

gender
media
education



EMERGE



REMixING MAGAZINE COVERS TO PORTRAY GENDER

Media Education Toolkit on Gender
Issues in Media and Pop Cultures

Toolkit adjustable to any diversity context

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MEDIAWISE SOCIETY



Students will learn to recognize gender stereotypes, how they are constructed, how they are used in interpersonal relationships and, of course, how they use them, they will develop and learn critical thinking skills, they will become aware of how discrimination works and learn how to avoid it.

LEARNING OBJECTIVES

- identifying gender stereotypes in different media materials (press, social media, advertising, videos)
- analyzing the media material using textual analysis
- analyzing the consequences of using gender stereotypes by widening the context (cultural, economic, social)
- creating media materials to raise awareness about gender stereotypes using techniques such as remixing, critical reflection, creation of memes and magazine covers

STUDENT SKILLS & COMPETENCES

- Understanding/defining media representation
- Understanding/identifying how representations are constructed through processes of selecting and combining information
- Understanding, identifying interests (of individuals, institutions or businesses) involved in media production
- Understanding/ highlighting the importance of different audiences from a media production perspective
- Understanding/comparing differences in public preferences and usage
- Understanding how media producers target and reach different audiences for commercial/profit reasons;
- Becoming more reflective in identifying and explaining personal interpretations of media messages
- Ability to reflect on the consequences of potential or actual choices in terms of meaning created and shared.
- Understand/specify/name relationships between texts and their wider social, cultural and political context and use evidence and logical arguments to make well-founded generalizations.
- Ability to create media texts taking into account wider contexts of production and publication
- Skills for presenting media material in public
- Reading and reviewing skills (and fan writing skills) to understand production and consumption contexts
- Skills in using digital tools to create media content (digital photography, magazine covers, videos, memes)
- Responsible online communication skills (complying with copyright, avoiding cyberbullying and trolling, respecting the rights of others, etc.)



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

Students in the 11th grade Fine Arts / Architecture school; 12th grade students in Social Sciences; students in 7th, 8th, 9th and 10th grades



Time 8-10 hours

Activities can be conducted online on Google Meet/Zoom etc. and/or face-to-face in the classroom (computer lab would be useful), library, outdoors etc.

STUDENT ROLES

- Exercises to identify gender stereotypes in different media materials
- Critical analysis exercises of media materials from a social impact perspective
- Analysis of case studies on gender stereotypes and their impact in society
- Activities to create/design media materials that reflect the "breaking" of gender stereotypes
- Critical reflection exercises on materials developed and presented to colleagues
- Debriefing activities (distancing and reflection); EIAG method (Experience, Identification, Analysis, Generalization)

LEARNING METHODOLOGIES

- Presentation
- Technical demonstration
- Debate
- Brainstorming
- Mind map
- Digital creativity exercises
- Argumentation
- Teamwork
- I know, I want to know and I've learned

PREVIOUS KNOWLEDGE AND ABILITIES

Knowledge: what a stereotype is, notions about media (types of media, functions, etc.)

Skills: basic digital skills, teamwork skills, analysis and argumentation skills.

FOCUSING OF ATTENTION / TRIGGERING EVENT

Students will be asked to make a meme that starts with "Girls/boys are ..." then reverse the roles and change only the terms "girls" instead of "boys" and vice versa.

RESOURCES

What tools, resources and technologies may be needed?

- Google Forms & Slides
- [Meme generators](#)
- Mentimeter
- Padlet
- Adobe Photoshop,
- Caneva (desktop & app)

TECHNICAL SUPPORT

- Laptop
- Projector
- Mobile phone
- Internet connections
- Platform learning
- Google Drive
- Spotify, Soundcloud

EVALUATION

Type of assessment tools of the students' knowledge and skills

- Forms
- Presenting materials to an audience
- Self-analysis and group analysis of the produced materials
- Self-assessment activities:
 - The 3 Ws: What happened? What did you notice? And now what?
 - Exit note: noting, sharing one thing, one idea, something students observed during the activity, something new they learned at the end of each activity on a note or digitally on Padlet or Google Forms
 - Dice debrief – students go into groups of 3; one student from each team will be assigned to roll the dice, another student from the team will give the answer and the third student will write down the answer on an evaluation sheet. The questions will be those on the Dice debrief sheet - Name one thing you learned today / Acknowledge someone who did a good job / Describe a good idea you heard today / Describe a feeling you had today / Describe something that took you out of your comfort zone / How will you apply what you learned today?

