

gender
media
education



EMERGE



MAKE CANDIDE TRAVELLING THROUGH PODCATS IN QUESTIONLAND

Media Education Toolkit on Gender
Issues in Media and Pop Cultures



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In the 18th century, French philosophers such as Voltaire would often use fiction to question their society's norms. Let's suppose that we are today's philosophers! And, we have decided to question our society's current norms. While, in the 18th century the issue was to denounce royal absolutism or religious obscurantism, nowadays our target will be gender inequalities.

The idea is to use the same technique as Voltaire and to **produce stories told from the view point of a character with a falsely naive perspective on our world's media representations so as to question them**. The final goal will be to produce a podcast, which will place the stories in oral tradition and help students discover sound expression techniques.

The chosen literary style ensures that the story is accessible to everyone and suitable for younger children. Therefore, **at a later stage, the stories will be played for primary school classes, so as to leverage the children's imaginations and lay the groundwork for a reflection on children's existing media representations**.

LEARNING OBJECTIVES

- To analyse gender representations in the media
- To write a philosophical tale that questions current media representations
- To create a fiction podcast for a children's audience

TARGETED DISCIPLINARY SKILLS

In French:

- UAA5 – Transposing a literary work in a contemporary context
- UAA1 – Individual research on a topic
- UAA6 – Reporting on a cultural experience

STARTING POINT / TRIGGERING ELEMENT

Screening of a short film that reverses gender stereotypes
[MAJORITE OPPRIMEE, a film by Eléonore Pourriat \(2010\) - Bing video](#)

THEMES

Ordinary sexism and gender stereotypes in the media used by children and teenagers

STUDENT SKILLS & COMPETENCES

Knowledge:

Good understanding of the historical context of the 18th century, of the ideas of the Enlightenment, of Voltaire's or Montesquieu's literary project (to emulate their approach)

Skills:

Identify the ideas defended by the Enlightenment (or not) in a new document, and justify their presence. Integrate these concepts in a written production



Disciplines/disciplines involved

6 and 7 grades.

During French literature class. In association with and following a course on 18th century literature.



Context/educational level or students

Upper secondary school - 9th to 11th grades



Time 20-50 minute class periods

Time should also be allowed for homework during certain writing and production stages.

LEARNING METHODOLOGIES

This scenario includes around ten hours for analysis and another ten for production.

Analysis is carried out in class using various media and methods (presentation, document analysis in small groups, debate, quiz).

Production is carried out partly in class and then at home or outside of class time. Pooling ideas, writing a first draft, corrections and comments, improving and streamlining the stories. Recording voices and sounds, editing and preparing the presentation.

STUDENT ROLES

What is expected of students in terms of involvement? What are the activities that require they play an active role in the scenario?

In groups, the students will create an episode of a philosophical tale in the style of Voltaire. The plot will go as follows: a “foreigner” arrives in a country, observes how it is organised and reacts in a falsely naive manner to certain practices. Using surprise is a way to question and criticise this society.

The critical analysis will focus on certain types of media favoured by youth: ads, video games, cartoons, children's albums, school manuals...

Example of an initial scenario to be developed in various episodes, depending on the number of groups:

A candid character wonders at everything he or she sees or doesn't see as regards gender representations in video games, manga, school manuals, cartoons, etc.

This helps students make choices in line with their media practices and those of the audience targeted through the podcast.

They play an active role in creating the story. They must constantly work as a group, both for the analysis and the production phases.

This implies a well-defined division of tasks within the groups, making sure it doesn't follow a gendered division of roles (avoid assigning girls to the role of secretary in mixed-gender groups, for example).

During the dissemination phase, the students take on the role of storytellers. They are responsible for properly conveying the meaning of the tale and of the project to primary school students. In this way, they pass on the expertise they developed regarding the issue of gendered media representations.

RESOURCES

- Media library of examples to analyse, such as: problematic media excerpts (pages 10 to 29 of the PowerPoint presentation *Candide in the Land of Questions*) and other documents available (two excerpts from *Fort Boyard*, [eMERGE - Film posters \(padlet.com\)](#), [Sexisme et médias by dorothee Foddis on Prezi Next](#))
- Annex to the “Concept sheets” on the Smurfette syndrome, the Trinity syndrome, male gaze, maninterrupting, mansplaining, hegemonic masculinity, the Bechdel test, double standards, rape culture, the Matilda effect.

