

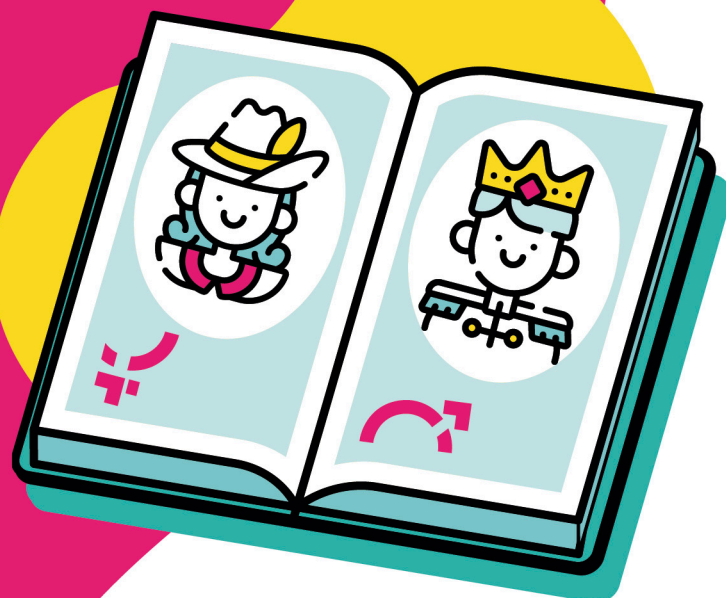
gender  
media  
education

# emerge



## LOOKING AT GENDER FROM LITERARY AND HISTORICAL TEXTS TO ALTERNATIVE MEDIA PRODUCTION

Media Education Toolkit on Gender  
Issues in Media and Pop Cultures



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MEDIAWISE SOCIETY

Students start with a game of gender identification based on descriptions of people, in order to become aware of certain stereotypes that they may apply in their daily lives.

Then the key concepts of stereotype, prejudice and essentialization are introduced. The analysis is followed by identifying examples of problematic gender representations in literary/historical/media texts, with a focus on the specifics of pop culture media products. Students then create their own media products, presenting them to each other and evaluating each other's creations.

## LEARNING OBJECTIVES

- to understand the concepts of stereotype, prejudice, gender representation, 'high' culture, popular culture
- to identify problematic representations of gender in different media, texts, ages;
- to critically analyze the identified problematic gender representations using the 6-dimensions model;
- to create media products that offer alternative gender representations to the identified stereotypes;

## STUDENT SKILLS & COMPETENCES

- identifying the overall meaning of a literary, historical and media text
- analysis of texts in terms of the languages used (written, visual, audio, etc.)
- digital technical skills
- skills in critical analysis of different media content and gender representations
- the ability to use the concepts of stereotype, prejudice and representation in the analysis and production of media productions
- understanding the relationship between texts and their social, cultural and historical context;
- supporting a point of view with pros and cons;
- creative digital production skills
- self-assessment; peer-review
- online documentation skills;
- relating gender discourse to personal values and perceptions.



### Disciplines/disciplines involved

English language and literature, Romanian language and literature, history and other social sciences and humanities subjects the syllabus of which allows the integration of the activities described below.



### Context/educational level or students

Upper secondary school - 9th to 11th grades



### Time 7 hours

Activities can be hybrid – taking place in the classroom, outdoors, at home. Depending on students' prior knowledge and the learning context, units can be compressed to a duration of 4 hours.

## STUDENT ROLES

- identifying problematic representations of gender in personal experience and in various forms of media
- textual analysis of stereotypes in literary, historical and media texts
- comparative analysis activities (literary, historical, discursive texts and their media versions)
- discourse analysis on stereotypes, gender discrimination and emancipation
- creating public discourse and media products to support/argue/illustrate a point of view on gender representation
- documenting and informing themselves about products of media culture that reflect stereotypical representations of gender
- creating media products that reflect alternative gender discourses
- self-evaluation and peer-evaluation activities of the created media products.

