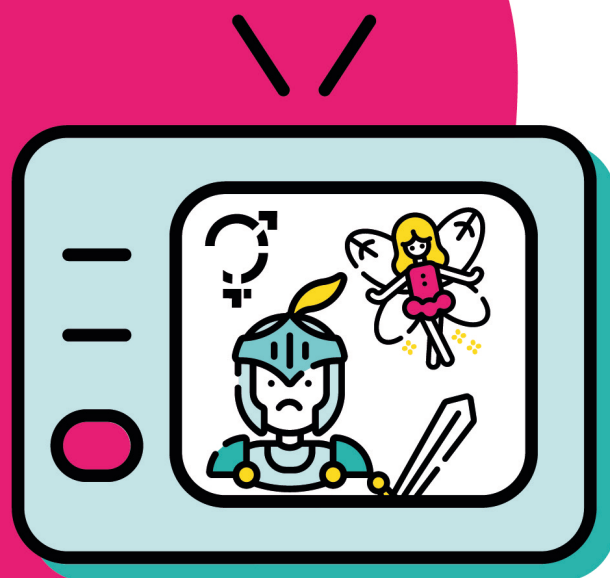gender
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GENDER REPRESENTATIONS IN CARTOONS: AGREE TO DISAGREE

Media Education Toolkit on Gender Issues in Media and Pop Cultures

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Erasmus+

Students explore the concepts of gender and gender representations in cartoons. They critically discuss and analyze the content they see. They create their own posters for cartoon films without including gender stereotypes. They evaluate their work and receive feedback from classmates and teachers.

LEARNING OBJECTIVES

- Understand what gender stereotypes are, how they are constructed and how they are represented in different media.

- Investigate gender stereotypes in cartoons.

- Be able to create digital content collaboratively and present it about gender stereotypes.

DEVELOPED SKILLS AND ABILITIES

- Digital skills,
- Analysis skills,
- Critical thinking,
- Creativity,
- Teamwork,
- Communication,
- Self-evaluation,
- Peer-review.

STUDENTS' ROLE

- Respecting,
- Participating,
- Thinking critically,
- Creating media products,
- Presenting,
- Self-evaluating,
- Peer-reviewing

Relevant subject(s)
Social Sciences and Humanities, Computers, Sex education

Context/educationnal level or students
5 – 7 grades

Time 7 school hours - At school

RESOURCES	TECHNICAL SUPPORT
YouTube videos, App for creating movie posters, eMERGE e-learning platform	Whiteboard, Notebooks, Computer, Projector, Internet connection

PEDAGOGICAL METHODS

- Brainstorming,
- Video presentation,
- Discussion,
- Presentation,
- Teamwork,
- Reflection,
- Peer-review.

PREVIOUS KNOWLEDGE AND ABILITIES

- Basic digital skills

FOCUSING OF ATTENTION / TRIGGERING EVENT

Peer observation activity – Observing the characteristics of classmates

LEARNING SCENARIO STRUCTURE

Introduction:

Introduction, presentation, brainstorming on the topic being explored. Reference to previous sections that have been explored.

Activities: Analysis, Critical thinking, Reflection, Content creation

Conclusion/Reflection: Reflection, Evaluation

REFLECTION :

Students write down in a notebook, worksheet, *Padlet or Jamboard* a small paragraph that answers the questions:
- What new did I learn today?
- What would I like to know more on the subject?
- How did I feel about today's discussion?

EVALUATION :

Peer-review, Teacher's logbook

Structure of the learning scenario

UNIT 1	DURATION: 45 min

THE CONCEPT OF GENDER

Main activities

- Students observe their classmates and record the common characteristics that boys and girls have.
- They discuss the concept and expression of gender.
- They attend a presentation about the body and its functions.
- They reflect on what they have learned and what they want to know.

UNIT 2	DURATION: 90 min

THE CONCEPT OF GENDER STEREOTYPES

Main activities

- Students in small groups read texts and answer questions about gender stereotypes.
- They present in plenary what they have discussed in their groups.

UNIT 3	DURATION: 90 min

GENDER STEREOTYPES IN ANIMATED FILMS

Main activities

- Students watch excerpts from animated films that include gender stereotypes.
- They identify gender stereotypes in them.
- They analyze digital content based on the 6 dimensions of media education.

UNIT 4	DURATION: 45 min

MEDIA PRODUCTION (MOVIE POSTERS)

Main activities
- Students create movie posters that do not include gender stereotypes.

UNIT 5	DURATION: 45 min

PRESENTATION AND FEEDBACK

Main activities

- Students present the posters they have created.
- They receive feedback from classmates and teachers.

UNIT N° 1 The concept of gender

DURATION: 45 min

Description:

In this unit, students explore the concept of gender.

Specific objectives:

- Reflect on the concept of gender.
- Understand which are the characteristics that construct the gender.
- Understand that the concept of gender changes gradually and depending on the context in which we place it.