SUMMARY OF THE LEARNING SCENARIO

Students will learn about the limits of gender representations in popular culture and their impact on society, how gender roles are constructed or formed, what stereotypes are and how they relate to social behavior and discrimination.

They will practice critical analysis and commentary on a variety of materials of their choice from the popular culture they interact with every day.

In the end, they will have the opportunity to create their own media materials in an attempt to go beyond stereotypical gender representations.

STRUCTURE OF THE LEARNING SCENARIO

Introduction

- Getting attention with ice-breakers
- Identifying gender issues in the media based on students' previous media experiences

Activity/activities

1. Define and discuss the key concepts covered in each unit
2. Analyze gender representations/gender stereotypes in various media products of popular culture
3. Creation of media products (magazine covers) in an attempt to go beyond stereotypical gender representations

Solution & conclusion

Peer review and self-assessment of products designed by students through reflection on the addressed issues

TOOLS AND QUESTIONS TO ENCOURAGE REFLECTION

- See/think/wonder questions
- Questions for the 6 dimensions analysis
- Open questions
- Digital creative tools
- EIAG method (Experience, Identification, Analysis, Generalization)

Structure of the learning scenario



UNIT 1



DURATION: 2-3 hours

GENDER PORTRAITS IN THE MEDIA

Main activities

- Introduction to gender representation in the media (examples of studies, analyses, etc.)
- Exercises to identify gender representations in the media
- Discussing the consequences of gender stereotyping and discrimination
- Discussion, written conclusions in a feedback form



UNIT 2



DURATION: 2-3 hours

CRITICAL ANALYSIS OF GENDER REPRESENTATIONS IN POPULAR CULTURE

Main activities

- Presentation of the main methods for critical analysis of media messages and practices (text analysis, content analysis and the 6 dimensions analysis)
- Critique and comment on a pop culture video of their choice by producing a reaction video.
- Introducing the concept of male gaze



UNIT 3



DURATION: 1 hour

FIGURES OF ONLINE CULTURE

Main activities

- Extending the concept of male gaze to the media. What does 'male gaze' mean and what effects can it have?
- Overcoming gender stereotypes. Collaborative presentation



UNIT 4



DURATION: 2-3 hours

ALTERNATIVE GENDER REPRESENTATIONS. CREATING MAGAZINE COVERS

Main activities

- The 6 dimensions analysis applied to magazine covers
- Planning their own media production
- Creating a magazine cover
- Presenting and posting team-created products (magazine covers) on Padlet or in print.
- Dice Debriefing and peer review

UNIT N° 1 Gender portraits in the media



DURATION: 2-3 hours

Students will learn about stereotypes and their role in communication. They will identify their own gender stereotypes.

They will become aware of how gender stereotypes and representations in pop culture can be problematic and lead to reinforcing prejudice and discriminatory actions.

Specific objectives

- to Identify their own characteristics of gender representations by working in teams
- to Identify problematic stereotypical characteristics
- to analyze the consequences of gender stereotyping and discrimination in media content

Assessment

Fill in an activity evaluation sheet

Technical support

Laptop, video projector, mobile phones, Mentimeter, Padlet, Google Forms, video projector, online meme generators, internet

INTRODUCTION

Duration: 20 min

- **Pedagogical methods:** ice breaker using Mentimeter
- **Instructions for students:** Students will use their mobile phone and access the Mentimeter app link sent by the teacher. (Girls are.../Boys are...) Each student will enter a characteristic they associate with girls and boys respectively and contribute to a word cloud. Brief analysis of the word cloud based on the questions: Are there any gender stereotypes? What are stereotypes? Are there characteristics attributed to both genders?
- **Resources:** Mentimeter app, online communication platform

OR

Duration: 30 min

- **Pedagogical methods:** ice breaker – making memes
- **Instructions for students:** Students will open a meme- generating app on their cell phone or laptop. They will create a meme that starts with "Girls/boys are ..." then reverse the roles and change only the terms girls instead of boys and vice versa. During the brief analysis of the obtained memes, the teacher will address possible gender stereotypes present in the students' memes. Brief investigation of memes starting with the questions: What does it represent? What is it trying to say? *Would you share your meme online?* Your students can answer the question in working groups reflecting on the 'Key Questions for Media Production' worksheet to understand more about their product and the context of its publication.
- **Resources:** online meme generator

ACTIVITY

1. Identifying gender representations in the media

Duration: 30-40 min

- **Pedagogical methods:** practical activity, discussion
- **Instructions for students:** In groups, students will search the internet for magazine covers dedicated to a specific target audience, upload them to Padlet and carry out a brief analysis of the identified covers using the *See/Think/Wonder technique* - *What do you see?* / *What do you think about?* / *What does it mean, where does it take you?* - which involves observing images, describing what they see (content, structure, size, subjects promoted) and what the students think about what they see (how the genre is portrayed, for example), making assumptions about what the image is trying to convey.
- Then each group will write a short conclusion in Padlet based on their analysis.
- At the end, students will discuss the results of their analyses together. They will follow the presentations and participate in the analysis of the works by relating their previous knowledge of gender representation to the images presented.