## LEARNING METHODOLOGIES

- role-playing games
- educational game
- brainstorming
- project-based work
- teamwork
- debate
- public speaking
- textual analysis
- comparative analysis
- mind maps
- discovery learning
- documentation
- ice-breakers
- case study

## PREVIOUS KNOWLEDGE AND ABILITIES

### Knowledge:

- various languages (written, sound, visual - camera angles, framing, detail, editing, non-verbal - gestures, face & body language, paratextual elements - page layout, alternating text-image-sound) used in communication
- prior reading of literary, historical, functional texts used in activities in order to become familiar with them will be an advantage in critical analysis activities
- elements in the structure of a speech
- narrative structures and techniques (narrative perspective), figures of speech (symbol, metaphor, etc.)
- literary movements, historical eras

### Skills:

- differentiating denotative from connotative meaning
- differentiating text from discourse/ideology
- Contextualization
- photo/video editing
- ICT (digital and documentation skills)

## RESOURCES

- Canva, Photoshop, meme generators, InShot, video camera, smartphones, dice, PowerPoint presentations, Quizizz, Mentimeter, Jamboard etc.
- literary and historical texts
- media texts (films, documentaries, videos, newspapers, posters, memes)

## TECHNICAL SUPPORT

- Microsoft Teams
- Projector
- Google Meet
- Computers

## SUMMARY OF THE LEARNING SCENARIO

Students start with a game of gender identification based on descriptions of people, in order to become aware of certain stereotypes that they may apply in their daily lives.

Then the key concepts of stereotype, prejudice and essentialization are introduced. The analysis is followed by identifying examples of problematic gender representations in literary/historical/media texts, with a focus on the specifics of pop culture media products.

Students then create their own media products, presenting them to each other and evaluating each other's creations.

### USEFUL OBSERVATIONS in the teaching process:

- If, for whatever reason, you can't find room for these activities in the subject you are teaching, you can still use the material sequentially or you can schedule the scenario in mixed classes: extracurricular/homeroom class + curricular, within the subject you are teaching.

## FOCUSING OF ATTENTION / TRIGGERING EVENT

- Personal experience in their cultural and media consumption

## TOOLS AND QUESTIONS TO ENCOURAGE REFLECTION:

- Have you come across male or female role models on online social networks with whom you identified / with whom you could NOT identify? Why do you (not) identify?
- What are the identity traits (attitude, behavior, messages conveyed, style, facial expressions, language, etc.) that you noticed in that model?
- Do you know of any literary or historical figures who are portrayed in a stereotypical way? Do you think stereotypes differ from era to era or from region/culture to region/culture? Why?
- How are women/men represented in these texts? What are they doing, what are they like, what are their attributes, occupations or social roles? How do they relate to their partners?
- Is there a difference between the representation of the same issue in literary or historical texts and media texts (documentaries, posters, screenings, images, commercials, trailers etc.)? Why?
- Who, what, where, why, etc. - questions for analyzing the 6 dimensions.
- Open questions

## EVALUATION:

Quantitative assessment of assimilation of key concepts (quiz, test, etc.)

Qualitative assessment (of discourse, media product) according to criteria

Self- and peer-assessment of learning (Jamboard, online form, face-to-face discussions, etc.)

For the Final Assessment of learning and media products created by students, you could consider a final DEBRIEFING activity (reflection and self-assessment) during which students, with your help, will take a step back from what they have learned/produced and will talk about the learning process and the media products they have produced (videos, posters, memes, etc.).

The DEBRIEFING will involve a session of (1) self-assessment (you will help students with questions to reflect on what they learned during the media literacy activities, how they learned, how they worked together, what decisions they made and why, etc.) and (2) peer review between students on media products resulting from activities. In this part of the peer review you will act as facilitator and write down the main ideas expressed by students. You could ask a colleague for help.

## STRUCTURE OF THE LEARNING SCENARIO



### UNIT 1



DURATION: 60 min

## PROBLEMATIC GENDER REPRESENTATIONS IN PERSONAL INTERACTION WITH THE MEDIA

### Main activities

- identifying problematic gender representations in personal interaction with the media
- presentation of key concepts
- analysis of the representations identified in personal experience from the perspective of key concepts



### UNIT 2



DURATION: 70 min

## FEMININITY AND MASCULINITY IN LITERATURE, HISTORY, MEDIA OR PUBLIC DISCOURSE

### Main activities

- presentation/reading of the chosen text(s)
- critical analysis of the text(s) by making use of the concepts of stereotype, prejudice, discrimination, essentialization
- analyzing and documenting the
- relationship between text and context



