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An Examination of Factors Associated with Body Appreciation, Sociocultural Attitudes of
Appearance, and Ratings of Diverse Performing Artists

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Abstract

Introduction: Multiple studies have found that performing artists have low body image which may be associated with the media's portrayal of performers. Low body image can cause negative health effects including depression and eating disorders. This study explores body attitudes among performing and non-performing arts students and the possible media influences on those attitudes.

Methods: Undergraduate students (n=522) were asked to participate in an anonymous online survey regarding their perceptions of their individual body perception. During the survey, they were randomized to watch a video depicting either slim mostly Caucasian performers (video A) or performers of different ethnicities and body shapes (video B).

Results: While no significant difference was found between performing and non-performing arts students, overall body appreciation and attitudes concerning sociocultural perception scores did significantly lower between the pre and post video surveys ($p=0.002$). Video B was found to be more diverse and empowering than video A, $p<0.001$. Results of a multiple linear regression indicated personal fitness, sociocultural, and body comparison thoughts were predictors of body appreciation scores, $R^2=0.465$.

Conclusion: Body image perception affects all students and can be influenced by opinions, fears, comparisons, and the media. More studies should explore the relationship between media presentations of performers and their effect on individuals.

Key Words: Body appreciation, performers, media, attitudes, body image, body positivity, undergraduate students

Literature

Body image is complex human feeling that encompasses psychological and physical aspects of an individual, including physical appearance and one's thoughts about their physical appearance (Cash 2004). Experiencing low body image perception can be characterized by have negative feelings towards one's body or wishing that one's actual appearance was different (Grogan, 1999). This phenomenon affects college students, men and women, who wish their physical appearance was different than their real appearance (Neighbors & Sobal 2007; Grogan 1999; Mayo & Valerie, 2014). There are some differences in gender body image, including the physical attributes that different genders wish that could change and the prevalence (Seigling & Delaney 2013, Toselli & Spiga 2017). Women tend to be more susceptible to low body image and in some of these studies, over 50% of women participants were found to be unhappy with their actual body appearance and have low body image (Pop 2018; Torel, Gubert, Spaniol, & Monteiro 2016).

In Performing Arts and Entertainment, a person's physique and athletic ability is a major part of their career as each casting director has a specific look in mind for casting. Having maximum strength and flexibility is important for the aesthetics of performing as a performer's body is their instrument, or product to get jobs (Mitchell 2015). Individuals in performance have to be critical of their body appearance and physical ability in order to be competitive in their chosen performing fields. However, being over critical, such as a focus on perfectionism of one's body can lead to dissatisfaction and low body image perception (Penniment & Egan 2011) There are multiple studies demonstrating the prevalence of low body image is associated with eating disorders and depression in performing artists, specifically dancers (Academy 2014; Arcelus, Witcomb, & Mitchell 2013; Gorrell 2018; Penniment 2011; Robbeson, Kruger, & Wright 2015).

Most dancers, and other performers, experience some form of negative body perception. In one pilot study, 80% of men and 60% of women dancers wished that their body silhouettes were different; men dancers wished to have smaller or larger silhouettes and female wished to have smaller silhouettes than their current perceived silhouette (Da Silva, De Oliveira, De Sousa, & Pimentel, 2016). In comparison to people who do not perform, dancers have been found to be more likely to believe they were overweight and engage in disordered eating patterns such as dieting, bingeing and purging, and have negative perceptions of food, which were signs of developing eating disorders such as anorexia, binge-eating, and bulimia (Academy, 2014). Further, while, dancers have lower body image and satisfaction, they typically have lower BMI's and body fat deposits (Academy, 2014).

There are external factors that have been associated with body image in performing artists as they highlight an individual's physicality. For example, the use of mirrors during classes have been shown to have a negative correlation with positive body image (Radell, Adame, & Cole, 2002). Body image perception of dancers has also been shown to be influenced by dance attire during class and performances. In both cases, the more form fitting the attire - pink tights and a black leotard - the lower the self-perceived body satisfaction (Price & Pettijohn II, 2006; Ji-Young, Hyun-Jung, Hyung-Chul, & In-Sil, 2015). Other factors associated with body image include: instructor's attitudes, peer, and personal critiques on an individual's ability to do different dance movement or positions ("Factors Dancers Associate with their Body Dissatisfaction," 2018).