TECHNICAL SUPPORT

For production:

- Microphone (Zoom or smartphone)
- Computers
- Audio editing software (Reaper or Audacity)
- Online sound bank and royalty-free music
- Fiction podcast examples:

[“Candide ou l’Optimisme” by Voltaire | France Culture \(radiofrance.fr\)](#)

[L’Histoire surprenante des Contes de Fées - Cendrillon \(rtbf.be\)](#)

[Écouter Histoires pour les Oreilles Podcast \(radio-en-ligne.fr\)](#)

For dissemination:

- PPT project presentation *Candide in the Land of Questions*
- Good quality sound broadcasting equipment

STRUCTURE OF THE LEARNING SCENARIO

Analysis:

Adopting a gender perspective: developing a media representation analysis grid that highlights gender-associated issues

Production:

1. Application of this analysis grid to the popular media used by the students
2. Story creation (writing, corrections, comments, improvement, harmonisation)
3. Learning of voice and sound techniques
4. From pre-production to editing

Dissemination:

Testing the reception of the podcasts and presenting the project to a younger audience.

REFLECTION/EXTENSION :

Many more episodes may be written, and the activity suggested in primary school could be extended to a broader project with the teachers.

Illustration of the story heard, exhibition showing the different versions, analysis of new media documents available in their class (inventory and critique of children's books/school manuals/posters, etc.)

EVALUATION:

The students' final productions are to be evaluated using criteria relevant to

- the construction of the story and the quality of the writing;
- the relevance of the production to its target audience;
- the use of the gender analysis grid in critiquing the society depicted in the story;
- oral expression skills;
- the use of sound techniques in support of the narrative and its dissemination;
- The personal commitment of the students in the participatory process.

What's more, the dissemination stage is in itself a way to evaluate the productions through their reception.

Structure of the learning scenario





UNIT 4



DURATION: 6 X 50 min

WRITING A PHILOSOPHICAL TALE FROM A FOREIGNER'S POINT OF VIEW

Main activities

- This first sequence centred on media production focuses on the development of a specific type of narrative. Students will ideate a story in which the main character takes a falsely naive view of our society: through his/her discovery of the media, this character wonders about the gender stereotypes they convey.



UNIT 5



DURATION: 5 X 50 min

MAKING THE PODCAST

Main activities

- During this sequence, students record and edit a podcast based on the stories they wrote during sequence 4.
- The podcast must be an original work intended for children.



UNIT 6



DURATION: 30 min

MAKING A POSTER OR AN ALBUM COVER

Main activities

- Students create a poster or an album cover to illustrate their group's story. It must be in line with the other group's graphic creations to highlight the homogeneity of the collection.



UNIT 7



DURATION: 2 x 50 min

WHEN THE PODCAST MEETS ITS AUDIENCE

Main activities

- During this last sequence, the project is presented to younger children to test how they react to one or several episodes of the podcast. The secondary school students are responsible for the activity and act as facilitators in younger children's classes.

UNIT N° 1 Introduction: Where are the discriminations?

DURATION: 50 min

Description:

Through a short film that reverses gender stereotypes, students will be made aware of gender discriminations in society at large.

Specific objectives:

- To clearly formulate the stereotypes depicted in a short film and conveyed by society.
- To understand the difference between stereotype and prejudice.
- To understand how discrimination works.

Assessment : At the end of the activity, students are able to provide one example of a stereotype and explain how it can perpetuate discrimination.

Technical support : Projection material

INTRODUCTION

Our Western society expects people to behave differently according to their gender. Boys are not socialised in the same way as girls. As a result of this differentiation, the organisation of society is significantly more favourable to men than to women.

Eléonore Pourriat's short film can be used to highlight the various oppressions experienced by a so-called "minority" social group, but which nevertheless represents half of the population.

The teacher is invited to screen the short film [MAJORITÉ OPPRIMÉE, a film by Eléonore Pourriat \(2010\) -YouTube](#)

ACTIVITY

Duration: 50 min

Learning method: Screening followed by a debate to understand the links between stereotypes, prejudice and discrimination in our society. The suggested structuration method is delineated by questions on each of the elements raised when watching the short film.

Instructions for students:

- Mention three elements that shock you, raise questions or that you find funny. (individually)
- What processes are used here to question gender roles?
- Who is oppressed in this short film?
- What are the privileges that these people can't access? (Refer to passages from the film) What can't these people do freely?
- How would you explain the title of the film?
- You have pinpointed the discriminations experienced by women in our society. What are they? What are they based on?