UNIT N° 1

ACTIVITY

2. Introduction to stereotypes and gender representation in the media

Duration: 20-30 min

- **Pedagogical methods:** presentation, conversation, mind map (Jamboard or other online platforms)
- **Instructions for students:** Students will watch a presentation on stereotypes, gender identity and gender portrayals in the media prepared by the teacher. They will then be asked to help construct a mind map of what was presented by adding information.
- **Reflection:** They will continue the reflection exercise started in the first activity of identifying magazine covers by answering the questions: What does this magazine cover sell? The visual choice - how does it appeal to the audience, what social impact does it have etc.? Should this magazine cover break gender stereotypes? How could it do it? Would the absence of gender stereotypes impact the sale of the magazine? How?
- **Resources:** Padlet, images of magazine covers found online

3. Identifying their own gender representations

Duration: 20 min

- **Pedagogical methods:** practical activity, discussion
- **Instructions for students:** students will work in teams (3-4 students) and fill in a sheet with the traits commonly associated with girls and boys respectively. They discuss these traits and whether they are stereotypical. They will then switch the labels on the "girls are.../boys are" sheets and look again at the characteristics they have filled in. What are these characteristics like? Can they be applied to both genders? Do some become offensive, funny? etc.
- **Resources:** teacher-made worksheets with labels.

4. Overcoming gender stereotypes (REFLECTION)

Following on from the previous exercise, this exercise is designed to demonstrate that gender stereotypes, according to which women and men have opposite and recognizable traits in terms of personality, interests, occupations and activities, are social constructs and can be deconstructed.

Duration: 30 min

- **Pedagogical methods:** practical activity, discussion
- **Instructions for students:** students will work individually and will fill in a Google Form prepared by the teacher asking them to determine the gender of the people described by specifying individual characteristics with a feminine, masculine or neutral code. Analysis of the descriptions in the exercise and discussion of problematic descriptions in gender identification.
- **Resources:** Google Forms. This activity is inspired by activity 2.1.1 Man? Woman? Or...? - [Module 2 of eMERGE](#)

CONCLUSION

Duration: 15 min

- **Pedagogical methods:** Self-assessment activity: completing a feedback sheet with 4 quadrants: I observed... (facts level); I felt... (emotional level); I learned... (cognitive level); A plan for the future is... (transfer to everyday life).
- **Instructions for students:** each student will receive and complete the activity evaluation sheet provided by the teacher (print)

APPENDICES

- handouts
- worksheets
- questions
- evaluation forms

UNIT N° 2 Critical analysis of gender representations in popular culture.



DURATION: 2-3 hours

Students will learn how various methods of critical analysis of media content are used and will apply one such method to pop culture media content.

Specific goals

- To become familiar with a set of methods for critical analysis of media messages and practices such as 6-dimensions analysis, content analysis and text analysis
- To practice at least one method of critical analysis of media content

Assesment

- Fill in an activity evaluation sheet

Technical support

Laptop, projector, mobile phones, internet connection, Padlet, Google Forms, Youtube, VideoAnt, Flipgrid.

INTRODUCTION

Duration: 20-30 min

- **Pedagogical methods:** ice-breaker – teacher presents a meme
- **Instructions for students:** the teacher will project a meme and ask students to interpret the intention, the target audience, the meaning, the stereotypes promoted, the values conveyed, the need for tools/methods to analyze media content.
- Resources: laptop, video projector, a meme

ACTIVITY

For Activity 1:

Critical analysis methods of media messages and practices: 6- dimensions analysis, content analysis and text analysis

Duration: 20 min

- **Pedagogical methods:** practical activity, discussion
- **Instructions for students:** Students will follow the teacher-led presentation on methods of analyzing various media content or at least the method chosen for the practical activity below. They will then be asked to help construct a mind map of what was presented by adding information.
- **Resources:** video projector, laptop, internet, PPT prepared by the teacher

For Activity 2:

Critique and commentary on pop culture gender representations

Duration: 50 min

- **Pedagogical methods:** presentation, conversation, practical activity
- **Instructions for students:** Students will choose a commercial/video/part of a cartoon/movie/video posted on social media or will watch a video material suggested by the teacher. The URL of the material will be made available to watch the video several times. Students will do the text analysis of the video material in groups. The format of the analysis will be decided by the teacher (worksheet, Jamboard, Padlet, etc.). The most creative way of commenting on and analyzing the language and how gender is portrayed will be by producing a **reaction video**.
- **The following will be analyzed:** the audio-visual elements that make up the material, the way men and women are portrayed, as well as the meanings emerging from the analysis, the gender stereotypes used, etc. The construction of the ads is based on gender roles and is directed either towards women or men. Their content also depends on target groups. See, for example, the [Carlsberg commercial](#). Reaction videoS can be made using [VideoAnt](#) or [Flipgrid](#), or other video editing apps students are familiar with. [See here one such example of analysis!](#)
- **Resources:** laptop, video projector, mobile phones, Google Forms, YouTube, VideoAnt, Flipgrid, worksheets

UNIT N° 2

CONCLUSION

Duration: 20 min

- **Pedagogical methods:** gallery tour, exit note
- **Instructions for students:** students will watch the created reaction videos and comment on the added information. They will fill in an exit note "Something new I've learned, something I didn't know at all, something I've already known".
- At this point in the evaluation, you could also introduce the concept of male gaze - the portrayal of women from a male perspective. The term "male gaze" was coined in 1975 by Laura Mulvey in an attempt to describe how women are portrayed - through the eyes of a heterosexual male - as passive objects of dominant male desire.

Duration: 20 min

- **Pedagogical methods:** Self-assessment activity: completing a feedback sheet with 4 quadrants: I observed... (facts level); I felt... (emotional level); I learned... (cognitive level); A plan for the future is... (transfer to everyday life).
- **Instructions for students:** each student will receive and complete the activity evaluation sheet provided by the teacher (print or online)

APPENDICES

- PPT presentation – critical analysis methods, samples and worksheets for media analysis
- Google Forms evaluation forms

UNIT N° 3 Figures of online culture



DURATION: 1 hour

In this unit, students will further explore the meaning of the "male gaze" concept and analyze various media materials from this perspective. They will apply the Bechtel test to the films and series they watch and practice working together to find public figures who have tried to overcome the gender labels that society often promotes.

Specific objectives:

- to recognize the meaning of the *male gaze* concept in popular culture (films, music, ads, influencers' posts on social media, etc.)
- to analyze the 'male gaze' in terms of it possibly generating discriminatory behavior
- to create a collaborative presentation

Assessment :

fill in a Google form to evaluate the lesson and their emotional state

Technical support

Padlet, Google Forms, Video projector, internet, Mentimeter

INTRODUCTION

Duration: 10 min

- **Pedagogical methods:** ice breaker
- **Instructions for students:** 1. Write a trait/characteristic attributed to girls. 2. Write a trait/characteristic attributed to boys.
- **Resources:** Mentimeter app / Answergarden

ACTIVITY

For Activity 1

What does "male gaze" mean and what effects can it have? The teacher chooses a commercial or other video that represents the female gender in stereotypical audio-visual language.

Duration: 20 min

- **Pedagogical methods:** presentation and debate
- **Instructions for students:** After introducing the concept of male gaze, students will watch the video and analyze the representation of women from this perspective. The teacher will facilitate this discussion. Ask students to switch gender roles. What effect did they get? What reactions did they get? Is this type of representation common? Where? What effect might it have in society?
- The discussion can be broadened to films/series that young people are currently watching in order to analyze them from the perspective of the Bechtel test (details on the two concepts of male gaze and the Bechtel test in Module 1 of the 1 [online course eMerge – e-Media Education on Gender Representation](#))
- **Resources:** video projector, laptop, internet, video prepared by the teacher

UNIT N° 3

For Activity 2

How to break / overcome gender stereotypes?

Duration: 30 min

- **Pedagogical methods:** creation of a collaborative presentation in Google Slides (groups of 3-4 students)
- **Instructions for students:**
 1. Search the internet for relevant images and information about personalities who have overcome gender stereotypes, who have placed themselves outside the gender stereotypes that society sometimes attaches to certain people.
 2. Collaboratively create a presentation using Google Slides with these images and information.
- **Resources:** Internet, laptop, mobile phone

CONCLUSION

Duration: 10 min

- **Pedagogical methods:** Evaluation of activity and of their emotional state
- **Instructions for students:** Students will access a Google Forms link and leave a comment on the activity and how they felt while doing it.

