

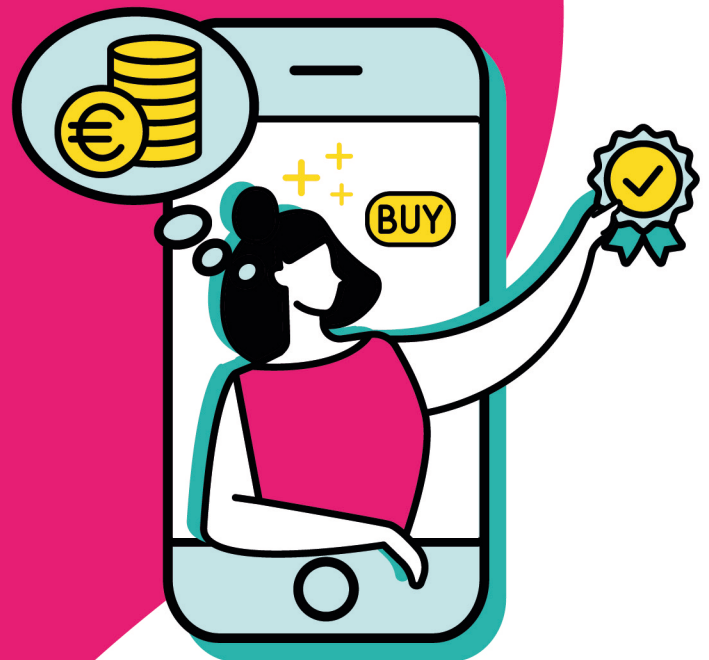
gender
media
education

EMERGE



GENDER STEREOTYPES AND ADVERTISING: WOULD YOU BUY?

Media Education Toolkit on Gender
Issues in Media and Pop Cultures



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Students will explore the concepts of gender stereotypes and advertising especially in the context of television commercials. They will explore gender representations in advertisements for the same product, discuss and critically analyze them. They will create their own advertisements that do not include gender stereotypes and they will evaluate their work based on the feedback from their classmates and their teachers.

LEARNING OBJECTIVES

- to understand what gender stereotypes are, how they are created and how they are represented.
- to identify problematic representations of gender in different media, texts, ages;
- to explore gender stereotypes in advertisements for the same product.
- to understand that advertisements use gender stereotypes to deliver specific messages to consumers and to sell products
- to create digital content collaboratively and to present it.

DEVELOPED SKILLS AND ABILITIES

- Digital skills in using digital tools to create media content,
- Analysis skills (especially in the area of media),
- Critical thinking,
- Creativity,
- Teamwork,
- Communication,
- Self-evaluation,
- Peer-review,
- Skills related to the presentation of media material in public,
- Media Literacy skills,
- Responsible online communication skills (e.g. complying with copyright, respecting the rights of others, etc.)
- 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 how advertising companies target and reach different audiences for commercial/profit reasons;
- Becoming more reflective in identifying and explaining personal interpretations of media messages
- Reflecting on the consequences of choices in terms of meaning created and shared.



Relevant subject(s)

Social Sciences and Humanities, Computers, Sex education



Context/educational level or students

5 – 7 grades



Time 9 teaching hours at school

RESOURCES

What tools, resources and technologies will be needed?

- Internet connection
- BYOD (notebook, tablet, smartphone, ...)
- Digital Board for sharing and assessment of group activities
- YouTube videos
- eMERGE e-learning platform

TECHNICAL SUPPORT

Whiteboard, Notebooks, Computer, Projector, Internet connection

STUDENT'S ROLE

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

PEDAGOGICAL METHODS

- Brainstorming
- Video presentation
- Discussion
- Presentation
- Teamwork
- Reflection & Peer-review,
- Collaborative Learning,
- Learning by doing

PREVIOUS KNOWLEDGE AND ABILITIES

- Knowledge: notions about media (types of media, functions, etc.)
- Skills: basic digital skills, teamwork skills, analysis and argumentation skills, basic video production skills.

FOCUSING OF ATTENTION / TRIGGERING EVENT

Peer observation activity – Observing the characteristics of classmates

LEARNING SCENARIO STRUCTURE

Introduction:

- Introduction, presentation, brainstorming on the topic of gender representations on media.
- Reference to previous sections that have been explored and to students' media experiences.

Activities:

1. Define and discuss the key concepts covered in each unit
2. Analyse and think critically on gender representations/gender stereotypes in various media products of popular culture
3. Creation of media products (advertisements) in an attempt to go beyond stereotypical gender representations
4. Reflection on their own practices and on the new concepts analysed during the Learning Scenario.

Conclusion: Peer review and self-assessment of products designed by students through reflection on the addressed issues and their evaluation.