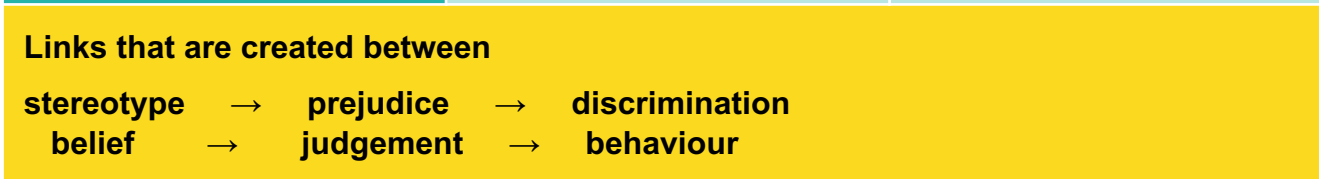
CONCLUSION

- Working as a group, draw up a mental map or a chart to define the terms "stereotype", "prejudice" and "discrimination" and list a few examples taken from the short film or other relevant experiences.

APPENDICES

Definitions of “stereotype”, “prejudice” and “discrimination”

Stereotype	Prejudice	Discrimination
<p>A stereotype assigns a generic image to all the people in a group.</p> <p>It is a belief.</p>	<p>A prejudice is a conviction that we hold about a topic prior to researching it.</p> <p>It is a judgement.</p>	<p>Discrimination is a behaviour that denies individuals equal treatment.</p> <p>It is a behaviour.</p>
<p>Examples : <i>Girls are calm and patient.</i></p> <p><i>Boys are strong and unruly.</i></p>	<p>Examples : <i>Women like to stay at home to take care of the children.</i></p> <p><i>Boys like violent sports, such as combat sports.</i></p>	<p>Examples : <i>A boss refuses a female employee a full-time position.</i></p> <p><i>The refusal to enrol boys in a ballet course.</i></p>



UNIT N° 2 ANALYSIS What is sexism?

DURATION: 50 min

Description:

Through the analysis of a media feature, the class reflects on the differentiated media treatment of people/characters according to their gender. Students deconstruct the sexist stereotypes conveyed by society during a moving debate activity.

Specific objectives:

- Discovering sexism through the analysis of media representations
- Learning to identify the processes that insidiously perpetuate sexism

Assessment :

At the end of the activity, students must be able to identify a sexist stereotype in the media and to associate it with the concept of sexism.

Technical support

Media library of sensitive content:

- pages 10 to 29 of the PPT presentation Candide in the Land of Questions
- two excerpts from the TV show Fort Boyard ([Comment repérer les stéréotypes sexistes dans les médias ? - CLEMI](#))
- [eMERGE - Film posters \(padlet.com\)](#)

Presentation/synthesis:

- [Sexisme et médias by dorothée Foddis on Prezi Next](#)

INTRODUCTION

Duration: 15 min

Learning method:

- Collective and question-guided analysis of video excerpts
- The excerpt used here is taken from a reality TV show in which celebrity teams undergo a series of tests. One can see that the people chosen for these trials have been selected according to gender stereotypes. The way they are filmed is in line with this intention.
- Of course, teachers may choose another relevant media example to reach the same conclusions.

Instructions for students:

- *Watch both Fort Boyard excerpts carefully and compare them. (Are both universes similar? Were the candidates chosen randomly? Are they all filmed in the same way? etc.)*

Resources, equipment:

- two excerpts for the TV show Fort Boyard

ACTIVITY

Duration: 35 min

Do you agree (or not at all) with the following statements?

Choose the statements you feel are relevant to launch a debate with your class. The teacher must feel comfortable with the deconstruction he or she wishes to carry out.

- *Men are naturally stronger than women.*
- *Women are more flexible than men.*
- *Women take better care of children.*
- *Women are frailer than men: they must be protected.*
- *Women are more talkative than men.*

All these statements are gender stereotypes that must be systematically questioned, for example by asking students what type of discriminations these stereotypes could lead to. The moving debate is a way to visualise the students' position as regards their own deconstruction of sexist clichés. This means that their spatial position may change, they can be informed that they are allowed to move and to change their mind. Such behaviour is valorised. [Le Guide de survie en milieu sexiste - CEMÉA \(cemea.be\)](#) has interesting answers to the questions that may emerge from the moving debate.

UNIT N° 2

- *Women too can have a career: all it takes is to want it.*

This type of affirmation is problematic because it implies that women are solely responsible for their own social success or failure. Yet, it is important to show students that women are not the only ones responsible for the discriminations they experience, but that this responsibility lies with society as a whole. Sexism is a domination system that assumes that women are inferior to men. Therefore, sexist societies are organised so as to favour men. See the definitions in the resources.

- *If you have a penis, you are a man.*

This statement is wrong, and it is used to explain the distinction between gender and sex. Gender is a social construct, whereas sex is a biological fact which is complex to identify. So, a person may have a vulva and not be a woman.