Assesment:

Reflection

Technical support:

Mentimeter, projector, Whiteboard, Notebooks, Computer, internet connection

INTRODUCTION

Duration: 15 min

Pedagogical methods: Ice breaker through Observation, Brainstorming

Instructions to students: Students observe their classmates and think about common characteristics that boys have with each other and girls respectively (external, biological, behavior, character, etc.). They share their observations to the whole class and the teacher writes them down on the board creating two columns, one for the boys and one for the girls.

OR

Duration: 15 minutes

Pedagogical methods: ice breaker using Mentimeter

Instructions: Students will use their mobile phone and access the Mentimeter app link sent by the teacher. The teacher asks students to observe their classmates and write down one characteristic they associate with girls and boys respectively (Girls are.../Boys are) and contribute to a word cloud. The teacher introduces a brief discussion on different and common characteristics of the two genders.

ACTIVITY 1

Duration: 15 min

Pedagogical methods: Discussion

Instructions: The teacher asks some questions and guides the discussion discreetly:

- Which of these common characteristics are gender-related?

- Is there a possibility for boys to have some of the characteristics that we recorded in the list of girls and vice versa? What are they?

- How do we define the concept of gender? Are there only two gender?

- What is social and biological gender?

ACTIVITY 2

Duration: 15 minutes

Pedagogical methods: Presentation

Instructions: The teacher, based on thoughts and ideas from the previous activity on social and biological gender, presents a power point with the basic functions of the body, emphasizing the reproductive system and the similarities and differences in the body depending on the biological gender.

CONCLUSION

UNIT N° 1

Duration: 5 min

Pedagogical methods: Reflection

Instructions to students: Students write down in a notebook, worksheet, *Padlet or Jamboard* a small paragraph that answers the questions:
- What new did I learn today?
- What would I like to know more on the subject?
- How did I feel about today's discussion?

UNIT N° 2 The concept of gender stereotypes

DURATION: 90 min

Description:

In this Unit, students explore the concept of gender stereotypes.

Specific objectives:

- To understand the concept of gender stereotypes.
- To be able to distinguish cases of gender stereotypes.
- To understand how gender stereotypes are constructed.
- To develop their own critical intelligence with regard to culturally inherited stereotypes (as presented through the media)

Assesment: Reflection

Technical support

Whiteboard, Notebooks, Computer, Internet connection

INTRODUCTION

Duration: 10 min

Learning method:
- Brainstorming

Pedagogical methods: Discussion, Brainstorming

Instructions: Reference is made to what was discussed in the previous Unit on similarities and differences between genders and on the concepts of biological and social gender. The teacher asks what they think when they hear the concept of "gender stereotypes".

ACTIVITY 1

Duration: 35 minutes

Pedagogical methods: Discussion, Teamwork

Instructions: The teacher distributes **worksheets** containing text, statements and questions about gender stereotypes. Some sentences should not include stereotypes, so that students understand the difference between stereotypes and general statements. Students in groups read the text and discuss/answer the questions. Most of the questions and statements will have two options: agree or disagree. Some statements will also involve the role of media on the perceptions we build on gender. The teacher discreetly walks around the groups and helps when needed.

ACTIVITY 2

Duration: 35 minutes

Pedagogical methods: Discussion

Instructions: Each group appoints a representative to share what they have discussed in plenary. The teacher takes some notes from all the groups on the whiteboard or Padlet and asks some questions to facilitate the discussion. The conclusion of the discussion should include at least the following points:

- the existence and prevalence of gender stereotypes
- the identification of the role of media in the construction of gender stereotypes and the potential impact of gender stereotypes in people (and societies)
- the fact that media images/ films can limiting for children, who may feel they aren't "normal" because they don't fit the mould, for example, a girl who plays sports aggressively or a boy who likes reading and drawing.
- the reasons behind gender stereotypes

CONCLUSION

UNIT N° 2

Duration: 10 min

Pedagogical methods: Reflection

Instructions: Students write down in a notebook, worksheet, *Padlet or Jamboard* a small paragraph that answers the questions:

- What new did I learn today?
- What would I like to know more on the subject?
- How did I feel about today's discussion?

APPENDICES

- Worksheets

- Think, answer, comment, agree or disagree with the following questions and statements:

Statements/ Questions	Agree/ Disagree	Comments
1. All the girls in my class have the same age		
2. Girls like to wear dresses		
3. Some girls like to draw.		
4. All the boys like to play with trucks.		
5. Nurses are all girls.		
6. All boys like to play football.		
7. All girls want to look beautiful.		
8. Girls like dolls.		
9. Girls like reading.		
10. All children like to draw.		
11. All children identify as boys or girls.		
12. Some girls like the pink colour.		
13. Some boys like to play with legos.		
14. Cartoons with fairy-tale princesses are only for girls.		
15. All girls like to dance.		
16. Boys like video games.		
17. Boys never cry.		
18. All my classmates enjoy school trips.		
19. Some boys like to play with trucks.		
20. All boys like sports.		