Additionally, popular media can have influences on individual's behaviors and attitudes towards different topics. This influence can start early on in life. Children's media, including videos and books on Amazon's "most popular titles" list, portray that beauty and good comes in

the form of slim characters. 72% of videos studied presented the importance of physical attractiveness and positive outcome messages (Herbozo, Tantleff-Dunn, Gokee-Larose, & Thompson 2010). In fact, it has been shown that even young children understand this trend and associate thin, fit body shapes seen on television with positive attributes and values. In one study, children matched the slimmer body silhouette with positive attributes, like hero, smart, and brave, while matching the plus sized silhouette with negative attributes, such as mean, lazy, and dishonest (Kirkpatrick and Sanders 1978). The people presented throughout media have a profound effect on individual's self-assessment. One study presented individuals with culturally relevant or irrelevant images and found when exposure to culturally relevant images of models, individuals compare themselves negatively to the models, and feels worse after exposure to these images. This study also demonstrated that the individuals still compared themselves to the ideal model portrayal even when the models were not socially relevant to them (Strahan, Wilson, Cressman, and Buote 2006). Multiple studies have determined that mass media's singular presentation of slim performer's influences young individuals, mostly women, to have negative self-views (Nerini 2014; Anschutz, Sprujit-Metz, & Van Strien 2011; Rochelle & Hu 2017; Rodgers & Chabrol 2009).

Body image perception is a complex topic because it encompasses the psychological effects, including emotions, beliefs and self-perceptions, that stem from the physicality of a person, including weight, BMI, and visual appearance of a person (Cash, 2004). When studying body image perception, a holistic approach must be taken in order to understand all factors that play into the concept. Some measurements have been quantified to understand the many different aspects of body image perception including the measures used in this study.

There have been many studies assessing professional and student dancers and their body satisfaction, but there have not been many studies assessing body image in other performers, such as actors and musicians. Many famous actors have come out to the public about their struggle with body image, showing that this issue is throughout the performing careers, not just dancers (Rumble, 2017). Performing arts majors in this study can be defined as the students in the School of Performing Arts that have a concentration in performing. This includes receiving a Bachelor of Arts in Dance, Musical Theatre, and Theatre with a Performance Concentration. Additionally, many studies assess the current media portrayals of body images that focus on the slim athletic performer and its influence on society (Nerini 2014; Anschutz, Sprujit-Metz, & Van Strien 2011; Rochelle & Hu 2017; Rodgers & Chabrol 2009). There are limited studies that explore perceptions and attitudes towards performing artists of various body sizes. These performing artists can be thought of as non-traditional in mainstream media.

The objectives of this study are two-fold; the first objective is to understand the prevalence of body appreciation and sociocultural attitudes towards appearance among a sample of performing arts majors and non-performing arts majors. The second objective will explore the perceptions towards non-traditional performing artists of various body sizes. This study seeks to explore if a video of performing artists of various body types promotes body appreciation and influences body appreciation scores among a sample of JMU undergraduate students.

Research Questions

1. Is there a difference in body image perception between performing and non-performing arts students?
2. Do the media's portrayals of performers affect individual's body appreciation?
3. What personal factors affect individual's personal body perception?

Methodology

Participants

Participants included 522 undergraduate students enrolled at James Madison University; all participants were at least 18 years old. Participants were recruited through a James Madison University bulk email as well as by social media and an email that was specific for students in the College of Visual and Performing Arts and performance-based organizations.

Procedures

Upon receiving IRB approval, a JMU bulk email was sent to all JMU students requesting students to take the survey through a link to the Qualtrics survey system provided in the email. Potential participants followed the link to the Qualtrics survey and interested participants could decide whether or not to complete the anonymous survey. If participant did not wish to continue, they were thanked for their participation. If participant selected yes, the participant was prompted to take the Qualtrics survey.

