that it would not be taken seriously, a couple queried whether it portrayed a problematic message for children. These participants particularly noted the role of the submissive woman, assertive male, and suggested promiscuous nature of the male character.

### 3.10 Advert 43: Great Grass (print)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Some felt that this advert objectified the female as a sex symbol wearing clothing that

emphasized the body and because the model's face was not shown.

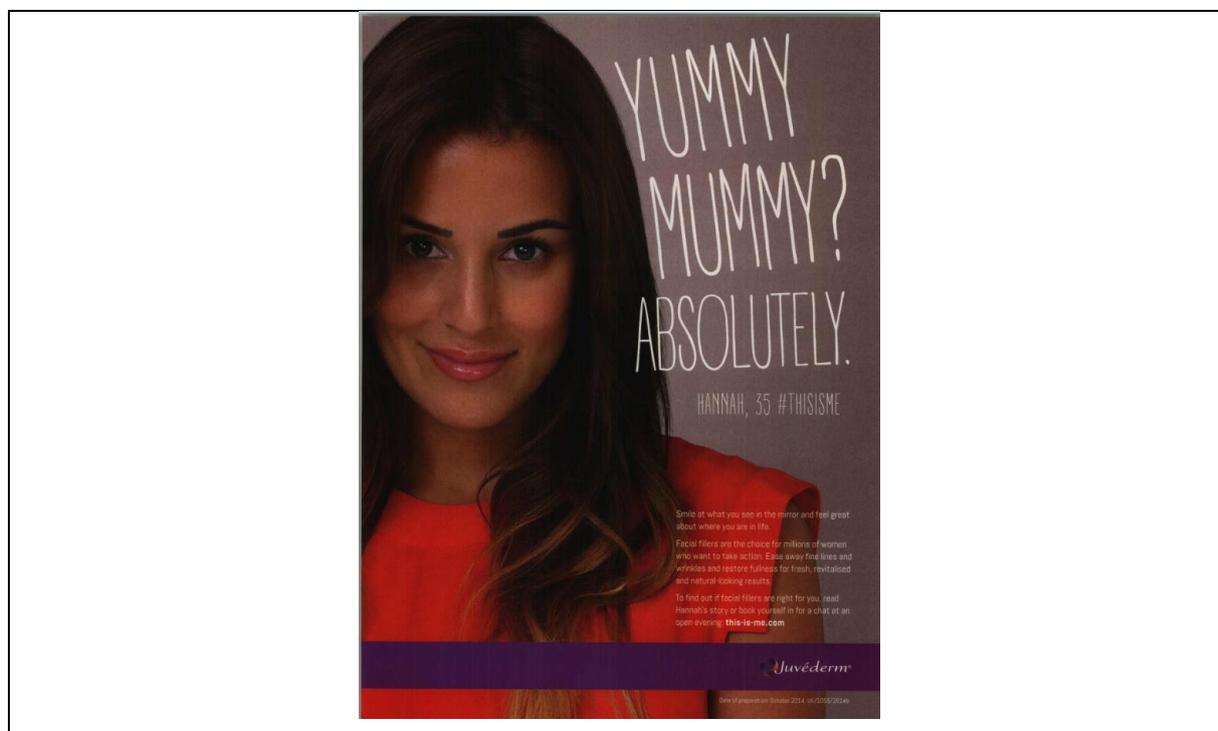
- This portrayal of the female body was not seen as directly relevant to the advert.
- Some participants felt they would be desensitized towards this type of portrayal as it had been such a common occurrence over the years.
- Those who felt that this advert had a 'cheap and tacky' feel and style suggested that this made it less relatable and not something that would be taken seriously. These participants did not find the advert offensive but did feel it was old fashioned and uninspiring.
- A minority were aware that there is a male equivalent of this advert which reduced negativity towards the advert.

### 3.11 Advert 44: Habitat (television)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Because the man in this advert was dancing alone within his own home, the advert had a humorous tone, and the man had a more 'normal' body (compared to men shown in other adverts), participants did not feel that he was being objectified.
- Some participants queried why the man in this advert needed to be in his underwear to advertise a coffee table, suggesting that there was an element of 'gratuity' within the advert.

### 3.12 Advert 45: Juvederm (poster)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and identification with the role or person.
- This advert was seen as an example of promoting 'perfection'.
- Female participants with children felt that the reference to a 'yummy mummy' in the advert specifically targeted the advert at mums and new mums. They expressed concern regarding this, noting that new mums in particular were often vulnerable, and this advert could pressurise them to think negatively about themselves and the way they look.
- Participants agreed that the advert would be less concerning if the 'yummy mummy' reference was removed.
- Other participants distanced themselves from this advert by expressing a lack of resonance with the person portrayed. These participants noted that the woman was probably wealthy if she could afford fillers, and therefore was a 'different' type of woman.



### 3.14 Advert 47: MAC Viva Glam feat. Miley Cyrus (poster)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- The key secondary factor influencing views towards this advert was: components of the advert production (use of the celebrity Miley Cyrus).
- Participants often had a negative reaction to this advert, feeling that the sexualised pose of the body was overly suggestive and clearly objectifying women.
- Some suggested that they would not feel comfortable with children or grandchildren seeing this advert noting that they felt it presented a poor role model and an example of sexualised behaviour to children.
- Some participants recognized Miley Cyrus noting that she was known for dressing in this way and 'shocking' people. These participants were more likely to dismiss the advert as 'predictable', and when they thought more broadly about the inclusion of Miley Cyrus, they reflected that perhaps the advert was no different to the types of images at pop concerts or in music videos.
- A few participants noted the HIV message within the advert, commenting that they felt there was a strong juxtaposition between the image and the written message. Some thought this made the advert more thought provoking whilst others felt that this juxtaposition between HIV and a sexualised tone was in poor taste.

### 3.15 Advert 48: Paco Rabanne (broadcast)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and resonance of the scenario.
- This advert was perceived to depict an old fashioned, stereotypical portrayal of a man and woman, with the man depicted as powerful and masculine and a sexualised body image, and the women shown as submissive and sexualised.
- The advert was also perceived to be typical for the perfume advert category and the inclusion of 'tongue in cheek' humour and the fantastical scenario reduced negative feelings towards the stereotypical portrayals and therefore the advert was not considered by participants as offensive.

### 3.16 Advert 49: Protein World (broadcast)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and identification with the role or person.
- Participants noted that although promoting a health related product, this advert still used

attractive women, who all looked similar and 'posed', with slim, tanned and attractive bodies.

- Some felt that this advert had a positive and aspirational message because it showed women exercising and putting effort into achieving their body.
- Some queried whether it was realistic to aspire to the body type shown, expecting that the images were photo-shopped, and suggested that this portrayal could be pressurising to young girls and/ or those with body image anxieties who could take these adverts at face value.
- Some participants felt that this could be harmful for vulnerable people with body image anxieties.

### 3.17 Advert 50: T Brewer (poster)



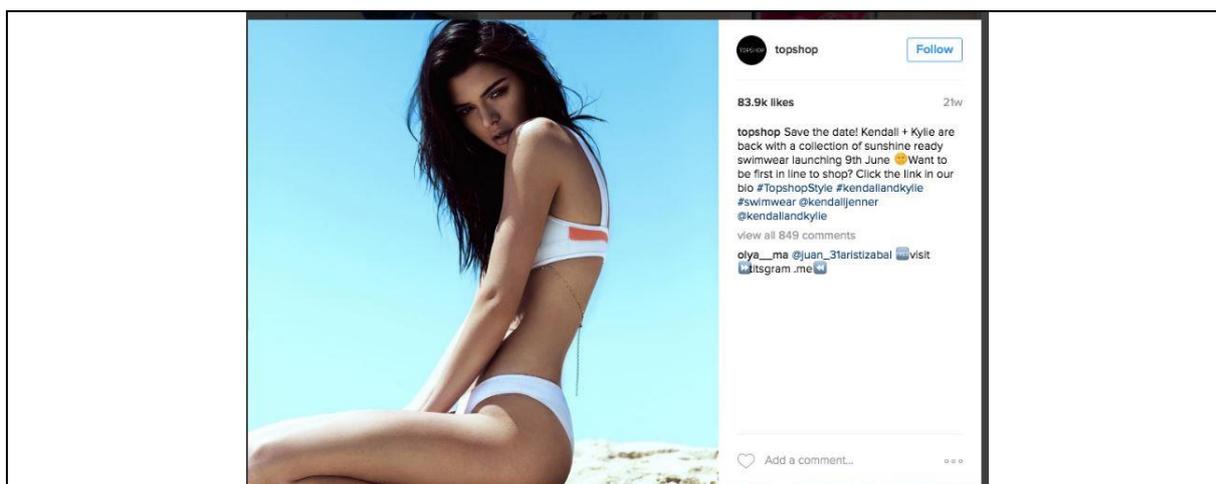
- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Some participants felt that this advert was stereotypical in using an attractive woman to appeal to men.
- This stereotype was considered old-fashioned and dated.
- Some felt that the style of the advert was 'cheap' and 'tacky'. Whilst some felt that this reinforced the out of date feel of the advert, others felt that this cheap feel emphasized the objectification of women.
- Some felt that this advert objectified the female as a sex symbol wearing clothing that emphasized her body. This portrayal of the female body was not seen as directly relevant to the advert.
- Overall whilst participants were not fully comfortable with the advert, it was not described by participants as harmful or offensive.