### UNIT 3



DURATION: 60 min

## GENDER REPRESENTATION IN WRITTEN TEXT (LITERATURE, HISTORY, DISCOURSE) AND MEDIA TEXT: COMPARATIVE ANALYSIS

### Main activities

- paired or team activities documenting gender representations/lack thereof in popular culture (screenings, posters, documentaries, memes, etc.).
- comparative analysis of gender representations in written text and media text (comparing literary texts with screenings / historical text with documentary or fiction films / discourse with pictures or other images of the respective personality)
- analyzing gender discourse and gender representation



UNIT 4



DURATION: 2 X 50 min

## ALTERNATIVE GENDER REPRESENTATIONS

Framework for creating alternative media products

### Main activities

- creating teams and explaining work tasks
- determining the types of media products created by each team
- brainstorming activities about alternative gender representations, different from those found in popular culture
- home/outdoor assignment: media production



UNIT 5



DURATION: 2 X 50 min

## REFLECTION AND EVALUATION

### Main activities

- presenting media products to colleagues
- analysis/peer review of created media products in the light of evaluation criteria
- Self-assessment of media products created from the perspective of the impact popular culture can have on perceptions of self and of the world.



UNIT 6



DURATION: 1 X 50 min

## MEDIA PRODUCTIONS DISSEMINATION

### Main activities

- Exhibition of the media productions
- Evaluation from a wider audience

## UNIT N° 1 Problematic gender representations in personal interaction with media



DURATION: 60 min

### Specific objectives:

- to identify gender representations in the media
- to identify gender representations in the media
- to reflect on problematic issues
- to recognize gender traits in a stereotypical representation
- to assimilate key concepts: gender representation, stereotype, essentialization, prejudice.

### Assessment :

Direct assessment: students are asked whether they recognize any stereotypes, essentializations or prejudices in a particular media text (poster, ad, video, meme, etc.). Or assessment by taking a quiz built on at least 3 different media texts (using Quizizz, Mentimeter, etc.) - multiple choice

### Technical support

Video projector, computer, smartphones, Quizizz presentation

## INTRODUCTION

Duration: 7-10 min

- Pedagogical methods: gender identification game
- Instructions for students: the teacher shows students 4-5 descriptions of people, including occupation, hobbies, favorite colors and general interests. Students are asked to identify the gender of each person. Following their answers, they are asked what criteria they used to classify these people into a particular gender.
- Resources: Quizizz, Dennis, Jeffery P. 2010. "Gender Identification Exercise." Class Activity published in TRAILS: Teaching Resources and Innovations Library for Sociology. Originally published 2005 in Sociological Concepts and Gender, edited by M. C. Stalp. Washington DC: American Sociological Association. (<http://trails.asanet.org>)

## ACTIVITY

Duration: 10 min

- Pedagogical methods: heuristic conversation, case study
- Instructions for students: the teacher shows students an advertisement with stereotypical representations of gender. They are asked how they would characterize men/women, how they see their role, what traits they have and what differences they notice between their traits and those of the people depicted in the first exercise.

## CONCLUSION

Duration: 10 min

- Pedagogical methods: assessment by quiz
- Instructions for students: Students are given a quiz with at least 3 different media texts featuring problematic representations of gender. For each, they must identify whether that representation is constructed on the basis of essentialization, stereotype or prejudice. At the end, students receive feedback from the teacher and clarification on the difference between the concepts

## APPENDICES

Presentation and a quiz in Quizizz

## UNIT N°2 Femininity and masculinity in literature, history, media or public discourse



DURATION: 70 min

### Specific objectives:

- activating knowledge about gender representation
- reinforcing knowledge about the concepts of stereotype, essentialization, prejudice
- description of a media text in terms of the languages used (writing, image, sound, camera angle, etc.)
- cultivating critical thinking about gender representation
- formulating a personal point of view or opinion about the impact of gender stereotypes on one's representation of the world and on oneself

### Assessment :

Identify at least 5 gender stereotypes in a given text using Google Forms/Kahoot  
Application of open-ended items aimed at identifying the type of problematic gender representation (stereotype, essentialization, prejudice) - direct assessment

### Technical support

computer, phones, video projector, video platform, YouTube, Kahoot

## INTRODUCTION

Duration: 5 min

- Pedagogical methods: observation, heuristic conversation
- Instructions for students: students watch an excerpt from a BBC experiment, then answer the following questions: did they notice what kind of toys are recommended? What kind of colors are the two children dressed in? How do the adults behave and relate to the two children? Is there any difference between how the adults behave with the "little girl" and how they behave with the "boy"?
- Resources: BBC Experiment - Girl Toys vs Boy Toys