APPENDICES

- PPT - male gaze, Bechtel test concepts presentation
- Google Forms evaluation form

UNIT N° 4 Alternative gender representations. Making magazine covers



DURATION: 2-3 hours

Specific objectives:

- Analyzing media content dedicated to different target audiences using the 6 dimensions diagram
- Planning the production of media content that breaks gender stereotypes together with the team
- Creating a magazine cover with Canva
- Self-assessment of own creation
- Evaluating products created by other teams

Assessment :

- Self-assessment with Dice debrief
- Gallery tour, exhibition

Technical support

Padlet, Canva, Photoshop, Express Photo, Editor, Video projector, internet, Mentimeter

INTRODUCTION

Duration: 10-15 min

- **Pedagogical methods:** ice-breaker: brainstorming
- **Instructions for students:** Students will be asked what magazines they read and why. What niche audience do the magazines they read follow? Do they identify with this audience? In what way? Why are most magazines designed for a niche audience? (Issues related to the business model of magazines can be discussed)
- **Resources:** magnetic board, marker, Jamboard, Padlet

ACTIVITY

For Activity 1: The 6 dimensions analysis for magazines covers

Duration: 20-30 min

- **Pedagogical methods:** presentation, explanation, conversation
- **Instructions for students:** The teacher reviews or shows students the diagram for the 6 dimensions analysis, if it hasn't been already done in Unit 2 of this learning scenario. The teacher may suggest they apply the analysis to two magazine covers of their choice. One could be dedicated to women, the other to men, but the choice remains with the students.
- **Resources:** laptop, projector, magnetic board, marker

For Activity 2: Practical exercise of planning students' media production

Duration: 20 min

- **Pedagogical methods:** presentation, explanation, conversation, applications
- **Instructions for students:** The teacher will introduce students to Canva or Cover Me to create a magazine cover.
- Students access the app and plan, in teams of 3-4, the creation of a magazine cover (determining the target audience, the language, the images, how to overcome gender stereotypes, how to convey meaning according to certain objectives - to shock, to convince, to create suspense, to provide information, etc.). **Resources:** laptop, projector, magnetic board, marker
- **Resources:** laptop, projector, mobile phones, Canva app

For Activity 3: Practical exercise to create a magazine cover

Duration: 30 min

- **Pedagogical methods:** presentation, explanation, conversation
- **Instructions for students:** Students will work in teams to create a media product that demonstrates overcoming stereotypical gender representations. Students will post the magazine cover they created on a Padlet prepared in advance by the teacher.
- **Resources:** mobile phones, internet connection, Canva app, free image apps, Padlet app, Google drive

UNIT N° 4 Alternative gender representations. Making magazine covers (2-3 hours)

ACTIVITY

For activity 4: Presentation of each team's creation and peer review in the classroom

Duration: 20-30 min

- **Pedagogical methods:** presentation, conversation
- **Instructions for students:** Each team will present the magazine cover
 - Students will answer questions from their peers
 - Students will vote on Padlet for the products created by the other teams
 - The teacher will use the "Peer Review" worksheet for recommendations to facilitate this type of assessment.
- **Resources:** laptop, video projector, internet, Padlet app

CONCLUSION

Assessment activity 1:

Duration: 10 min

- **Pedagogical methods:** Dice Debrief assessment
- **Instructions for students:** Each team will receive a dice. They will also receive and complete the activity evaluation sheet provided by the teacher (print or online).
- One student rolls the dice, another student writes on the sheet, and the other two students in the team answer according to the requirement set by rolling the dice:
 1. Write down one new thing you learned today.
 2. Name someone on the team who has done a good job.
 3. Write down a good idea you heard.
 4. What emotions/feelings did you experience today/how did you feel.
 5. Describe one thing that took you out of your comfort zone.
 6. How will you apply what you learned today?

Assessment activity 2 – peer review

An exhibition that could be organized separately in the school for students of other classes, teachers, parents

- **Pedagogical methods:** Gallery tour, exit note
- **Instructions for students:** Students will set up an exhibition for students in other classes and give them an opportunity to comment and discuss representations of gender in pop culture. The teacher will use the "Peer Evaluation" worksheet for recommendations to facilitate this type of evaluation.
- **After the event, students will complete an exit note:** "Something new I've learned, something I didn't know at all, something I've already known"

APPENDICES

- 6 dimensions diagram
- Peer Review Worksheet
- Debriefing worksheet
- Google Forms evaluation