### 3.18 Advert 51: Tom Ford (print)



- This advert was shown to adults and teens.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Whilst participants recognized that perfume adverts often use the female body to convey femininity and that this advert aimed to be provocative they felt that the sexualised pose and gratuitous nudity was unnecessary.
- Some also felt that this image was air-brushed but overall the advert showed the 'perfect body' and could therefore promote an unrealistic body image to people.
- Some participants, teen girls in particular, felt that it could send out an unrealistic and potentially harmful message to girls that this is how women should look and this message could potentially limit future aspirations.

### 3.19 Advert 52: Topshop



- This advert was shown to teen girls.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- Teen girls identified with the celebrity in this advert and they aspired to her body image.
- At the same time, the advert was perceived to promote an unattainable perfection because of

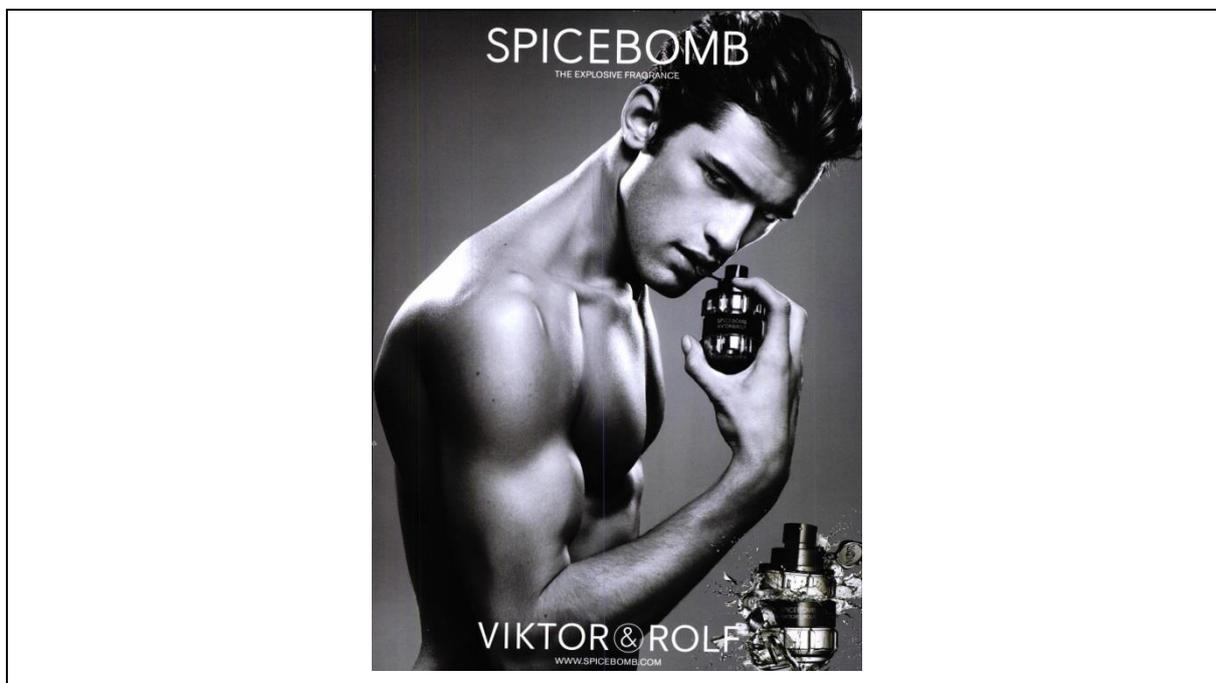
the body image and the advert was perceived as potentially harmful to younger children.

### 3.20 Advert 53: Transform (broadcast)



- This advert was shown to teen girls.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- The person in the advert, the naturalistic setting and the informal interview style all resonated with teen girls.
- However the message, whilst convincing for some, was perceived to promote an extreme idea of perfection and the advert was perceived to be harmful because it introduced a pressure to conform to a certain body image and could potentially encourage a new norm.

### 3.21 Advert 54: Viktor & Rolf (print)



- This advert was shown to adults.
- The key primary factor influencing views towards this advert was: reflecting personal beliefs and views.
- The key secondary factor influencing views towards this advert was: components of the advert production (tasteful and classy).
- The pose of the male body in this advert was not considered to be controversial.
- Whilst the 'perfect' male body was shown, the production of the advert meant that participants felt it looked 'tasteful' and 'classy'.
- There was no clear story around the male depicted; he was not perceived to be displaying 'negative behaviours'. With this in mind, this advert was not felt to be offensive.

### 3.22 Advert 55: West Quay Taxis (leaflet)



- This advert was shown to adults.
- The key primary factors influencing views towards this advert were: reflecting personal beliefs and views and resonance with the role or person.
- Participants noted that this advert went against gender stereotypes by showing a woman that was not stereotypically attractive. They reacted negatively to the message in this advert and felt that it was degrading to those who do not conform to body image stereotypes.
- Whilst some participants initially found this advert humorous, the more they considered the content, the more they felt uncomfortable with the way the older woman was being portrayed.
- After consideration participants also felt that this advert was insulting to men, suggesting that men just think about sex when they have had too much to drink.
- Participants felt that this advert was offensive because it ridiculed someone who did not conform to stereotypical norms of being attractive.

## 4 Appendix 3: research materials

Appendix 3 provides copies of discussion guides and mood boards used across the research.

### 4.1 Adult discussion guide

Below is the discussion guide used for focus groups carried out with adults. This discussion guide was used in the first round of the research, and some minor tweaks were made to it for use in the second round of the research. A shortened version of this guide was used for depth interviews and the hall-test interviews.

#### Discussion Guide: Adults GROUPS – 1.5 HOURS

##### Overall Objectives:

- 1) Exploring attitudes towards gender stereotyping in ads, encompassing the following categories:
  - Gender roles and characteristics in advertising to children
  - Gender roles and characteristics in advertising to adults
  - Objectification, sexualisation and body image
- 2) Understanding how, if at all, ads that fall into the above categories may impact on public attitudes and actions and considering the impact of individual ads and any cumulative impact in relation to different types of ads.
- 3) Exploring the areas of harm, offence and social responsibility in relation to the categories identified in Objective 1; understanding how much of a role advertising may play in relation to cultural and other factors

*Note: this discussion guide is intended to guide the discussion only. Please note that not all questions may be asked in the exact wording and order detailed below. Moderators may tailor the discussion to reflect participant comments.*

##### Please note:

**For those who complete section 3 we recommend that we show 2 x core bundles in each group (4 adverts in total).**

**For those who do not complete section 3 we recommend that we show 3 x core bundles in each group (6 adverts in total).**

**Please note that we have identified an 'if time' bundle should the group get through the core bundles quickly.**

**See Excel spreadsheet for rotation plan.**

**Please rotate order of stimulus shown**

**Moderator: please show broadcast adverts twice. Please feel free to replay the advert at any point to help the participants to recall the content. They may also like to freeze frame on the laptop to talk about a specific point.**

#### **1. Introductions 5 mins**

*(Aim: introduce the research to participants, and participants to each other)*

- Introduce self and GfK
- Explain audio recording, confidentiality and Market Research Society Code of Conduct.