- *If women are sexually harassed in the street, it's because they dress provocatively.*

This statement is wrong. It justifies sexist violence against women by laying the guilt on them (this is called *slut shaming*) and contributes to *rape culture*.

Resources, equipment:

- Two signs mentioning “Agree” and “Strongly disagree” to be placed in the two opposite areas.
- The [Guide de survie en milieu sexiste - CEMÉA \(cemea.be\)](http://cemea.be) has interesting answers to the questions that may emerge from the moving debate

CONCLUSION

- It is advisable to formalise a definition of sexism.

APPENDICES

UNIT N° 2

Definition of « Stereotype », « prejudice » & « discrimination »

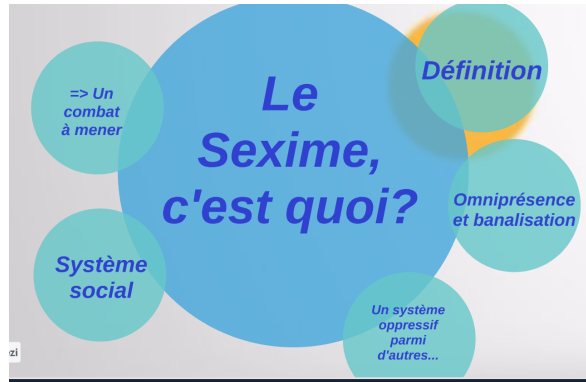
<https://prezi.com/view/THzM9hTKGO4KJC7zlv19/>



Once the Prezi presentation is open, click on the circle on the bottom left.



This will bring up different sexism-related sets.



In the Prezi presentation, click on the circle to the left mentioning "dans les Médias".



This will bring up different gender-related sets.



In the Prezi presentation, click on the circle on the top left showing a padlock symbol.



This will bring up different sets relating to sexist discrimination.



UNIT N° 3 ANALYSIS How to screen the media using a gender glasses ?

Description:

DURATION: 4 x 50 min

This activity is designed to help discover the analysis tools that can be applied to the media. Students explore these concepts in sub-groups (puzzle class), which are then shared with the whole class through a presentation. The emphasis should be placed on the analysis of media examples.

Specific objectives:

- To understand and use various media analysis tools
- To analyse the media through the lens of gender representations

Assessment :

By the end of the activity, students are able to leverage various analysis tools to critique the gender representations conveyed by a media in particular.

Another possibility is to evaluate the collaborative work and the oral presentation to the class.

Technical support

- Problematic media excerpts (pages 10 to 19 of the PPT presentation Candide in the Land of Questions) and other documents suggested ([eMERGE - film posters \(padlet.com\)](#), [Sexisme et médias by Dorothée Foddis on Prezi Next](#))
- Annex to the "Concept sheets" on the Smurfette syndrome, the Trinity syndrome, male gaze, maninterrupting, mansplaining, hegemonic masculinity, the Bechdel test, double standards, rape culture, the Matilda effect.
- Information research equipment (to be carried out individually or in sub-groups)
- Projection material for the presentation

INTRODUCTION

The media represent the world we live in, but they also have the power to co-construct our representations. In this sense, they bear a particular responsibility regarding the sexism conveyed by a society. By revealing or not revealing certain gender stereotypes, the media contribute to their perpetuation or deconstruction.

We propose that the students acquire the use of some existing tools to decipher sexism in the media.

The students will have to prepare a short presentation around a media analysis grid. This presentation will include an explanation of the concept, two case analyses and a presentation of relevant documentation collected by the students.

ACTIVITY

Students are placed in learning groups of 3 people each (may vary depending on the number of students in your class). Each group receives a concept sheet explicating a media analysis grid and providing a media library of examples (not all examples will illustrate their concept: the idea is for students to make a selection or to broaden their research). Each group studies the subject in its entirety and researches it in view of preparing a presentation (see sample summary appended).

We recommend a clear distribution of roles within each sub-group, making sure to avoid reproducing gender stereotypes: equal speaking times for boys and girls, not confining girls to the role of secretary (note taking), encouraging collective decision-making, etc.

- **Instructions for students:** Together as a group, read the concept sheet that was handed out to you. You will need to build a presentation to the class based on this concept. Start with the suggested examples and provided explanations and supplement your knowledge with targeted documental research. Using the examples you have found and analysed, present your concept to the other groups.

Students can be provided with an example of a summary to guide them through the preparation of their presentation (see Annex).