UNIT N° 3 Gender stereotypes in animated films

DURATION: 90 min

Description:

In this Unit, students explore the concept of gender stereotypes through cartoons.

Specific objectives:

- Distinguish gender stereotypes in animated films.
- Be able to critically analyse the content of cartoons considering gender stereotypes.
- Be able to analyse digital content based on the 6 dimensions of media education.

Assessment: Reflection

Technical support : Whiteboard, Notebooks, Computer, internet connection

INTRODUCTION

Duration: 10 min

Pedagogical methods: Discussion

Instructions: The teacher refers to what was discussed during the previous Unit, especially on gender stereotypes and the role of media in their construction and maintenance. The teacher should explain that when one member of a group is portrayed in a particular way it isn't a problem, but when most or all members of that group are shown that way it can limit how we see other that – and can limit how we see ourselves. In some cases, stereotypes can make us see members of a group just as cartoons and not real people.

Students are asked about their favorite cartoons, as part of the media they consume, and their favorite heroes/heroines.

ACTIVITY 1

Duration: 35 minutes

Pedagogical methods: Video presentation, Discussion

Instructions: The teacher displays excerpts from cartoons that contain gender stereotypes. Each excerpt is followed by a discussion about the gender stereotypes found in them. The teacher chooses excerpts which include clear gender stereotypes and others which could be somehow ambiguous.

ACTIVITY 2

Duration: 40 minutes

Pedagogical methods: presentation and discussion

Instructions: The teacher presents the 6 dimensions of media education and asks the students to identify these elements in the excerpts they watched. Students will choose a part of a cartoon as suggested by the teacher in the previous activity. 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.). Students are asked to analyze the audio-visual elements that make up the material, the way genders are represented, as well as the meanings emerging from the analysis, the gender stereotypes used, etc. The construction of the cartoons is based on gender roles.

CONCLUSION

Duration: 5 min

Pedagogical methods: Reflection

Instructions: Students write down in a notebook, *worksheet, Padlet* or Jamboard a small paragraph that answers the questions:

- What new did I learn today?
- What would I like to know more on the subject?
- How did I feel about today's discussion?

UNIT N° 4 Media production (Movie posters)

DURATION: 45 min

Description:

In this Unit, students create their own media production that should not include gender stereotypes.

Specific objectives:

- To reflect on gender stereotypes, their construction and on the reasons for their deconstruction
- To critically discuss and decide on the ways to deconstruct gender stereotypes found in popular cartoons.
- Be able to create their own media production.
- Be able to create content that does not include gender stereotypes.

Assessment: Reflection

Technical support: Computer, internet connection

INTRODUCTION

Duration: 10 minutes

Pedagogical methods: Discussion, Presentation of instructions

Instructions: The teacher makes reference to what was discussed in the previous Unit. The process for creating the media production is explained.

ACTIVITY

Duration: 30 minutes

Pedagogical methods: Media production

Instructions: The students are divided into groups and choose a cartoon from those that were presented previously. For this cartoon they create a poster. The poster can be created in *Canva. com*, in *Paint* or with another application / tool. The poster can also be created traditionally with pencils and markers, if there is no possibility to use an application. All posters will be posted on *Padlet* or other app/tool.

CONCLUSION

Duration: 5 minutes

Pedagogical methods: Reflection

Instructions: Students write down in a notebook, worksheet, *Padlet or Jamboard* a small paragraph that answers the questions:
- What new did I learn today?
- What would I like to know more on the subject?
- How did I feel about today's discussion?

UNIT N° 5 Presentation and feedback

DURATION: 45 min

Description:

In this Unit, they present the posters they have created and receive feedback from classmates and teachers

Specific objectives:

• Be able to present the digital content they created.
• Be able to give feedback to their classmates.

Assessment :

• Feedback from teachers and classmates

Technical support

• Computer, Internet connection

INTRODUCTION

Duration: 5 min

Pedagogical methods: Presentation

Instructions: The teacher reviews some key points from the previous Units, onasks the students to prepare to present their posters to the plenary.

ACTIVITY 1

Duration: 35 minutes

Pedagogical methods: Presentation

Instructions: Students present their posters to the plenary. - Each team will present the poster
• 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.

ACTIVITY 2

Duration: 15 minutes

Pedagogical methods:

Instructions: Students with the help of the teacher post their posters with a short description in *Padlet*, *Blog*, on the school's website or using another digital means / tool, so that teachers and students from other classes and / or other schools can watch them and post their comments there.

CONCLUSION

Duration: 35 minutes

Pedagogical methods: Evaluation

Instructions: Teachers and students of other classes and/or other schools see the posted posters and post their own comments. The teacher will use the "Peer Evaluation" worksheet for recommendations to facilitate this type of evalution.