- In London: explain viewing
- Discussion will last for 90 minutes.
- Explain: we are carrying out this research on behalf of a client who we will reveal at the end of the interview. They are very interested in understanding what the general public think of different adverts and we want to show you an advert and get your views of it
- There are no right or wrong answers. Please respect each other's' views.

### **Participant introduction:**

- First name
- Who you live with
- What is your favourite advert at the moment? Why?

## **2. Setting the context**

**5 mins**

*(Aim: explore where/ when people come across adverts and general views towards advertising)*

As mentioned, we'll be talking about advertising this evening. To start off with, I wanted to find out a bit more about how often, and when you tend to come across adverts...

- Where do you usually see adverts?
  - Prompt range of platforms: TV, online, press, radio, on-street/ out of home
- How often do you see adverts?
- Which adverts do you tend to like/ be drawn to? Why?
- Which adverts don't you really like? Why?
- *For parents:*
  - What type of advertising do your children tend to see?
  - How do you feel about this?

## **SECTION 3: PLEASE COMPLETE DEPENDING ON WHETHER PARTICIPANTS HAVE COMPLETED A PRE-TASK**

**Section 3a: completed pre-task 1: PLEASE SPEND 15 MINUTES HERE THEN MOVE TO SECTION 4**

**Section 3b: completed pre-task 2: PLEASE SPEND 15 MINUTES HERE THEN MOVE TO SECTION 4**

**IF THE GROUP DID NOT COMPLETE A PRE-TASK PLEASE GO STRAIGHT TO SECTION 4**

### **3a. Pre-task 1 discussion**

**15 mins**

*(Aim: discuss pre-task 1 – adverts diary – and how participants feel about the types of advertising they came across)*

I'd now like us to look at the homework you completed...

- *Moderator: ask participants to choose and talk about one of the adverts they noted in their diary*

Thinking about the adverts you saw and noted during the week...

- What do you think about the way that men are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give men?

- Why do you think they are shown in this way?
- How appropriate do you think this is?
- How 'typical' of adverts do you think this is?
- What do you think about the way that women are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give women?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?

### **3b. Pre-task 2 discussion**

**15 mins**

*(Aim: discuss pre-task 2 – adverts collage – and how participants feel about the types of advertising they came across)*

I'd now like us to look at the homework you completed...

- *Moderator: ask participants to present their collages*

Now we've seen everybody's collage...

- What do you think about the way that men are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give men?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?
- What do you think about the way that women are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give women?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?

### **SECTION 4: ALL TO COMPLETE REMAINING SECTIONS. PLEASE NOTE:**

- **IF COMPLETED SECTION 3A OR 3B PLEASE SPEND 30 MINS ON SECTION 4**
- **IF DID NOT COMPLETE SECTION 3A OR 3B PLEASE SPEND 45 MINS ON SECTION 4**

### **4. Reaction to adverts**

**30/ 45 mins**

*(Aim: gather reaction to adverts and discuss the role that these play in mirroring or shaping societal views)*

I'd now like to show you some other adverts. As we look at each one, I'd like you to look at the following sheet of words, and choose three words that you think describe this advert. Please do this individually and then we'll discuss as a group.

### Exercise sheet 1:

Predictable	Breaking the rules	Conventional	Unconventional
Aspirational	Uninspiring	Imaginative	Unimaginative
Stereotypical	Fresh	Realistic	Unrealistic
Diverse	Limited	Funny	Serious
Tongue in cheek	Grim	Comfortable	Uncomfortable
Inspirational	Boring	Open minded	Narrow minded
Typical/ expected	Unique	Depressing	Uplifting
Flippant	Thoughtful	Modern	Old-fashioned

- Which words did people choose?
- Why did you choose these words?
- Any other words you feel would be more appropriate? Which words? Why?
- Overall, how do you feel about this advert? Why?

### MODERATOR: ASK EITHER STEREOTYPING/ BODY IMAGE/ SEXUALISATION QUESTIONS OR ROLES/ CHARACTERISTICS QUESTIONS DEPENDING ON ADVERT LOOKING AT

#### Stereotyping/ Body image/ sexualisation questions:

- **What sort of image do you think the person/ people in this advert projects?**
  - **Exercise 2: suitability scale**
  - When you think about what is being advertised, on a scale of 1-10 how suitable / appropriate is this person in this advert?
  - *Complete individually then discuss answers*
  - *Moderator: please prompt for positive and negative aspects of suitability including views on where people in adverts reinforce or challenge stereotypes*
- How does the advert represent women/ men?
  - What does it say about the way that women/ men look?
  - What does it say about the way that women/ men behave?
  - How do you feel about this?
  - To what extent do you feel this represents men/ women in real life?
- **What words would you describe to define the tone of this advert?**
  - Spontaneous, then:
  - Is it a positive or negative tone?
  - If negative, in what way?
  - To what extent might the advert introduce a sexual tone where none is required?
- **What message do you think this advert sends out about women/ men?**
  - How do you feel about this message? Why?
  - To what extent do you think this message reflects women/ men in real life?

- To what extent do you think the advert oversimplifies the image of the particular type of person shown in advert?
- To what extent do you think this message encourages people to think in a certain way about women/ men?
  - Is this a positive or negative message?
  - To what extent might the advert reduce the self-respect of the man/woman in the advert? If so, in what way?
- **Are there any aspects of this advert that bother you in any way?**
  - If yes, what bothers you? Why?
  - If no, why not?
- **Do you think anyone else might be bothered by any aspects of this advert?**
  - If yes, what might bother them? Why?
  - If no, why not?
- How, if at all, would you feel differently about this advert if you:
  - Saw/ heard it with someone else?
    - Friends/ parents/ children
    - How would you feel differently? Why?
  - Saw/ heard it somewhere else?
    - TV/ online/ radio/ outside
    - How would you feel differently? Why?

**Moderator: show second advert and explore how this compares. Please specifically focus on the questions highlighted in red above.**

#### Roles and characteristics questions:

- Thinking about this person/ the people in this advert, the roles they are playing and what is being advertised
  - What is the **role / purpose of the person/ people in this advert?**
  - What do you like/ dislike about the person/ people in this advert? Why?
- Why has this person/ have these people been chosen to appear in the advert?
- What do you think about the way that the people relate to each other in the advert?
- Do you know of anyone in your own life who performs the same role as the person in this advert?
  - How would that person be similar / different to the person you see in this advert?
  - How do you feel about the way the person in this advert represents that type of person in your own life?
  - How true to life do you think the advertisers have been in representing the type of person who performs this sort of role in real life?
- **What sort of image do you think the person/ people in this advert projects?**
  - **Exercise 2: suitability scale**
  - When you think about what is being advertised, on a scale of 1-10 how suitable / appropriate is this person in this advert?
  - *Complete individually then discuss answers*
  - *Moderator: please prompt for positive and negative aspects of suitability including views on where people in adverts reinforce or challenge stereotypes*
- How does the advert represent women/ men?
  - What does it say about the way that women/ men behave?
  - What does it say about what tasks/ roles women/ men carry out?

- How do you feel about this?
- To what extent do you feel this represents men/ women in real life?
- **What message do you think this advert sends out about women/ men?**
  - How do you feel about this message? Why?
  - To what extent do you think this message reflects women/ men in real life?
  - To what extent do you think this message encourages people to think in a certain way about women/ men?
    - Is this a positive or negative message?
- **Are there any aspects of this advert that bother you in any way?**
  - If yes, what bothers you? Why?
  - If no, why not?
- **Do you think anyone else might be bothered by any aspects of this advert?**
  - If yes, what might bother them? Why?
  - If no, why not?
- How, if at all, would you feel differently about this advert if you:
  - Saw/ heard it with someone else?
    - Friends/ parents/ children
    - How would you feel differently? Why?
  - Saw/ heard it somewhere else?
    - TV/ online/ radio/ outside
    - How would you feel differently? Why?

**Moderator: show second advert and explore how this compares. Please specifically focus on the questions highlighted in red above.**

## **5. Harm, offence and social responsibility**

**20 mins**

*(Aim: explore views regarding harm, offence and social responsibility at spontaneous and informed levels and discuss whether adverts mirror or shape societal views)*

### **Harm and offence:**

- Thinking about the adverts we have discussed, how would you summarise how you feel about them?
- *Moderator: flip chart responses to following questions (positives and negatives)*
  - What are the positive things about how they portray/ show men/ women?
  - What are the negative things about how they portray/ show men/ women?
- **Enabling question:** some people feel that some adverts can be offensive or harmful...
  - What would you class as an offensive advert?
  - What would you class as a harmful advert?
- **Show explanation of harm and offence**

#### **Harm**

- Harm could be mental, physical or social. Harm could impact on the individual or on society; it may have an impact on certain groups or people more than others.