Participants completed validated measures, including the Body Appreciation Scale, modified Sociocultural Attitude towards Appearance, Physical Appearance Comparison Scale, Fear of Negative Appearance Evaluation, and International Fitness Scale.

Upon completion of the initial study questionnaire, participants were randomly assigned to watch one of two possible three-minute video clips. Video A consisted of a collection of performers who all have a similar athletic and thin body type. The performers in Video A were chosen to represent the stereotypical performers seen in mainstream media. This included dancers, singers, and musicians who were slim, athletic and Caucasian and was meant to represent the stereotypical performers seen in mainstream media. Video B consisted of a collection of performers who were of various body types and ethnicities. The performers in

Video B was meant to represent the individuals that are not in mainstream media as often. The two videos in which participants were shown consisted of compilations of YouTube videos of performers. Both videos showcased about five clips of different styles of performing arts including musical theatre, singing, orchestra performance, and dance, in order to show the wide variety of performing. Video A and B specific clips were matched in order to showcase similar qualities in the performances. The musical theatre clips in each video showed the performers dancing and singing including clips from the popular Broadway musicals, *Chicago*, and *Spongebob* (Chicago, 2014; Mundo, 2018). The singing clips featured performers standing and singing with no dancing (Adele, 2015; Broadwaycom, 2011). The orchestra performance clips that featured instrumental musicians performing solos. In Video A the instrumentalist was playing a trumpet and in Video B the instrumentalist was playing a saxophone (Kahn, 2014; France 2016). Clips that featured dance included two clips about ballet in Video A and clips that featured hip hop and modern dance in Video B (Iris, 2017; Dance, 2018; Cavanaugh, 2017; Elle 2015; Royal' 2014).

Post video questions were used to determine participant's thoughts on the video they watched. There were five post video questions which asked participants to rank the performers in the video on talent, athleticism, empowerment, and overall quality. The questions were set up as a 10 point Likert scale – 1 being the lowest rating and 10 being the highest rating. After watching the video clip, the participants completed five questions about the videos and repeated the Body Appreciation Scale and the modified Sociocultural Attitude Towards Appearance and Media scale.

At the end of the survey, they were asked to enter their email address which was recorded in a separate survey on Qualtrics to ensure that their e-mail address and survey responses are not

connected. Once the data was collected, the e-mail addresses were placed in an excel spreadsheet and one e-mail address was selected using a random number table to receive a \$20 Starbucks gift card.

Measures

The study involved Qualtrics questionnaire including these validated measures: Body Appreciation Scale, a modified Sociocultural Attitude towards Appearance, Physical Appearance Comparison Scale, Fear of Negative Appearance Evaluation, and International Fitness Scale. Additionally, demographic data was collected to identify the participants on major, school, academic concentration, years of experience in the performing arts, gender, and self-report height and weight.

Body Appreciation Scale. The Body Appreciation Scale was designed to assess participants body appreciation, which is a part of positive body image. The study includes thirteen Likert Style items with options from 1 (Never) to 5 (Always) in which participants characterized their attitudes to the statements. The statements discuss how people hold favorable opinions about themselves, accept their bodies, respect their bodies, and how much they reject unrealistic images (Avalos, Tylka, Wood-Barclow 2005).

Sociocultural Attitude Towards Appearance. The modified Sociocultural Attitude towards Appearance questionnaire was designed to assess pressures that society and interpersonal relationships put on individual appearance ideals. The modified survey improved upon previous limitations of its predecessor survey, including incorporating more specific measures on peer pressure and familial appearance ideals. The questionnaire includes 14 statements that were rate on participant's agreement with the statement on a 5-point Likert-type scale which included options from 1 (definitely disagree) to 5 (definitely agree). The scores of each statement were

summed together to determine a participant's total score. A higher score means a person feels more pressure from culture (Thompson, Schaefer, Burke, Heinberg, Calogero, Bardone-Cone, ... Vercellone 2011).

Physical Appearance Comparison Scale. The Physical Appearance Comparison Scale Revised was revised in 2014 from the original Physical Comparison Scale to assess body satisfaction and self-esteem. The questionnaire consists of 11 validated items that were interested in how participant's feel about comparing themselves to others. The items are set up in a Likert scale style with the options ranging from 0 (never compare) to 4 (always compare). The scale was validated to assess appearance comparison tendencies in women (Schaefer & Thompson 2014).