Resources, equipment:

- Problematic media excerpts (pages 10 to 19 of the PPT presentation Candide in the Land of Questions) and other documents suggested ([eMERGE - film posters \(padlet.com\)](#), [Sexisme et médias by Dorothée Foddis on Prezi Next](#))
- Annex to the "Concept sheets" on the Smurfette syndrome, the Trinity syndrome, male gaze, maninterrupting, mansplaining, hegemonic masculinity, the Bechdel test, double standards, rape culture, the Matilda effect.
- Information research equipment (to be carried out individually or in sub-groups)
- Projection material for the presentation

UNIT N° 3

CONCLUSION

- Presentations and pooling of the resources collected by the students (using a collaborative digital tool such as Digipad, Padlet or a shared written document that can be photocopied).

APPENDICES

Example of a presentation summary on the Smurfette syndrome

Title: What does the Smurfette syndrome tell us about the representation of women in fiction work?

1. **Explanation of the concept:** What is the origin of this approach? What does it say about sexism? What are the consequences of the sexist phenomenon highlighted by this concept? How can it be countered?
2. **Case analysis focusing on a sexist media feature:** Example: A film trailer with an all-male, save one, cast. Presentation of the chosen excerpt (genre, context, audience, producer) and viewing thereof in class. What can be associated with the Smurfette syndrome? How is that a problem?
3. Case analysis of a media that deconstructs a gender stereotype
4. **Example:** a photo/a meme showing political meetings where the internet user has edited out the men > only one woman is present. Presentation of the chosen excerpt (genre, context, audience, producer) and viewing thereof in class. How does this media question representations of gender minorities? What processes are leveraged? Are they relevant?
5. Presentation of documents collected on the topic (figures, educational videos, podcasts, important/emblematic people, initiatives that make a change)

UNIT N° 4 PRODUCTION

Writing a philosophical tale from a foreigner's point of view

Description:

The second part of the journey will focus on producing a fiction podcast that deconstructs gender stereotypes.

This first sequence centred on media production focuses on the development of a specific type of narrative. Students will ideate a story in which the main character takes a falsely naive view of our society: through his/her discovery of the media, this character wonders about the gender stereotypes they convey.

Specific objectives:

- Students analyse media features in order to expose the sexism that the media conveys.
- They carry out an exercise in style which consists in adapting the codes of the philosophical tale of the Enlightenment (such as Voltaire's *Candide*) to our times.
- They enter into a collaborative writing process.

Assessment :

The teacher may evaluate:

- The writing, argumentative and narrative qualities of the story produced,
- the use of media analysis tools learned in the previous sequence,
- the text's conformity to the literary style used.

Technical support

- Equipment required for collaborative writing. I.e., a group writes on a shared Word document. The teacher must also have access to these documents and can leave comments.
- The writing aid annex includes inspiring resources.

INTRODUCTION

Duration: 50 minutes

Learning method: Presentation of the implemented literary process

Instructions for students: *You now have the necessary tools to name the gender inequalities that can regularly be found in the media. Now, what could we do to fight against those inequalities? Let's draw inspiration from the Enlightenment which revolutionised Western thought!*

- *Let's use the instruments of the philosophers of the Enlightenment*
- *Let's use irony*
- *Let's experiment engagement through literature*
- *Let's collect figures, facts and scientific expertise, compile and legitimise them (encyclopaedia)*
- *Let's disseminate this work and ideas through our discussions, meetings, classes, etc. (literary salons)*
- *Let's upset perspectives in fiction and reflection (the foreigner's perspective, the falsely naive, the reversal of codes, etc.)*

And most of all, let's do this by leveraging the potential of media!

In short, the teacher explains the students' task.

- Short introduction to the Enlightenment (what is the origin of philosophical tales? What are the benefits of irony? How to convey a critique of society.)
- Presentation of a few examples of narrative podcasts

UNIT N° 4

Sound broadcasting equipment

- Example of Voltaire's philosophical tale [Candide ou l'optimisme: an online podcast | France Culture \(radiofrance.fr\)](#)
- Example from the foreigner's perspective: [Enerq@tic—virtual laboratory for sustainable energy education \(labo-energetic.eu\)](#)
- Example of a narrative podcast of a fairy tale: [L'Histoire surprenante des Contes de Fées - Cendrillon \(Cinderella\) \(rtbf.be\)](#)
- Example of a narrative podcast of a fairy tale: [Écouter Histoires pour les Oreilles Podcast \(radio-en-ligne.fr\)](#)

ACTIVITY

Duration: 4 synchronous 50-minute periods + one asynchronous writing assignment

Learning method: Alternating synchronous and asynchronous moments to support the collaborative writing process

- Writing: In groups of 3 to 4 students, with the choice of the theme and development of the narrative structure in class, period 1 (2x50 minutes). Then, the writing activities should progress asynchronously with a set date for delivering a first draft.
- Teacher's editions and comments to be made in class during a second phase (50 minutes).
- Students to bring improvements during a third period (50 minutes).
- Story harmonisation (coordinated by the teacher at various moments during the story creation process)

Instructions for students: *Let's invent other stories!*

As a final production, you will write a mosaic work similar to a short tale for children in the manner of Voltaire writing Candide.