#### **Offence:**

- Feeling upset, annoyed, or hurt – caused by something that someone says or does

- To what extent do you think any of the adverts we have looked at are **offensive** in the way they portray/ show men/ women? Why? Who are they offensive to?

- To what extent do you think anyone else could find these adverts offensive in the way they portray/ show men/ women? Who? Why?
- For you, what is the difference between an offensive and an inoffensive portrayal of men/ women?
  - Why
  - When does something become offensive?
- To what extent do you think any of the adverts we have looked at are **harmful** in the way they portray/ show men/ women? Why? Who are they harmful to?
- To what extent do you think anyone else could find these adverts harmful in the way they portray/ show men/ women? Who? Why?
- For you, what is the difference between a portrayal of women/ men that is harmful and not harmful?
  - Why?
  - When does something become harmful?

### **Societal views:**

- Thinking about the adverts that we have looked at please complete the following exercise:
- **Exercise 3: scales**

The adverts show an accurate picture of how people look/ behave/ act in real life

Entirely disagree					Entirely agree				
1	2	3	4	5	6	7	8	9	10

The adverts show a picture that encourages people to think about how diverse men and women are

Entirely disagree					Entirely agree				
1	2	3	4	5	6	7	8	9	10

The adverts encourage people to think a certain way about men and women

Entirely disagree					Entirely agree				
1	2	3	4	5	6	7	8	9	10

*Moderator: ask participants to complete individually and discuss*

- Thinking about your answers, how do you feel about the way that adverts show men/ women?
- To what extent do you think this is problematic?
  - Who is it problematic for? Why?
- To what extent do you feel that adverts reflect how people think about men/ women in life nowadays generally?
- What other influences might contribute to reinforcing gender stereotypes (**Moderator note** - to give us an idea of how much of an issue advertising is compared to school/family/editorial etc)
- To what extent do you think that adverts create images for men and women that encourage people to think in certain ways?
- What if any difference would it make if someone sees this advert across a range of media types?
- What if any difference would it make if someone sees this advert a number of times?

### **Social responsibility:**

- Whose responsibility is it to ensure that adverts are not offensive or harmful?
- What is the role for:
  - Individuals like you and me?
  - People who create the adverts?
  - People who agree to show the adverts on TV/ put the adverts in magazines?
  - A regulatory body?
- **Enabling question:** some people say that it is important to strike a balance between advertising a product in an attractive way, and ensuring that the advert:
  - *Moderator refer to previous definitions:*
  - is not offensive
  - is not harmful
- What do you think about this balance?
- Who do you think should be responsible for ensuring that there is a balance?

### **6. CAP Guidelines**

**10 mins**

*(Aim: explore reaction to the guidelines and whether participants feel these go far enough)*

I'd now like us to think about whether guidelines or rules should be in place for how men and women are shown in adverts....

- To what extent do you think guidelines or rules should be in place?
  - Why/ why not?
  - Who should there be guidelines for?
- What types of guidelines do you expect are in place?
- If you were writing rules about how adverts show men/ women – what would they say about:
  - How men/ women look/ are shown?
  - The types of things that men/ women do in adverts?
  - Who can see the adverts?
  - Where the adverts are displayed?
- *Moderator: write rules suggestions on flip chart and ask group to identify which they feel most strongly about.*
- How far do you think rules/ guidelines should go?
  - Why?
- How specific/ detailed do you think rules/ guidelines should be?
- Thinking about the adverts that we've been looking at, do you think they would meet the rules we've come up with?
  - If no: how would they need to change?

### **7. Summary and close**

**5 mins**

*(Aim: sum up the discussion, reveal the client, introduce the post-task where required)*

- Thinking about the adverts we have looked at this evening,
- We are conducting this research for the Advertising Standards Authority and they are the regulator for the advertising industry, so their role is to make sure that none of the advertising that is shown has the potential to harm or offend anyone in any way
  - What would you say to them after our discussion this evening?

## Thank and close

### 4.2 Teens discussion guide

Below is the discussion guide used for focus groups carried out with teens. This discussion guide was used in the first round of the research, and some minor tweaks were made to it for use in the second round of the research. A shortened version of this guide was used for the hall-test interviews.

#### Discussion Guide: Teens mini groups- 1.5 HOURS

##### Overall Objectives:

- 1) Exploring attitudes towards gender stereotyping in ads, encompassing the following categories:
  - Gender roles and characteristics in advertising to children
  - Gender roles and characteristics in advertising to adults
  - Objectification, sexualisation and body image
- 2) Understanding how, if at all, ads that fall into the above categories may impact on public attitudes and actions and considering the impact of individual ads and any cumulative impact in relation to different types of ads.
- 3) Exploring the areas of harm, offence and social responsibility in relation to the categories identified in Objective 1; understanding how much of a role advertising may play in relation to cultural and other factors

*Note: this discussion guide is intended to guide the discussion only. Please note that not all questions may be asked in the exact wording and order detailed below. Moderators may tailor the discussion to reflect participant comments.*

##### Please note:

**For those who complete section 3 we recommend that we show 2 x core bundles in each group (4 adverts in total).**

**For those who do not complete section 3 we recommend that we show 3 x core bundles in each group (6 adverts in total)**

**Please note that we have identified an 'if time' bundle should the group get through the core bundles quickly.**

**See Excel spreadsheet for rotation plan.**

**Please rotate order of stimulus shown**

**MODERATOR: LEAD WITH ROLES/ CHARACTERISTICS ADVERTS AND USE YOUR JUDGMENT TO DECIDE WHETHER TO SHOW BODY IMAGE OR SEXUALISATION ADVERTS WITH TEENS BASED ON WHAT DISCUSSED IN SECTION 2a**

**Moderator: please show broadcast adverts twice. Please feel free to replay the advert at any point to help the participants to recall the content. They may also like to freeze frame on the laptop to talk about a specific point.**

#### **1. Introductions**

**5 mins**

*(Aim: introduce the research to participants)*

- Introduce self and GfK
- Explain audio recording, confidentiality and Market Research Society Code of Conduct.
- In London: explain viewing
- Discussion will last for 90 minutes.
- Explain: we are carrying out this research on behalf of a client who we will reveal at the end of the interview. They are very interested in understanding what people your age think of different adverts and we want to show you some adverts and get your views on them.
- There are no right or wrong answers. Please respect each other's' views.

## **2a. Participant introductions/ setting the context-teen life **10 mins****

*(Aim: introduce participants to each other and set the context for day to day life – this will help us understand how advertising fits in)*

- First name/ age
- What you do with your free time when you're not at school?
  - When at home
  - When out with friends
- If I was a fly on the wall and you were at home watching TV programmes on TV or online what would I see you watching?
  - What do you like about those programmes?
  - If you could choose to be one of the characters on your favourite programme who would you be and why?
  - What type of characters on TV annoy you? Why?
- What kinds of celebrities do you admire and respect? Why?
- What kinds of celebrities do you strongly dislike? Why?
- To what extent do you think TV programmes / films reflect real life nowadays?
  - Which ones do you relate to more/ do you think speak to you and your age group? Why?
  - What is it about those programmes/ characters that you relate to?
  - Prompt:
    - situations / storylines the programmes explore / depict
    - how characters are depicted
    - images of characters
- What would you like programming / films to do differently to reflect your life more accurately?
  - situations / storylines the programmes explore / depict
  - how characters are depicted
  - images of characters
- If I came back to see you in 5 years time, what would be the same and what would be different about you?
  - Prompt:
    - College/ uni/ job
    - Relationships
    - Friendships
    - Love
- What would you like to achieve in the next 5 years?
  - What sorts of things might get in the way of this?
  - What worries or concerns might you have about achieving your goals?
  - What would be your biggest worry right now?

## **2b. Setting the context- advertising**

**5 mins**

*(Aim: explore where/ when teens come across adverts and general views towards advertising)*

I wanted to find out a bit more about how often, and when you tend to come across adverts...

- What is your favourite advert at the moment? Why?
- Where do you usually see adverts?
  - Prompt range of platforms: TV, online, magazines, radio, on-street/ out of home
- How often do you see adverts?
- Which adverts do you tend to like/ be drawn to? Why?
- Which adverts don't you really like? Why?