Fear of Negative Appearance Evaluation. The Fear of Negative Appearance Evaluation measures individual's general fear of negative evaluation and the effect of it on body image and eating disturbance. The scale consists of six statements with Likert scale responses that range from 1 (never feeling) to 5 (extremely feeling). Participants respond to the statements based on how much they feel the statements relate to them. The survey was validated in 2004 to measure the fears that may influence body perception (Lundgren, Anderson, & Thompson 2004).

International Fitness Scale. The International Fitness Scale was validated to measure self-reported physical fitness levels in adolescents. The scale consists of five Likert-style questions that allowed participants to rank their perceptions of parts of their health. Participants could provided responses from 1 (very poor) to 5 (very good). The validated scale provided a quick way for participants to provide information about their physical fitness perceptions.

Data Analysis

Survey data were downloaded from Qualtrics into Statistical Package for the Social Science (SPSS) software system. Demographic information and descriptive means for the Body Appreciation Scale, modified Sociocultural Attitude towards Appearance, Physical Appearance Comparison Scale, Fear of Negative Appearance Evaluation, and International Fitness Scale between performing arts majors and non-performing artist's majors. Independent sample t tests were conducted examining if there were differences in survey scores between the two populations. A paired samples t test was conducted examining the pre video presentation questionnaire scores and the post video presentation questionnaire score differences. A multiple linear regression was also conducted to determine if the self-reported weight, height, SAQAR-4, PACS, FNAES, and IFiS scores could be predictors of body appreciation.

Results

A sample consisted of 522 James Madison University undergraduate students from different majors and performing arts organizations. Out of the participants, 437 provided their demographics, out of which 84.2% (n=368) were female, 15.1% (n=66) were male, and 0.7% (n=3) did not wish to disclose; 12.1% (n=53) of the participants were College of Visual and Performing Arts students and 87.9% (n=384) were not. The students who were in the College of Visual and Performing Arts were separated into the separate schools and interests in performing (Table 1). The majority of the performing arts majors sampled had over 9 years of experience and were from the School Theatre and Dance.

Five validated surveys were used including Sociocultural Attitudes Towards Appearance Questionnaire-4 (SAQAR-4), Physical Appearance Comparison Scale-Revised (PACS), The Fear of Negative Appearance Evaluation Scale (FNAESR), Body Appreciation Scale (BAS), and the International Fitness Scale (IFiS) to measure different values of body image perception. The mean score and standard deviation of all of the surveys was calculated. Independent samples *t* tests were conducted to evaluate the hypothesis that performing arts students and nonperforming arts students had different body image perceptions scores. There were no statistically significant differences on study measures between performing arts students and non-performing arts students. $p > 0.05$ (Table 2). Additionally, there were no statistically significant differences between visual and performing arts majors within the College of Visual and Performing Arts, music, dance, and theatre majors, and performance based and non-performance-based majors.

Two paired samples *t* tests were conducted to evaluate whether the media, presented as two different videos that portrayed various body type performing artists, would affect body appreciation (BAS) and sociocultural attitudes toward appearance and media influence (SAQAR-

4). Overall, the results indicated that the mean pre-test scores for BAS ($M = 55.63$, $SD = 6.97$) were statistically significantly different than the post-test score for BAS ($M = 45.17$, $SD = 9.66$, $t(46.95)$, $p = 0.00$). The pre-test scores for SAQAR-4 ($M = 15.17$, $SD = 4.4$) were also statistically significantly different than the post-test scores for SAQAR-4 ($M = 14.81$, $SD = 4.5$, $t(3.183)$, $p=0.002$). In both examples, the scores decreased following the video presentations, meaning participants' attitudes toward body appreciation and sociocultural attitudes towards appearance decreased. A decrease in attitudes towards body appreciation and sociocultural attitudes towards appearance means participants had more negative attitudes in regard to these attitudes. Independent samples t tests were conducted to determine if there were differences in pre-BAS and SAQAR-4 scores and post BAS and SAQAR-4 scores responses between those who watched video A versus those who watched video B. The results indicated that there were no significant differences, $p>0.05$, between the participants' scores who watched video A or video B.