- Suggest a common introduction > Annex, Writing aid (below)

In groups of 3 or 4, write an episode of a philosophical tale that highlights one of the concepts you worked on using a specific media.

This means that, based on this common introduction, you and your group should choose a media that you would like to observe more closely, a sexist phenomenon to expose and then write a story in which Candide highlights gender inequalities.

Resources, equipment:

- Annex: writing aid
- collaborative writing device, i.e. a group writes in a shared Word document. The teacher must also have access to these documents and can leave comments.

CONCLUSION

- Duration: 50 minutes, depending on the number of stories produced
- Learning method: Reading the stories out loud
- Instructions for students: *Group reading of your story. Make sure to be as expressive as needed when reading. The purpose of this first reading is to gain a sense of the stories as a whole and to plan for their adaptation as a podcast.*

Resources, equipment: written documents

UNIT N° 4

APPENDICES

a. Common Introduction

Candide in the land of questions

Candide lives in Belgium. She's a little girl like many others. She lives in a small apartment with her family and she's lucky because she has no problem in life. Her country is not at war, everyone can go to school and succeed in life if they decide they want to!

When tucking her in at night, her parents often tell her, "You're lucky!", "If you work well at school, you can do anything..." "Sleep tight and peacefully! All is well in the best of possible worlds!" And every night, she falls asleep thinking about how incredibly lucky she is to be living in such a free and equal society.

Candide loves stories, sometimes she plays video games, she often watches TV and she can't wait to grow up to have her own phone with a TikTok account! At school she doesn't really ask any questions. She listens and does as she's told. She's good, repeats perfectly what she learns and is rewarded for it with very good grades.

But somehow, it would seem that all the questions she doesn't ask during the day crop up massively in her dreams at night! She always sleeps fitfully, and her mind is bursting with thoughts! She feels as if a whole lot of questions were pouring out of her uncontrollably. As a matter of fact, in those dreams, she often wears glasses... with which she notices everything! And when you take a close look, there are a lot of strange things to notice! Fortunately, when she wakes up, she goes back to being a good little girl and doesn't dare trouble anyone with annoying questions!

b. Standardisation of the texts

Let's try to follow a common outline and see how we can write our texts so that each of the parts of the philosophical tale is approached in a similar manner.

Media observed in her dream	Sexist mechanisms observed	Questions / signs of surprise	Possible reactions	Falsely naive comparison with reality/irony
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UNIT N° 4

APPENDICES

c. Collective writing

Episode 1 :

- Start with a catchy sentence to trigger a narrative development (based on a fairy tale-type narrative plot). For example, yesterday, she dreamt she was in a video game! She had a great armour and...
- To question sexism in the media, make choices in each column:

What narration techniques to use	What criticism and concepts to highlight	What media to analyse:
<ul style="list-style-type: none"> • Falsely naive questioning • Expressions of surprise • Absurd attempts at justification • Irony in descriptions (antiphrasis and hyperbole) 	<ul style="list-style-type: none"> • the Smurfette syndrome, • the Trinity syndrome • Male gaze, • Maninterrupting, • Mansplaining, • Hegemonic masculinity, • The Bechdel test, • Double standards, • Rape culture • The Matilda effect 	<ul style="list-style-type: none"> ▪ Video games ▪ School manuals ▪ Cartoons ▪ TV series ▪ Ads ▪ Movies ▪ Written press ▪ ...

- Make sure to equally distribute roles in the writing groups.

d. Documental and methodological help

Videos you can watch to give you ideas:

[Video games](#)

[school manuals](#)

[information processing](#)

[Smurfette syndrome](#)

[gender assignment in cartoons](#)

[under-representation in movies](#)

[gendered toys](#)

[male gaze](#)

Questions to consider to direct the observation

- How many female/male characters are there?
- What are the attributes of each of these characters (clothing, accessories, physical aspect, other characteristics)?
- What kind of activities are performed by each gender respectively?
- What can be said about the colours used? About the emotions/feelings the characters seem to express? The characters' age? Is there a visible age difference in the heterosexual couples represented?
- What place do the female characters hold in narration in the media reviewed?
- What assets do the female characters have to fulfil their quest (actantial model)?
- Is the female character's physical aspect important to the fulfilment of her quest?
- What are the discriminations experienced by characters who are part of minority groups?
- Are characters from minority groups represented for other reasons than that aspect of their identity? Are we in the presence of a complex and complete character or only a caricature (tokenism)?
- What are the values highlighted by the character?