### **SECTION 3: PLEASE COMPLETE DEPENDING ON WHETHER PARTICIPANTS HAVE COMPLETED A PRE-TASK**

**Section 3a: completed pre-task 1: PLEASE SPEND 15 MINUTES HERE THEN MOVE TO SECTION 4**

**Section 3b: completed pre-task 2: PLEASE SPEND 15 MINUTES HERE THEN MOVE TO SECTION 4**

**IF THE GROUP DID NOT COMPLETE A PRE-TASK PLEASE GO STRAIGHT TO SECTION 4**

## **3a. Pre-task 1 discussion**

**15 mins**

*(Aim: discuss pre-task 2 – adverts diary – and how participants feel about the types of advertising they came across)*

I'd now like us to look at the homework you completed...

- *Moderator: ask participants to choose and talk about one of the adverts they noted in their diary*

Thinking about the adverts you saw and noted during the week...

- What do you think about the way that males are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give males?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?
- What do you think about the way that females are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give females?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?
- Reflecting on what we have discussed already, how do you feel your age group is portrayed in adverts?
  - In what ways are they realistic?
  - In what ways are they unrealistic?
  - Do you learn about the role and purpose of advertising at school? If so, what have you learned about it?

### **3b. Pre-task 2 discussion**

**15 mins**

*(Aim: discuss pre-task 1 – adverts collage – and how participants feel about the types of advertising they came across)*

I'd now like us to look at the homework you completed and what we have discussed so far...

- *Moderator: ask participants to present their collages*

Now we've seen everybody's collage...

- What do you think about the way that males are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give males?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?
- What do you think about the way that females are portrayed/ shown in adverts?
  - What words would you use to summarise the type of image the adverts give women?
  - Why do you think they are shown in this way?
  - How appropriate do you think this is?
  - How 'typical' of adverts do you think this is?
- Reflecting on what we have discussed already, how do you feel your age group is portrayed in adverts?
  - In what ways are they realistic?
  - In what ways are they unrealistic?
- Do you learn about the role and purpose of advertising at school? If so, what have you learned about it?

#### **SECTION 4: ALL TO COMPLETE REMAINING SECTIONS. PLEASE NOTE:**

- **IF COMPLETED SECTION 3A OR 3B PLEASE SPEND 30 MINS ON SECTION 4**
- **IF DID NOT COMPLETE SECTION 3A OR 3B PLEASE SPEND 45 MINS ON SECTION 4**

### **4. Reaction to adverts**

**30 mins/ 45 mins**

*(Aim: gather reaction to adverts and discuss the role that these play in mirroring or shaping societal views)*

I'd now like to show you some other adverts.

***Please complete the following exercises for each advert:***

#### **Exercise: three words**

- Please think about three words that you feel describe the man/ woman in the advert. They can be any words – there are no right or wrong answers! Please do this individually and then we'll discuss as a group.

What three words would you use to describe the man/ woman in this advert?

1.

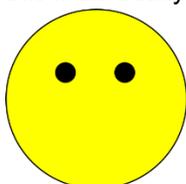
2.

3.

- Moderator: once completed share answers and discuss why these words were chosen

### Exercise: emoji completion

- Now please think about how this advert makes you feel. Please draw the expression that best describes how you feel about this advert. Again there are no right or wrong answers! Please do this individually and then we'll discuss as a group.



- Moderator: once completed share answers and discuss why these words were chosen
- Does anything about the advert bother you? If yes, what and why?
- How, if at all, would you feel differently about this advert if you:
  - Saw/ heard it with someone else?
    - Friends/ parents/ grandparents/ brothers or sisters
    - How would you feel differently? Why?
  - Saw/ heard it somewhere else?
    - TV/ online/ radio/ magazine/ outside
    - How would you feel differently? Why?
- Do you think anyone else might be bothered by any aspects of this advert?
  - If yes, what might bother them? Why?
  - If no, why not?

### Roles and characteristics questions:

- Thinking about this person/ the people in this advert:
  - What do you like/ dislike about the person/ people in this advert? Why?
- Why has this person/ have these people been chosen to appear in the advert?
- What do you think about the way that the people relate to each other in the advert?
  - What is their relationship?
- What is the person/ are the people in the advert doing?
  - Why are they doing this?
- Do you know of anyone in your own life that does the things shown in the advert?
  - How would that person be similar / different to the person you see in this advert?
  - How do you feel about the way the person in this advert represents/ shows that type of person in your own life?
- How true to life do you think the advertisers have been in representing/ showing the type of person who does these things in real life?
  - Which aspects are true to life?

- Which aspects are not true to life?
- Does it matter if they are true to life? Why/ why not?
- What does this advert say about the way that females/ males behave?
  - How do you feel about this?
- What does this advert say about the types of tasks/ roles females/ males carry out?
  - How do you feel about this?
- **What does this advert say to you/ people your age about men/ women?**
  - How do you feel about this?
- **Enabling question: some people think that this advert can make people think a certain way about men/ women.**
  - **What do you think about this?**
  - Does it make you think certain things about men/ women? What? Why?
    - Are these positive or negative things?
- **What is missing from this advert?**
  - Prompt: people of colour; people you know that might be a different sexuality

**Moderator: show second advert and explore how this compares. Please specifically focus on the questions highlighted in red.**

#### **IF APPROPRIATE: Body image/ sexualisation questions:**

- **Enabling question: Some other teens we have talked to have said they think the person shown in this advert (use as appropriate based on ad)**
  - *is being made to look older than their real age*
  - *is being made to look like an adult when they are still a child*
  - *is being made to pose in suggestive positions that are not appropriate for the product they are advertising*
  - *made me feel bad about themselves*
  - *was unfair to or mean about other types of people*
- How do you feel about their view? Why?
- To what extent do you think the advert oversimplifies the image of the particular type of person shown in advert?
- **To what extent do you think this advert encourages people to think in a certain way about females/ males?**
  - Is this positive or negative?
  - To what extent might the advert reduce the self-respect of the female/ male in the advert? If so, in what way?
  - To what extent might the advert introduce a 'sexual' aspect to the advert where none is required?
- **Now that we've looked at the advert in more detail, are there any aspects of this advert that bother you in any way?**
  - If yes, what bothers you? Why?
  - If no, why not?
- **How, if at all, would you feel differently about this advert if you:**
  - **Saw/ heard it with someone else?**
    - Friends/ parents/ grandparents/ brothers and sisters
    - How would you feel differently? Why?
  - **Saw/ heard it somewhere else?**
    - TV/ online/ radio/ magazine/ outside

- How would you feel differently? Why?

**Moderator: show second advert and explore how this compares. Please specifically focus on the questions highlighted in red.**

## 5. Harm, offence and social responsibility

**20 mins**

(Aim: explore views regarding harm, offence and social responsibility at spontaneous and informed levels and discuss whether adverts mirror or shape societal views)

### Harm and offence:

Moderator: lay all of the adverts looked at on the table.

- Thinking about the adverts we have looked at:
- Do you think the adverts show positive or negative things about women/ men?
- To what extent do the adverts bother you in any way? Why/ why not?

### Exercise: Becky/ Sam's views

- Moderator:
  - Please only use this exercise if you think it will help participant' verbalise their views.
  - If using: please show one of the following (gender appropriate) and discuss.

<p style="text-align: center;">Becky is looking at the advert</p>  <p style="border: 1px solid purple; border-radius: 15px; padding: 5px; display: inline-block;">Becky says she does not like the way the advert shows women/ men/ girls/ boys.</p>	<p style="text-align: center;">Sam is looking at the advert</p>  <p style="border: 1px solid purple; border-radius: 15px; padding: 5px; display: inline-block;">Sam says he does not like the way the advert shows women/ men/ girls/ boys.</p>
---	--

- Why do you think Becky/ Sam feel this way?
- What don't they like about the way the advert shows women/ men? Why?
  - What do you think about this?
- If you didn't like something about an advert what would you do?
  - Who might you tell? Why?
- To what extent do you feel that adverts reflect how people think about your age group in life nowadays generally?
- What other influences might contribute to reinforcing gender stereotypes (**Moderator note** - to give us an idea of how much of an issue advertising is compared to school/family/editorial etc)
- To what extent do you think that adverts create images for your age group that encourage people to think in certain ways?
- What if any difference would it make if someone sees this advert across a range of media types?
- What if any difference would it make if someone sees this advert a number of times?
- **Enabling question:** some people feel that some adverts can be offensive or harmful...