A multiple linear regression was conducted to examine if body appreciation scores could be predicted by self-reported weight, SAQAR-4, PACS, FNAES, and IFiS scores. The regression model was significant, $R^2 = .458$, $F(5, 394) = 68.5$, $p < 0.01$. Therefore, 45.8% of the variance in body appreciation scores can be explained by the predictors. Individually all of the predictors were statistically significant predictors, $p < 0.01$, except weight, $p = 0.859$ (Table 4).

Independent samples t tests were also conducted to evaluate if there was a difference between participants' opinions of the videos in 5 areas, diversity, empowerment, talent, athleticism, and overall opinion. The results indicated that participants significantly scored video B higher in diversity, body empowerment, and overall scores than video A, but ranked video A higher in talent and athleticism than video B (Table 3).

Discussion

The purpose of this study was to explore the prevalence of low body perception in all forms of undergraduate performing artists as compared to non-performing arts students, while also determining if the media's portrayal of performers can influence body image perception. By focusing on these purposes, more information about the performing arts and media could be added to the literature.

Studies have shown that low body image is prevalent in specifically dance focused performers and dancers tend to have more feelings about being overweight compared to people who do not perform (Da Silva, De Oliveira, De Sousa, & Pimentel 2016; Academy 2014). The results of this study contradict the previous literature as there was no significant difference found between performing arts and non-performing arts students. This could be due to the fact that the sample size for performing arts students was small compared to the non-performing arts students. Also, James Madison University's dance program is part of a liberal arts educational program so it could be a testament to James Madison University's education that promotes a holistic education.

The study also found that certain attitudes, which include fears of negative appearance, sociocultural attitudes, individual fitness evaluation, and thoughts on comparison could be predictors of body perceptions. This suggests that the way that personal thoughts on physicality as well the possible perceptions of others can affect an individual's opinions.

Along with personal thoughts and comparisons to others, the results show that media can negatively affect body image. The findings that body perception scores lowered after watching either media presentations coincide with prior studies that media can have a negative influence on human body perception (Nerini 2014; Anschutz, Sprujit-Metz, & Van Strien 2011; Rochelle

& Hu 2017; Rodgers & Chabrol 2009). However, the study also showed that the different portrayals of performers did not have an effect on individual perceptions of participants. No matter what was presented, body perception scores still lowered. This is in contrast to the findings in other studies reported women had an increase in body satisfaction when they viewed plus-size models in media (Clayton, Ridgeway, & Hendrickse 2017). At the same time, studies have also found using average-size models or putting average-size models next to thin models still creates negative effects (Clayton, Ridgeway, & Hendrickse 2017; Rodgers & Chabrol 2009). Therefore, the contradicting reports in this study follow similar patterns of previous research. One reason for the initial contrast could be due to the difference between media presentations. In previous studies, researchers focus on still photographs of models. The use of video introduces new factors such as physicality, or ability of the performer to move and perform tricks, such as leg extensions and jumps. Those who watched the video of plus sized performers could have been focused on the performer's physicality rather than the performer's body size. Those who viewed the traditionally slim performers could have recognized both their size and their physical abilities. Since both videos showed physicality, participants could have believed their personal selves incapable of performing movements as well as those in the video and therefore report lower body appreciation scores. The overall lowering body appreciation scores and the lack of significant difference between the Video A and Video B participants' scores could also be due to the human nature of comparisons. No matter who or what individuals see in the media, there will always be this innate comparison between the individual's self and the people portrayed.

Participants also reported that the non-traditional plus sized performers were more empowering and diverse than the slim performers. The media portrayal of people of different body shapes can provide encouragement to have good feelings about oneself (Clayton,

Ridgeway, & Hendrickse 2017). However, in terms of performance and physicality, the results show that there is still a disconnect between the positive encouragement and an individual's personal perception of themselves. Even though participants believe that they felt better after watching the diverse performers, they still reported lower body image scores than they had before watching the video. Another difference between the two videos was that participants scored the slim performers as more athletic and talented than the other not slim performers. This could represent the stigmatism represented in society and media against different body shapes. These differences in empowerment, diversity, athleticism, and talent could also reflect participant's comparing themselves to the video no matter what is seen.