## ACTIVITY

Duration: 15 min

- Pedagogical methods: word association (wordcloud, word associations)
- Instructions for students: the teacher introduces students to the two concepts of masculinity and femininity and they are asked what words or images they associate them with. The teacher writes the suggested words next to the concepts or, using smartphones, students enter the words into a Mentimeter app and/or on the whiteboard to form a word cloud for each concept.
- At the end, students can choose two characters representative of the concepts of femininity and masculinity and will be asked to identify the common traits between the chosen characters and the stereotypical traits socially/culturally associated with femininity and masculinity.
- Resources: whiteboard or Mentimeter

Duration: 30 min

- Pedagogical methods: observation, discovery learning, conversation, close reading, teamwork
- Instructions for students: students read or follow the source text provided by the teacher. The critical analysis will then take place in 3 stages: 1. In teams - Description of the languages used according to the type of text (setting, light, body language, narrative techniques, story, perspective, intonation, pauses in speech, music); 2. In teams - Analysis of meaning - connotations (who is the target audience, what meanings do the identified languages have? what ideas are promoted? what are the meanings of behaviors, gestures, attitudes, etc., what stereotypes/essentializations/gender biases do you identify and how are they constructed? 3. Direct assessment: what values and ideologies are conveyed in the text? In what other texts do I find those stereotypes/essentializations/prejudices?



## UNIT N°2

### CONCLUSION

Duration: 15 min

- Pedagogical methods: didactic game - creation of memes
- Instructions for students: based on the analyzed texts, students will create memes representing one of the identified stereotypes or prejudices in its narrative/discursive context.
- Alternatively, depending on the time available and if students find it difficult to deconstruct the stereotypes in the above activity, they can do another teaching game, "Be a director!". Based on the analyzed texts, students will work in teams to find the most suitable actors to portray the characters. They will share with the class their cast and the reasons behind their choice.

Duration: 5 min

### APPENDICES

Resources: examples: excerpts from novels (*Pride and Prejudice*, *Great Gatsby*, *Ion*, *Moromeții*, etc.), from speeches (Meryl Streep - I'm a Humanist), from documentaries (*Triumph of the Will*, dir. Leni Riefenstahl, 1935), from commercials etc.

Resources: films, etc

## UNIT N° 3 Gender representation in written text

(literature, history, speech) and in media text (popular culture)



DURATION: 60 min

### Specific objectives:

- understand that media versions of literary texts, historical sources, etc. are different from the original texts
- differentiate the specific languages used in literary, historical or discursive texts and their media versions (codes, conventions, narrative structures, symbols, metaphors, etc.).
- observe how the dramatic effect of media languages (film, music, sound, editing, etc.) influences emotions and understand of meaning in the studied media versions
- understand the economic and ideological dimensions of media production
- compare gender representations in source texts (literature, history, speech) and their media versions

### Assessment :

Direct assessment of homework: students briefly (2 min) present the two differences in gender representation identified in the media versions they watched. Continuous observation

### Technical support

Computer, video projector, video platform

## INTRODUCTION

Duration: 5 min

- Pedagogical methods: heuristic conversation, debate
- Instructions for students: students briefly present the two differences in gender representations identified in the media versions watched at home and express their opinions on the significance of the identified differences.
- Resources: chosen texts and their media versions

## ACTIVITY

Duration: 20 min

- Pedagogical methods:
- Instructions for students: watch in class some excerpts from the media versions provided by the teacher and re-read the excerpts represented in the media version. Comparative analysis steps: 1. Students identify differences in the language used in the source text and the media version; 2. Students identify the different ways of constructing the character (narrative techniques, images, metaphors, symbols, perspective, camera angle, soundtrack, sets, costumes, gestures, etc.); 3. Students discuss the similarities and differences observed in the representation of gender in the source text versus the media text, including omissions in representation; 4. Students are asked how the dramatic effect is achieved in the media versions and how this effect influences their perception of the overall genre and meaning of the text;
- Resources: chosen texts and their media versions

Duration: 10 min

- Pedagogical methods: research
- Instructions for students: students will research, in pairs/teams, information about the production and publishing context of the media versions being analyzed (producer, industry, target audience, medium or publishing industry, budget, awards, film reviews). When watching the film, they should look at the choices made by the director to illustrate the novel, the characters, and discuss in class the issues that lead to stereotypical representation. Students can look for interviews with the director explaining his choices, for example.
- Resources: chosen texts and their media versions

## CONCLUSION

Duration: 15 min

- Pedagogical methods: presentation
- Instructions for students: students will present the information identified in the previous activity in class;
- The teacher presents and explains the diagram with the 6 dimensions for analyzing a media text. In teams, students complete the diagram, building on the information found during their research.