- What would you class as an offensive advert?
- What would you class as a harmful advert?
- **Show explanation of harm and offence**

#### **Harm**

- Harm could be mental, physical or social. Harm could impact on the individual or on society; it may have an impact on certain groups or people more than others.

#### **Offence:**

- Feeling upset, annoyed, or hurt – caused by something that someone says or does

- To what extent do you think any of the adverts we have looked at are **offensive** in the way they portray/ show women/ men? Why? Who are they offensive to?
- To what extent do you think anyone else could find these adverts offensive in the way they portray/ show women/ men? Who? Why?
- For you, what is the difference between an offensive and an inoffensive portrayal of women/ men?
  - Why
  - When does something become offensive?
- To what extent do you think any of the adverts we have looked at are **harmful** in the way they portray/ show women/ men? Why? Who are they harmful to?
- To what extent do you think anyone else could find these adverts harmful in the way they portray/ show women/ men? Who? Why?
- For you, what is the difference between a portrayal of women/ men that is harmful and not harmful?
  - Why?
  - When does something become harmful?

#### **Social responsibility:**

- Whose responsibility is it to ensure that adverts are not offensive or harmful?
- What is the role for:
  - Individuals like you and me?
  - People who create the adverts?
  - People who agree to show the adverts on TV/ put the adverts in magazines?
  - A regulatory body?
- If you were writing rules about how adverts show females/ males– what would they say about:
  - How they look/ are shown?
  - The types of things that they do in adverts?
  - Who can see the adverts?
  - Where the adverts are displayed?
- **Enabling question:** some people say that it is important to strike a balance between advertising a product in an attractive way, and ensuring that the advert:
  - *Moderator refer to previous definitions:*
  - is not offensive
  - is not harmful
- What do you think about this balance?
- Who do you think should be responsible for ensuring that there is a balance?

## 6. Summary and close

5 mins

(Aim: sum up the discussion, reveal the client, introduce the post-task where required)

- We are conducting this research for the Advertising Standards Authority and they are the regulator for the advertising industry, so their role is to make sure that none of the advertising that is shown has the potential to harm or offend anyone in any way
  - What would you say to them after our discussion this evening?

**Thank and close**

### 4.3 Tweens discussion guide

Below is the discussion guide used for paired depth interviews carried out with tweens. This discussion guide was used in the first round of the research, and some minor tweaks were made to it for use in the second round of the research. A shortened version of this guide was used for the hall-test interviews.

#### Discussion Guide: Tween paired depths- 45 minutes

##### Overall Objectives:

- 1) Exploring attitudes towards gender stereotyping in ads, encompassing the following categories:
  - Gender roles and characteristics in advertising to children
  - Gender roles and characteristics in advertising to adults
  - Objectification, sexualisation and body image
- 2) Understanding how, if at all, ads that fall into the above categories may impact on public attitudes and actions and considering the impact of individual ads and any cumulative impact in relation to different types of ads.
- 3) Exploring the areas of harm, offence and social responsibility in relation to the categories identified in Objective 1; understanding how much of a role advertising may play in relation to cultural and other factors

*Note: this discussion guide is intended to guide the discussion only. Please note that not all questions may be asked in the exact wording and order detailed below. Moderators may tailor the discussion to reflect participant comments.*

**Please note: we recommend that we show tweens a maximum of 2 x bundles in each paired depth (maximum 4 adverts in total).**

**Please note that we have identified an 'if time' bundle should the participants get through the core bundles quickly.**

**See Excel spreadsheet for rotation plan.**

**Please rotate order of stimulus shown**

**Moderator: please show broadcast adverts twice. Please feel free to replay the advert at any point to help the participants to recall the content. This might specifically be needed after looking at the mood board. They may also like to freeze frame on the laptop to talk about a specific point.**

## 1. Introductions

5 mins

*(Aim: introduce the research to participants, and participants to each other)*

- Introduce self and GfK
- Explain audio recording, confidentiality and Market Research Society Code of Conduct.
- Discussion will last for 45 minutes.
- Explain: we are carrying out this research on behalf of a client who we will reveal at the end of the interview. They are very interested in understanding what people think of different adverts and we want to show you some adverts and get your views on them
- There are no right or wrong answers. Please remember that you might not always agree on the things that we are going to talk about and that is fine!

### **Participant introduction:**

- Ask participants to introduce each other
  - First name/ age
  - Who you live with
  - Any brothers and sisters? Ages?
  - Best friend's name?
- Ask each participant: what is your favourite advert at the moment? Tell me what you like about the advert.

## **2. Setting the context**

**5 mins**

*(Aim: explore where/ when people come across adverts and general views towards advertising)*

As mentioned, we'll be talking about advertising today. To start off with, I wanted to find out a bit more about how often, and when you tend to come across adverts...

Think about a typical day...

- Where would you usually see adverts?
  - Prompt:
  - TV
    - Which channels/ between which programmes?
    - What was the last advert you saw on TV?
  - Radio
    - Which stations/ which shows?
    - What was the last advert you remember hearing on the radio?
  - Online
    - Which sites/ apps?
    - What was the last advert you remember seeing online?
  - Out and about (e.g. bus, billboards etc.)
    - Where do you tend to see adverts when you are out and about?
    - What was the last advert you remember seeing when out and about?
  - Magazines
    - Which magazines?
    - What was the last advert you saw in a magazine?
- How often do you see adverts?
  - Prompt: every day or less often?
- Which adverts do you tend to like more? What is it you like about these adverts?
- Which adverts don't you really like? Why?

### 3. Reaction to adverts

25 mins

(Aim: show adverts and gather reactions to explore views regarding the role and characteristics shown)

For each advert:

Please note: after the first advert is shown, exercises do not need to be completed fully for the subsequent adverts. Instead, please discuss how responses to these might change for the other adverts and why.

We are going to look at an advert. But before I show you the advert, I'd like us to think about what type of person or people might be in the advert.

**Moderator: Gauge which of the following exercises are most appropriate for child to complete given their age/ maturity level**

#### Exercise: guess who

- We are going to look at an advert for [product/ service].
- What type of people do you think use [product/ service]?
- What type of person would you put in an advert for [product/ service] if you were making the advert yourself?
- What type of person would you not put in an advert for [product/ service]? Why wouldn't they be any good?
- How should the people in the advert for [product/ service] look?
- What should they be doing?

#### Moderator: show advert

- What do you think about the person/ people in the advert?
- How are they the same/ different to the person/ people you thought might be in the advert?
- What do you think about:
  - How they look?
  - What they are doing in the advert?
- Do you think they are the right people/ person to advertise [product/ service]?
- What would they be like as a friend?
- Would you want to hang out with them? Why/why not?
- Do you know anyone like the person/ people in this advert?
  - How are they similar / different to the person/ people in this advert?
- Imagine your (opposite gender sibling or friend) saw this- what would they have said about the advert– anything different to you?

#### Exercise: who is this person?

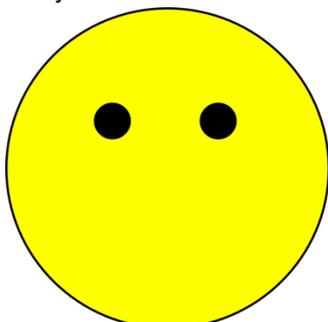
- I'd like us to talk a little bit more about the people/ person in the advert.
- *Moderator: if there is more than one person in the advert, ask participants to choose one and complete the following exercise.*

Their favourite hobby is: _____	Their dream job is: _____
When they grow up they will... _____ _____ _____	

- Discuss answers.
- What is it about the advert that suggests these things?

### Exercise: emoji completion

- I'd now like us to think about how you feel about the advert.
- Moderator: ask participants to think about how they feel about the advert and complete the emoji:



- Discuss completed emoji face.
- Why do they feel this way about the advert?
- Does anything about the advert bother you?
  - If yes, what and why?
- How would you feel if you saw/ heard this advert with friends/ brothers/ sisters/ parents? Why?

### Exercise: Becky/ Sam's views

- Moderator:
  - Please only show if participants are struggling to verbalise their thoughts.
  - Please show one of the following (gender appropriate) and discuss.