Limitations

The study was limited by the subpopulation of college performing arts majors. Due to the small amount of performing artists and unequal groups, the data could possibly show a type II error and there could actually be a significant difference between performing and non-performing arts majors body perception. The programs, influences, and perceptions of James Madison University undergraduate students could be different from the average college student. For example, the university greatly stresses the importance of mental and physical health with its Motivating Madison into Motion campaign. This could affect the undergraduate students' perceptions of themselves, possibly being more positive than the average college student. Future studies should sample students from multiple universities that are located in different geographical settings in order to compensate for the differing influences as well as sample an equal amount of performing arts and non-performing arts students.

Despite the findings regarding the media's influence on body perceptions, the videos presented were not standardized, preventing the study findings to be completely validated. There

were no validated videos that shared the focus of the study, so a compilation of videos was edited together. Therefore, there are many confounding factors within the videos that could not be controlled and could have affected participants' responses. This includes video quality, possible video headers, and dialogue that were not edited. Future research on the topic, should use validated, professional videos.

Conclusion and Implications for Future Studies

Individual body perception is a complex human concept that involves the collaboration of many factors. Just like any others' opinion or belief, the way each individual feels about his or her physical appearance can be affected by opinions and fears they have formed independently as well as those made under the influence of others. All students struggle with body perception and the influence of society no matter what they are studying. In addition, mass media and the way it portrays society to look a certain way influences individuals' opinion about themselves. Just like an individual compares themselves to others around them, they also compare themselves to the people depicted in media.

This study brings into question many new variables that can affect body perception in individuals including differences in career choice and different portrayals in media. These factors should continue to be studied in order to better understand the influences on personal body image perceptions.

Tables

Table 1: *Demographics of Participants*

	N	Percentage (%)
Major College of Visual & Performing Arts	53	12.1
Music	17	32.1
Theater and Dance	29	54.7
Art	7	13.2
Performance-Based Concentration	27	58.7
Performance Experience (yrs)		
1-4 years	8	17.4
5-8 years	11	23.9
9-12 years	27	58.9

Table 2: Survey Mean Scores and Independent t-test results to determine if there was a significant difference between performing and non-performing arts students

Survey	Performing Arts <i>M (SD)</i>	Non-performing <i>M (SD)</i>	<i>t</i>	<i>p</i>
Body Appreciation Survey Pre-Test (BAS)	54.98 (6.8)	55.65 (7.17)	-0.638	0.452
Sociocultural Attitude Towards Appearance Questionnaire	33.11 (6.66)	32.33 (7.84)	0.790	0.188
Sociocultural Attitude Towards Appearance and Media Questionnaire Pre-Test	15.34 (5.16)	15.15 (4.31)	0.289	0.110
Physical Appearance Comparison Scale- Revised (PACS-R)	38.57 (11.01)	37.40 (10.49)	0.754	0.607
Fear of Negative Appearance Evaluation Scale (FNAES)	21.06 (5.92)	19.77 (5.69)	1.536	0.647
International Fitness Scale (IFiS)	16.24 (3.60)	15.82 (4.14)	0.687	0.392

Note: Each survey is out of a specific total. BAS is scored out of 65, SAQAR-4 is out of 50, SAQAR-4M is out of 20, PACS-Q is out of 55, FNAES is out of 30, and IFiS is out 25

Table 3: Post Video questions that ranked characteristics responses.

Characteristic	Video A <i>M (SD)</i>	Video B <i>M (SD)</i>	<i>t</i>	<i>p</i>
Diversity	5.44 (2.45)	7.88 (1.96)	-11.377	0.00
Body Empowerment	4.48 (2.37)	8.08 (2.07)	-15.163	0.00
Talent	8.48 (1.79)	7.99 (1.77)	2.85	0.005
Athleticism	7.78 (1.99)	7.01 (2.11)	3.941	0.00
Overall Rating	6.44 (1.97)	7.48 (1.84)	-5.687	0.00

Note: All responses were out of a score of 10. A score of a 1 means a lowest rating and a 10 means the highest rating.