## APPENDICES

Worksheet of the 6 dimensions (attached)

## UNIT N°4 Alternative gender representations

 DURATION: 2 x 50 min

### Specific objectives:

- identifying at least one stereotype in the representations of femininity/masculinity in the source (canonical) texts to replace with a non-stereotypical trait in their own representations.
- defining the intentions that they want to communicate to a target audience
- identifying the target audience for the message to be conveyed
- the ability to justify the type of approach chosen to convey a message about gender representation in a media product they create: meme, gif, video, video speech, etc.
- the ability to consciously and deliberately select appropriate resources to create and share meaning (sound, music, image, body language, graphics, text, visual effects, etc.).
- reflecting on the impact the media product might have on the target audience
- the ability to create a media product following pre-established criteria

### Assessment:

Continuous assessment, ongoing feedback

### Technical support

Image/sound editing software, video camera (smartphones),  
meme/gif generator apps, microphone, computers (computer lab)

**Teacher's NOTE:** Students may have difficulty creating alternative representations for the characters being analyzed, tending to remain focused on the source text. Using the principles of adaptation, however, it is useful to communicate that in contemporary adaptations one can choose what to keep and what not to keep of a character's traits to make them relevant to the current historical and cultural context.

## INTRODUCTION

Duration: 10 min

- Instructions to students: the teacher introduces the main objective of the lessons, which is to create media products that provide gender representations that remove at least one stereotype or gender bias from the representation of femininity/masculinity and replace them with non-stereotypical traits. The criteria to be addressed in the creation and evaluation of the products are specified: intention/message, target audience, appropriateness of resources, relevance of content, how languages are combined to achieve the intended purpose, originality, use of resources in a copyright compliant way, compliance with the gender representation requirement. How to work in teams and the deadline for the submission of products are also specified, as well as the maximum length of the video products (3 minutes).
- Resources: PowerPoint presentation

## ACTIVITY

Duration: 10 min

- Pedagogical methods: brainstorming, conversation
- Instructions for students: the teacher shows students a picture/video that represents a woman/man without using any stereotype or prejudice. Then the teacher asks students if they can find other examples of alternative gender representations. They share examples from their media consumption with the rest of the class.
- Resources: PowerPoint presentation, projector, computer

Duration: 10 min

- Teaching methods: presentation, conversation
- Instructions for students: the teacher lists some types of media products (memes, gifs, videos - filmed speech, interview, trailer, multimedia materials - collages, remixes) and presents the languages they can use in each case: graphics, image, sound, gesture, tone, camera angle, focus, light etc. Then the teacher asks students if they have ever created such media products and if they have any other suggestions
- Resources: Power Point

Duration: 15-20 min

- Instructions for students: depending on the answers to the previous question, students who have already created media products are invited to present the technical means/resources they have used and to give a short demonstration of how to do it on specific platforms/applications.
- Resources: platforms, apps, computers, projector, smartphones

## UNIT N°4

### ACTIVITY

Duration: 20 min

- Pedagogical methods:
- Instructions for students: students form their teams and determine the type of media product they are making and decide the number of team members (teams of 2-3 for those who want to create memes or GIFs and larger teams of 7-8 students for those who want to create a trailer or video). The students set roles and tasks under the guidance of the teacher and design the steps to produce their chosen media product.

Duration: 30 min

- Pedagogical methods: heuristic conversation, presentation, speech, teamwork.
- Instructions for students: each team presents the media product they have decided to make in front of their peers. Each team's presentation is followed by reflective questions on how the product meets the criteria previously outlined by the teacher (intentions, target audience, relevance of content, originality, appropriateness of languages, use of resources using copyright, etc.).
- Resources: computers, phones, apps

### CONCLUSION:

Duration: 5 min

- Pedagogical methods: feedback
- Instructions for students: After getting feedback from the teacher, students are given the assignment of creating the media product, reminding them of the deadline (max. one week) for submitting projects.