Becky is looking at the advert	Sam is looking at the advert
 <p>Becky says she does not like the way the advert shows women/ men/ girls/ boys.</p>	<p>Sam says he does not like the way the advert shows women/ men/ girls/ boys.</p> 

- Why do you think Becky/ Sam feel this way?
- What don't they like about the way the advert shows women/ men/ girls/ boys? Why?
  - What do you think about this?
- If you didn't like something about an advert what would you do?
  - Who might you tell? Why?

#### **4. Looking at the adverts overall and close 10 mins**

*(Aim: look at what the adverts overall say, and sum up the discussion)*

##### **Once seen all adverts:**

##### **Exercise: alien views**

- *Moderator: lay out all of the adverts looked at and show the following and discuss*

Arga the alien has come to earth and does not know anything about humans.



Arga sees these adverts and then goes back home to tell the other aliens about humans.

What do you think Arga the alien will say about men/ women/ boys/ girls?

- Based on only these adverts what do you think Arga will say about:
  - What men/ women/ boys/ girls do?
    - Is this what men/ women/ boys/ girls do in real life?
  - How men/ women/ boys/ girls look?
    - Is this how men/ women/ boys/ girls look in real life?

And finally:

- What do you think about the adverts we have looked at today?
- If you were making the adverts again what would you do differently?

#### **Thank and close**

#### **4.4 Parents of pre-schoolers discussion guide**

Below is the discussion guide used for group sessions carried out with parents of pre-schoolers.

##### **Discussion Guide: PARENT/ PRE SCHOOLER GROUPS – 1 HOUR**

##### **Overall Objectives:**

- 1) Exploring attitudes towards gender stereotyping in ads, encompassing the following categories:
  - Gender roles and characteristics in advertising to children
  - Gender roles and characteristics in advertising to adults
  - Objectification, sexualisation and body image

- 2) Understanding how, if at all, ads that fall into the above categories may impact on public attitudes and actions and considering the impact of individual ads and any cumulative impact in relation to different types of ads.
- 3) Exploring the areas of harm, offence and social responsibility in relation to the categories identified in Objective 1; understanding how much of a role advertising may play in relation to cultural and other factors

*Note: this discussion guide is intended to guide the discussion only. Please note that not all questions may be asked in the exact wording and order detailed below. Moderators may tailor the discussion to reflect participant comments.*

**Moderator: please show advert break twice. Please feel free to replay the advert at any point to help the participants to recall the content. They may also like to freeze frame on the laptop to talk about a specific point.**

## **1. Introductions 5 mins**

*(Aim: introduce the research to participants, and participants to each other)*

- Introduce self and GfK
- Explain audio recording, confidentiality and Market Research Society Code of Conduct.
- Discussion will last for 60 minutes.
- Explain: we are carrying out this research on behalf of a client who we will reveal at the end of the interview. They are very interested in understanding what the general public think of different adverts and we want to show you an advert and get your views of it
- There are no right or wrong answers. Please respect each other's' views.

### **Participant introduction:**

- First name/ age / work status/ number and age of children in family/ age of child with them in group
- Do you / your child have a favourite advert at the moment? Why?

## **2. Setting the context 5 mins**

*(Aim: explore where/ when people come across adverts and general views towards advertising)*

As mentioned, we'll be talking about advertising today. To start off with, I wanted to find out a bit more about how often, and when you tend to come across adverts...

### When you are not with your children

- Where do you usually see adverts?
  - Prompt range of platforms: TV, online, press, radio, on-street/ out of home
- How often do you see adverts?
- Which adverts do you tend to like/ be drawn to? Why?
- Which adverts don't you really like? Why?

### When you are with your children

- Where do they usually see adverts?
  - Prompt range of platforms: TV, online, press, radio, on-street/ out of home
- How often do they see adverts?
- Which adverts do they tend to like/ be drawn to? Why?

- Which adverts don't they really like? Why?
- How do you feel about this?

### 3: Reactions to advert break

25 mins

*(Aim: gather reaction to adverts and discuss the role that these play in mirroring or shaping societal views)*

Speak to parent: I'd now like to show you and your child some adverts that you might see in a typical ad break if watching TV with your children. As we look at the adverts, I'd like you to look at the following sheet of words, and choose three words that you think describe these adverts. Please do this individually and then we'll discuss as a group.

**Moderator: also note reactions of children when adverts are shown**

Parent to complete Exercise sheet 1 at same time as child completing Exercise 2:

#### Exercise 1

Predictable	Breaking the rules	Conventional	Unconventional
Aspirational	Uninspiring	Imaginative	Unimaginative
Stereotypical	Fresh	Realistic	Unrealistic
Diverse	Limited	Funny	Serious
Tongue in cheek	Grim	Comfortable	Uncomfortable
Inspirational	Boring	Open minded	Narrow minded
Typical/ expected	Unique	Depressing	Uplifting
Flippant	Thoughtful	Modern	Old-fashioned

#### Exercise 2 (for child)

**MODERATOR NOTE: Observe dynamics between parent and child throughout this exercise, noting positive and negative interactions, amount of freedom given to child to complete task on their own/ make mistakes etc.**

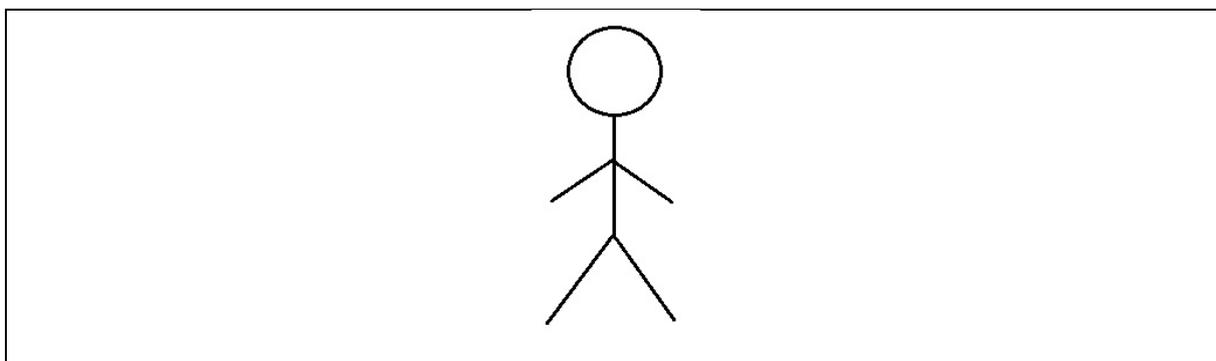
Ask child to choose one of the children or characters from the adverts shown and point to which one(s) they liked best.

**We will insert collage of ads shown in ad break here for use with children to help remind them and give them concrete reminder of children shown**

Ask child to tell us a story about one of these children- pick any one you like

- What would be their favourite game?
- Who would be their friends?
- Where are they right now?
- What are they doing right now?
- Would you be their friend?

**At end of exercise, provide children with crayons/pens to draw another child who they might like to include in an advert, provide the stick character as a template. Child to complete this task independently whilst moderator asks parents questions about Exercise 1**



#### Parent's reactions to Exercise 1

- Which words did you choose?
- Why did you choose these words?
  - Moderator: if 'typical' is chosen please prompt:
  - Is being typical a good or a bad thing? Why?
  - How do you feel about this type of 'typical' ad?
    - Positive, negative, neutral? Why?
- Any other words you feel would be more appropriate? Which words? Why?
- Overall, how do you feel about the sort of adverts shown? Why?
- How would you compare the adverts?
  - In what way are they similar / different?
  - Which if any prompted a positive reaction? Why?
  - Which if any prompted a negative reaction? Why?

#### Ask roles and characteristics questions to parents

##### **Moderator: focus on the bank of adverts as a whole:**

- Thinking about the scenario and the children/ adults in these adverts, the roles they are playing and what is being advertised
  - What is the role / purpose of the children / adults in these adverts?
  - What do you like/ dislike about the children/ adults in these adverts? Why?
- Why have they been chosen to appear in these adverts?
- What do you think about the way that the people relate to each other in the adverts?
- How do they compare with people in your own life who perform the same role as the people in these adverts?
  - How would they be similar / different to the people in the adverts?
  - How do you feel about the way the people in the adverts represents the type of people in your own life?
  - How true to life do you think the advertisers have been in representing the type of people who performs similar roles in real life?
- What sort of image do you think the person/ people in the adverts project?
  - **Exercise 2: suitability scale**

- When you think about what is being advertised, on a scale of 1-10 how suitable / appropriate are the people in the adverts?