Table 4. *Multiple Linear Regression to determine possible predictors of body image*

Predictors	B	p	R²
SAQARS	-3.051	0.002	0.458
PACS	-0.022	0.000	
FNAES	-6.171	0.00	
IFiS	6.6844	0.00	
Weight	0.011	0.859	

Appendix A: Study Questionnaire

Sociocultural Attitudes Towards Appearance Questionnaire-4 (SATAQ-4)

Directions: Please read each of the following items carefully and indicate the number that best reflects your agreement with the statement.

	Definitely Disagree	Mostly Disagree	Neither Agree nor Disagree	Mostly Agree	Definitely Agree
It is important for me to look athletic.	1	2	3	4	5
I think a lot about looking muscular.	1	2	3	4	5
I want my body to look very thin.	1	2	3	4	5
I want my body to look like it has little fat.	1	2	3	4	5
I think a lot about looking thin.	1	2	3	4	5
I spend a lot of time doing things to look more athletic.	1	2	3	4	5
I think a lot about looking athletic.	1	2	3	4	5
I want my body to look very lean.	1	2	3	4	5
I think a lot about having very little body fat.	1	2	3	4	5
I spend a lot of time doing things to look more muscular.	1	2	3	4	5

Answer the following questions with relevance to the MEDIA (include television, magazines, the internet, movies, billboards, and advertisements):

	Definitely Disagree	Mostly Disagree	Neither Agree nor Disagree	Mostly Agree	Definitely Agree
I feel pressure from the media to look in better shape.	1	2	3	4	5
I feel pressure from the media to look thinner.	1	2	3	4	5

I feel pressure from the media to improve my appearance.	1	2	3	4	5
I feel pressure from the media to decrease my level of body fat.	1	2	3	4	5

Physical Appearance Comparison Scale-Revised (PACS-R)

People sometimes compare their physical appearance to the physical appearance of others. This can be a comparison of their weight, body size, body shape, body fat or overall appearance. Thinking about how you generally compare yourself to others, please use the following scale to rate how often you make these kinds of comparisons.

Never Seldom Sometimes Often Always
0 1 2 3 4

- | | Never | | | | Always |
|--|-------|---|---|---|--------|
| | 0 | 1 | 2 | 3 | 4 |
| 1. When I'm out in public, I compare my physical appearance to the appearance of others. | 0 | 1 | 2 | 3 | 4 |
| 2. When I meet a new person (same sex), I compare my body size to his/her body size. | 0 | 1 | 2 | 3 | 4 |
| 3. When I'm at work or school, I compare my body shape to the body shape of others. | 0 | 1 | 2 | 3 | 4 |
| 4. When I'm out in public, I compare my body fat to the body fat of others. | 0 | 1 | 2 | 3 | 4 |
| 5. When I'm shopping for clothes, I compare my weight to the weight of others. | 0 | 1 | 2 | 3 | 4 |
| 6. When I'm at a party, I compare my body shape to the body shape of others. | 0 | 1 | 2 | 3 | 4 |
| 7. When I'm with a group of friends, I compare my weight to the weight of others. | 0 | 1 | 2 | 3 | 4 |
| 8. When I'm out in public, I compare my body size to the body size of others. | 0 | 1 | 2 | 3 | 4 |
| 9. When I'm with a group of friends, I compare my body size to the body size of others. | 0 | 1 | 2 | 3 | 4 |
| 10. When I'm eating at a restaurant, I compare my body fat to the body fat of others. | 0 | 1 | 2 | 3 | 4 |
| 11. When I'm at the gym, I compare my physical appearance to the appearance of others. | 0 | 1 | 2 | 3 | 4 |

The Fear of Negative Appearance Evaluation Scale (FNAES)

Using the following scale please select a number that comes closest to how you feel:

Not At All	Slightly	Moderately	Very	Extremely
1	2	3	4	5

- 1. I am concerned about what other people think of my appearance. 1 2 3 4 5
- 2. It bothers me if I know someone is judging my physical shape. 1 2 3 4 5
- 3. I worry that people will find fault with the way I look. 1 2 3 4 5
- 4. When I meet new people, I wonder what they think about my appearance. 1 2 3 4 5
- 5. I am afraid other people will notice my physical flaws. 1 2 3 4 5
- 6. I think that other people’s opinions of my appearance are too important to me. 1 2 3 4 5

BODY APPRECIATION SCALE (BAS)

Directions for participants: For each item, please circle the number that best characterizes your attitudes or behaviors.