## UNIT N° 5 Reflection and evaluation

 DURATION: 2 x 50 min

### Specific objectives:

- the ability to self-evaluate the created media output against the evaluation criteria.
- the ability to critically evaluate media products produced by other colleagues
- ability to present projects to a variety of audiences online and/or in public
- final assessment of students' media literacy and understanding of gender representations against the assessment criteria
- the ability to organize a multimedia event/exhibition and to
- promote this event to the target audience

### Assessment:

- multimedia exhibition in the lab - introductory speech by the teacher and then the public is invited to drop by each team to watch the product, with feedback provided on a platform (forms) where they can comment on each work and give a star rating.
- "Școala altfel" (Alternative education week) online event dedicated to media education, where eMerge and students' projects will be presented
- maybe: self-assessment and peer review using the same form
- self-assessment questions (orally): using Dice debrief game or reflection/self-assessment questions: what would they do differently, strengths, weaknesses, what improvements would they make, how was the teamwork, to what extent did they collaborate, what did they agree on, were there any conflicting opinions, what was their personal contribution?

### Technical support

Computer lab, laptops, video platform, smartphones,  
meme displays

**Teacher's NOTE:** students may not have the practice of giving feedback to their peers, they may not understand the value of constructive criticism. Talk to them openly about it, encourage them to express their opinion, listen to the opinion of others, if they disagree, express their opinion with arguments, formulate their ideas with respect for the ideas of others, understand that there may be different perspectives and perceptions etc.

### INTRODUCTION

Duration: 5 min

- Pedagogical methods: group teaching/presentation
- Instructions for students: the teacher presents the stages of assessment: 1. presentation of the projects in teams in front of the class; 2. self-assessment using the Dice Debrief game; 3. peer review with a Q&A session and using Jamboard; 4. assessment by the teacher according to the criteria.
- Resources: video projector, computer, Jamboard, a dice

### ACTIVITY

Duration: 20 min

- Pedagogical methods: project presentation, in teams
- Instructions for students: students present their projects in front of the class, then self-assess using the Dice Debrief game.
- Resources: computer, video projector

Duration: 5 min

- Pedagogical methods: peer review
- Instructions for students: all students complete comments and final feedback for peer projects in Jamboard.
- Resources: Jamboard

Duration: 10 min

- Pedagogical methods: qualitative assessment, orally
- Instructions for students: the teacher evaluates the students' projects according to the set criteria and gives feedback. Assessment criteria: intention/message, target audience, appropriateness of resources, relevance of content, how languages are combined to achieve the intended purpose, originality, use of resources while complying with copyright, compliance with genre representation requirement.

### CONCLUSION

Duration: 10 min

- Instructions for students: the teacher, together with the students, will determine the details for organizing the multimedia exhibition that will take place on site (in the school hallway, computer lab, etc.) or online.

## UNIT N° 6 – Media production dissemination



DURATION: 50 min

### Specific objectives:

- the ability to present projects to a variety of audiences

### Assessment :

- the audience will rate the projects by scanning a QR code at the multimedia exhibition (on site or online) and filling in a feedback form which will include: projects viewed, rating and at least one open question about impressions on the projects.

### Technical support

Computer lab, laptops, video platform, speakers, microphone, QR code, smartphones, meme displays

## INTRODUCTION

- Duration: 5 min
- The teacher presents in an introductory speech the objectives of the project, the resources created and the themes and criteria of the media projects

## ACTIVITY

Duration: 40 min

- Instructions for students: the teacher invites the public to take a tour of the exhibition and see the projects on each laptop / Students present the projects online in teams. In the presentation of the projects, the teams mention the message they aimed for in the product they created, the gender stereotype they referred to in creating the media product and the source text they used.
- Resources: laptops, video platform, microphone, speakers

## CONCLUSION

Duration: 5 min

- Instructions: The audience accesses via QR code the feedback form which will include: projects viewed, rating and at least one open-ended question about impressions on the projects.
- Resources: Microsoft Forms

## APPENDICES

- Media products produced by students and photos from the event will be disseminated on social media and published on the school website.
- Students involved in the project will offer testimonials about their experience in the project.