*Moderator: please prompt for positive and negative aspects of suitability including views on where people in adverts reinforce or challenge stereotypes*

- How do the adverts represent children/ adults?
  - What does that say about the way that children/ adults behave?
  - What does that say about what tasks/ roles children/ adults carry out?
  - To what extent do the adverts encourage children to aspire to be/ do anything specific?
  - How do you feel about this?
  - To what extent do you feel this represents children/ adults in real life?
- What message do you think the adverts send out about children/ adults?
  - How do you feel about this message? Why?
  - To what extent do you think this message reflects real life?
  - To what extent do you think this message encourages people to think in a certain way about children/ adults?
    - Is this a positive or negative message?
- Are there any aspects of the adverts that bothered you in any way?
  - If yes, what bothers you? Why?
  - If no, why not?
- Do you think anyone else might be bothered by any aspects of the adverts?
  - If yes, what might bother them? Why?
  - If no, why not?
- How, if at all, would you feel differently about the adverts if you:
  - Saw/ heard them with someone else?
    - Friends/ parents/ children
    - How would you feel differently? Why?
  - Saw/ heard them somewhere else?
    - TV/ online/ radio/ outside
    - How would you feel differently? Why?
- **Exercise 3: Strength of feeling**
  - On a scale of 1-10 **how strongly do you feel** about the adverts in terms of whether they bother you, where 1 is 'I don't feel strongly' and 10 is 'I feel strongly'
  - Probe if / how scores are different for different adverts
  - If you feel strongly would you do anything about this?
    - If yes, what would you do?
    - If no, why not?

### **Cumulative impact**

***Moderator: show collage of children's ads to parents and children***

Questions for children:

*Ask them to choose one boy and one girl shown on the collage:*

- What toys do they like playing with?
- What do they want to be when they grow up?

### Questions for parents:

Now you can see all the adverts together like this, how do you think advertising for children compares with the adverts we looked at?

- In what ways are they similar/ different?
- In what way is one better/ worse than another?
- What are the positive / negative things about how they portray/ show children?
- What other influences might contribute to reinforcing gender stereotypes (**Moderator note** - to give us an idea of how much of an issue advertising is compared to school/family/editorial etc.)
- What if any difference would it make if someone sees this advert across a range of media types?
- What if any difference would it make if someone sees this advert a number of times?

### **4. Harm, offence and social responsibility** **10 mins**

*(Aim: explore views regarding harm, offence and social responsibility at spontaneous and informed levels and discuss whether adverts mirror or shape societal views)*

- **Enabling question:** some people feel that some adverts can be **harmful**...
  - What would you class as a harmful advert?

*Moderator: Show explanation of harm*

#### **Harm**

- Harm could be mental, physical or social. Harm could impact on the individual or on society; it may have an impact on certain groups or people more than others
- To what extent do you think any of the adverts we have looked at are harmful in the way they portray/ show men/ women?
  - How might they be harmful?
  - What type of harm might they cause?
  - Who might they be harmful to?
    - You?
    - Others? If so, who? Why?
- For you, what is the difference between ad that is harmful and one that is not harmful in portrayals of men/ women?
  - When does something become harmful?

**Enabling question:** some people feel that some adverts can be offensive...

- What would you class as an offensive advert?

*Moderator: Show explanation of offence*

#### **Offence:**

- Feeling upset, annoyed, or hurt – caused by something that someone says or does
- To what extent do you think any of the adverts we have looked at are **offensive** in the way they portray/ show men/ women? Why?

- How might they be offensive?
- Who are they offensive to?
- To what extent do you think anyone else could find these adverts offensive in the way they portray/ show men/ women? Who? Why?
- For you, what is the difference between an offensive and an inoffensive portrayal of men/ women?
  - When does something become offensive?

### **Social responsibility:**

- Whose responsibility is it to ensure that adverts are not offensive or harmful?
- What is the role for:
  - Individuals like you and me?
  - People who create the adverts?
  - People who agree to show the adverts on TV/ put the adverts in magazines?
  - A regulatory body?

## **5. CAP Guidelines**

**5 mins**

*(Aim: explore reaction to the guidelines and whether participants feel these go far enough)*

I'd now like us to think about whether guidelines or rules should be in place for how men and women are shown in adverts....

- To what extent do you think guidelines or rules should be in place?
  - Why/ why not?
  - Who should there be guidelines for?
- What types of guidelines do you expect are in place?
- If you were writing rules about how adverts show men/ women – what would they say about:
  - How men/ women look/ are shown?
  - The types of things that men/ women do in adverts?
  - Who can see the adverts?
  - Where the adverts are displayed?
- How far do you think rules/ guidelines should go?
  - Why?
- How specific/ detailed do you think rules/ guidelines should be?
- Thinking about the adverts that we've been looking at, do you think they would meet the rules we've come up with?
  - If no: how would they need to change?

## **6. Summary and close**

**5 mins**

*(Aim: sum up the discussion, reveal the client, introduce the post-task where required)*

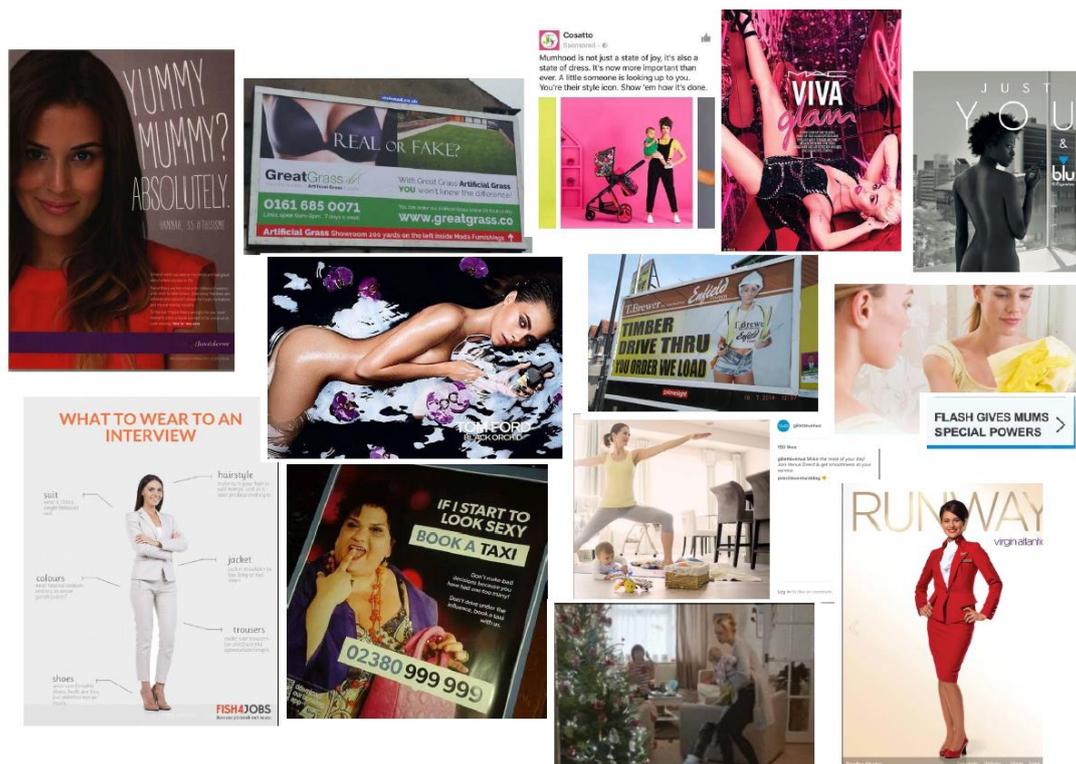
- Thinking about the adverts we have looked at today,
- We are conducting this research for the Advertising Standards Authority and they are the regulator for the advertising industry, so their role is to make sure that none of the advertising that is shown has the potential to harm or offend anyone in any way
  - What would you say to them after our discussion today?

**Thank and close**

## 4.5 Mood boards

The following mood boards were shown to participants to enable them to consider the cumulative impact of adverts. These were shown to relevant sample groups.

### 4.5.1 Mood board: adults female







#### 4.5.6 Mood board: tweens and parents of pre-schoolers male