1 **2** **3** **4** **5**
Never **seldom** **sometimes** **often** **always**

- 1. I respect my body. 1 2 3 4 5
- 2. I feel good about my body. 1 2 3 4 5
- 3. On the whole, I am satisfied with my body. 1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 4. Despite its flaws, I accept my body for what it is. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel that my body has at least some good qualities. | 1 | 2 | 3 | 4 | 5 |
| 6. I take a positive attitude toward my body. | 1 | 2 | 3 | 4 | 5 |
| 7. I am attentive to my body's needs. | 1 | 2 | 3 | 4 | 5 |
| 8. My self-worth is independent of my body shape or weight. | 1 | 2 | 3 | 4 | 5 |
| 9. I do not focus a lot of energy being concerned with my body shape or weight. | 1 | 2 | 3 | 4 | 5 |
| 10. My feelings toward my body are positive, for the most part. | 1 | 2 | 3 | 4 | 5 |
| 11. I engage in healthy behaviors to take care of my body. | 1 | 2 | 3 | 4 | 5 |
| 12. I do not allow unrealistically thin images of women presented in the media to affect my attitudes toward my body. | 1 | 2 | 3 | 4 | 5 |
| 13. Despite its imperfections, I still like my body. | 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: _____

International Fitness Scale (IFiS)

It is important that you do this test by yourself without taking into account the answers or opinion from other persons. Your answer is only useful for the progress of science and medicine. Please answer all the questions and do not leave any blank. Mark only one answer per question, and more important: be sincere. Thank you for your cooperation.

Please, think about your current level of physical fitness (compared with your friends and choose the most appropriate answer.

	1	2	3	4	5
	Very Poor	Poor	Average	Good	Very Good
My general physical fitness is:	1	2	3	4	5
My cardiorespiratory fitness (capacity to do exercise, for instance long running) is:	1	2	3	4	5
My muscular strength is:	1	2	3	4	5
My speed / agility is:	1	2	3	4	5
My flexibility is:	1	2	3	4	5

Post Video Questions

	Lowest										Highest
	1	2	3	4	5	6	7	8	9	10	
1. How would you rate the overall TALENT of the performers seen in the video?	1	2	3	4	5	6	7	8	9	10	
2. How would you rate the overall ATHLETICISM of the performers In the video?	1	2	3	4	5	6	7	8	9	10	
3. How would you rate the video in Terms of DIVERSITY of performers?	1	2	3	4	5	6	7	8	9	10	
4. How would you rate the video in Terms of promoting BODY EMPOWERMENT?	1	2	3	4	5	6	7	8	9	10	

5. How would you rate the video Overall? 1 2 3 4 5 6 7 8 9 10

Demographics

1. What gender do you identify with?
 - a. Male
 - b. Female
 - c. Do not wish to disclose

2. Is your major in JMU's College of Visual and Performing Arts?
 - a. Yes
 - b. No

3. What is your approximate height? _____

4. What is your approximate weight? _____

5. If you answered yes to #2, please answer the following questions:
 - a. What school is your major in?
 - i. School of Music
 - ii. School of Theatre and Dance
 - iii. School of Art, Design, and Art History
 - b. Is your major or concentration performance based?
 - i. Yes
 - ii. No
 - c. How many years of performance experience do you have?
 - i. 1-4 years
 - ii. 5-8 years
 - iii. 9-12 years
 - iv. Not applicable

6. What are your future post-graduation aspirations?
 - a. To be a part of a performance ensemble such as a chorus, orchestra, or dance ensemble
 - b. To be a soloist performer, such as a soloist musician, dance, or actor
 - c. I do not wish to perform in the future

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