UNIT N° 5 PRODUCTION - Creating the podcast

DURATION: 5 X 50 min

Description:

During this sequence, students record and edit a podcast based on the stories they wrote during sequence 4. The podcast must be an original work intended for children.

Specific objectives:

- Students work on their oral expression and learn to master podcast production techniques.

Assessment :

The teacher may evaluate:

- The presence of the components necessary to a podcast,
- The relevance of the sound choices made with respect to the narrative,
- The quality of the actors' oral expression,
- The appropriateness of the production with respect to the targeted audience,
- The quality of group work management.

Technical support

- Microphone (Zoom-type voice recorder, computer with a microphone or smartphone)
- Computers or tablets
- Audio editing software (Reaper, Audacity, Anchor)
- Online sound bank and royalty-free music
- Fiction podcast examples:
 - ["Candide ou l'Optimisme" by Voltaire | France Culture \(radiofrance.fr\)](https://www.radiofrance.fr/culture)
 - [L'Histoire surprenante des Contes de Fées - Cendrillon \(rtbf.be\)](https://www.rtbf.be)
 - [Écouter Histoires pour les Oreilles Podcast \(radio-en-ligne.fr\)](https://www.radio-en-ligne.fr)

INTRODUCTION

Duration: 20 minutes

Learning method: Collectively, students in the class identify the main components of a fiction podcast (jingle, introduction, outroduction, voice, atmosphere, effects, music) and define the evaluation criteria of a good fiction podcast.

Instructions for students: Collectively, students in the class identify the main components of a fiction podcast (jingle, introduction, outroduction, voice, atmosphere, effects, music) and define the evaluation criteria of a good fiction podcast.

1. When listening to a suggested podcast, make a list of the sound components, explain their usefulness/function and try to define them. *What sound effects are used? What effect do they have?* (in sub-groups, then all together)
2. *Make a list of the criteria that define a storyteller's good performance.* > students and teachers will use it for (self) evaluation

Resources: sound broadcasting equipment

UNIT N° 5

ACTIVITY

Duration: 4 x 50 minutes

Learning method: Instructions for student

It is recommended to produce a tutorial for the basic operations detailed below. However, a demonstration for the whole class may be enough. Most importantly, students should be given the opportunity to handle and master the various digital tools. When moderating the workshops, teachers may detect students that are more familiar with the tools than others and suggest a peer-driven training experience (ask those who master the tools to explain them to the others).

The sound recording stage must obviously take place in a silent area and editing is time-consuming. For this reason, it is recommended to plan a working period outside of class time after each workshop.

1. Conducting an introduction to sound recording :

- Identify the types of sounds to be recorded,
- Choice of recording locations, microphones, settings and digital sound format WAV
- Techniques to remain well organised during the recording
- Sound takes + trial and error > perfecting
- + practical workshop

2. Once the students have recorded their voices, conduct an introduction to sound editing

- Importing the recordings
- Copyright
- Selecting relevant moments
- Copying, pasting, inserting, deleting parasites,
- Multi-track editing
- Sound effects
- Use of effects and settings (going further if time allows: normalisation, equalisation, noise reduction, suppression of parasite sounds, reverberation, etc.)
- Saving and exporting
- + practical workshop

Resources, equipment:

- Microphone (Zoom-type voice recorder, computer with a microphone or smartphone)
- Computers or tablets
- Audio editing software (Reaper or Audacity)
- Online sound bank and royalty-free music
- Fiction podcast examples:
 - ["Candide ou l'Optimisme" by Voltaire | France Culture \(radiofrance.fr\)](http://www.radiofrance.fr/culture)
 - [L'Histoire surprenante des Contes de Fées - Cendrillon \(rtbf.be\)](http://www.rtbf.be/lhistoire-surprenante-des-contes-de-fees-cendrillon)
 - [Écouter Histoires pour les Oreilles Podcast \(radio-en-ligne.fr\)](http://www.radio-en-ligne.fr/ecouter-histoires-pour-les-oreilles-podcast)

CONCLUSION

Duration: 30 minutes

Learning method: Listening to various recordings and discussing modalities for broadcasting the productions

Instructions for students: This is a time for a peer-evaluation of the productions and to organise the dissemination of the productions. *What did you enjoy doing? What difficulties did you come across? If you had to do it over again...? How do you envision the dissemination of your productions? For which audiences? On a platform? What would be missing to harmonise the different productions? Let's plan for dissemination to our audiences.*

Resources, equipment: sound broadcasting equipment

UNIT N° 6 PRODUCTION (extension)

DURATION: 30 min

Designing a poster or an album cover

Description:

Sequence 5 clearly highlighted that a visual support was needed to harmonise the various audio productions

Specific objectives:

- Students decide on a graphic identity.
- They produce a visual support in line with this graphic identity.

Assessment :

- The visual is in line with the graphic style guide ideated by the group at the beginning of the sequence.
- It illustrates the story.
- Images are used in accordance with copyright laws

Technical support

- Access to image editing software or application (i.e., Caneva for computer, smartphone or tablet)
- Royalty-free image bank

INTRODUCTION

Duration: 20 minutes

Learning method: Question-guided discussion with visual facilitation.

Instructions for students: Students agree on one or several graphic elements that will be used to maintain the editorial unity of the podcast: font, logo, symbol, colours, contrasts, image production techniques (photo, drawing, illustration), dimensions, framing, etc. These elements will appear on the illustration covers of each story.

*What do your stories have in common?
How could this be translated visually?
Let's agree on a graphic identity*

Resources: A blackboard or a collaborative wall online to share ideas and post different ideas for images to add to the visual.

ACTIVITY

Duration: 20 minutes of in class coordination, creation at home

Goal: Illustrate one's story with a poster

Learning method: Coordination in class (+basics of Caneva if necessary) and creation at home

Instructions for students: *Design a poster or an album cover to illustrate the group's story. It must be in line with the other group's graphic creations to highlight the homogeneity of the collection. It must also be adapted to your story.*

Resources, equipment:

- Access to image editing software or application (i.e., Caneva for computer, smartphone or tablet)
- Royalty-free image bank

CONCLUSION

- Teachers may show how the podcast and its episodes are integrated to the chosen broadcasting platform (providing the class chose to broadcast their productions).
- Suggested broadcasting platform: [Soundcloud](https://www.soundcloud.com/)

UNIT N° 7 CONCLUSION DISSEMINATION

When the podcast meets its audience

DURATION: 2 x 50 min

Description:

During this last sequence, the project is presented to younger children to test how they react to one or several episodes of the podcast. The secondary school students are responsible for the activity and act as facilitators in younger children's classes.

Specific objectives:

- Students present their podcast project to younger children and are capable of adjusting their discourse to this type of audience.
- They evaluate how their project is welcomed.
- They are able to answer the children's questions.

Assessment :

- The presentation is adapted to the public.
- Facilitation is dynamic.
- The concepts are clearly explained and sufficiently accessible.

Technical support

- PPT project presentation Candide in the Land of Questions
- Necessary equipment to disseminate the PPT and quality sound

INTRODUCTION

Duration: 10 minutes

Learning method: PowerPoint presentation

Instructions for students: Secondary school students present their project to primary school students (PPT presentation pages 1 to 5)

What do your stories have in common?

How could this be translated visually?

Let's agree on a graphic identity

Resources:

- PPT project presentation Candide in the Land of Questions
- Equipment to project the PPT presentation

ACTIVITY

Duration: 90 minutes

Learning method: : Class groups listen to and debate around the stories + projection of the imagined heroine

Instructions for students: *Design a poster or an album cover to illustrate the group's story. It must be in line with the other group's graphic creations to highlight the homogeneity of the collection. It must also be adapted to your story.*

a) *Groups listen to the podcast and then proceed to a question-guided discussion*

- *What caught your attention? What surprised, shocked you? What made you laugh, think?*
- *What did you learn that you didn't know about? Or that you had never noticed before?*
- *From now on, what are the questions that you will pause to ask yourself when you are watching images that are intended for you (a cartoon, a video game, a movie, etc.)*
- *If you had to draw Candide, how would you draw him/her? Why?*
- *What image would you choose to illustrate this story? Why?*

Discussion about sexist stereotypes

The secondary school students co-facilitate the debate with the teachers.

UNIT N° 7

Resources, equipment:

- PPT project presentation Candide in the Land of Questions
- Good quality sound broadcasting equipment

CONCLUSION

The secondary school students are invited to give feedback to their peers once they are back in class.

- *Do you think you have met the goal of raising awareness in primary school classes?*
- *How were you able to observe this?*
- *How do you feel regarding the topic of this learning path on gender representations in the media? What did you learn?*