REFLECTION :

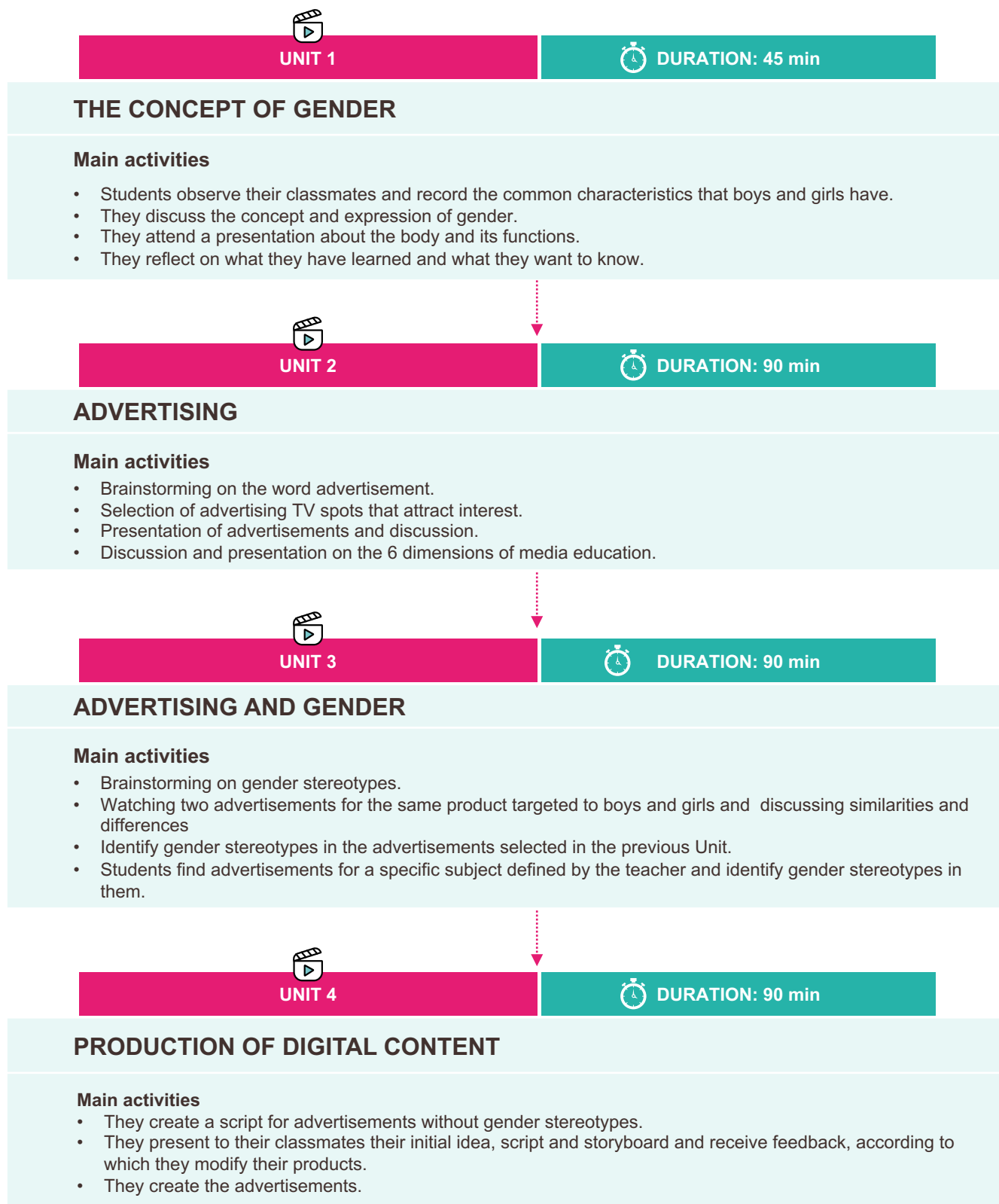
Students write down in a notebook, worksheet, *Padlet* or *Jamboard* a small paragraph that answers the questions:

- What new did I learn today?
- What would I like to know more on the subject?
- How did I feel about today's discussion?
- A rubric of (self) assessment of acquired skills can also be used for reflection.

EVALUATION :

- Collaborative work observation grid
- Self-analysis and group analysis of the produced materials
- Rubric for the preliminary shared evaluation of the productions
- Self assessment activities

Structure of the learning scenario



Structure of the learning scenario



UNIT 5



DURATION: 90 min

PRESENTATION AND FEEDBACK

Main activities

- They present the advertisements they have created.
- They receive feedback from classmates and teachers.
- They receive feedback from other students and students from the school.
- They reflect and evaluate the whole process.

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 what are the characteristics that shape gender.
- Understand that the concept of gender changes gradually and depending on the context.
- Reflect on the concept of gender stereotypes

Assesment: Reflection

Technical support: Whiteboard, Notebooks, Computer, Internet connection

INTRODUCTION

Duration: 10 min

Pedagogical methods: Observation, Brainstorming

Instructions: Students observe their classmates and think about common characteristics that boys have with each other and girls respectively (external, biological, behavior, character, etc.). The teacher has divided the board in two sections, one side for the boys and the other for the girls. Then, students draw (or write) on the corresponding side those elements that they consider to be representative of each gender (e.g. clothes, hair, hobbies).

ACTIVITY

Duration: 25 min

Pedagogical methods: Analysis, Discussion, Brainstorming

Instructions: The previous activity is followed by a discussion moderated discreetly by the teacher.

Questions that can be asked:

- Which of these common characteristics are gender-related?
- Can some characteristics that we recorded on the list for girls be the same with the characteristics for the boys and vice versa? What are they?
- How do we define the concept of gender? Are there only two sexes?
- What is social and biological gender? If necessary, the teacher provides a brief explanation on social and biological gender using relevant examples from the student's experiences.
- What is a stereotype? What are some common stereotypes associated with boys and girls? Do you believe that these stereotypes are accurate? Where do you think these stereotypes come from?

CONCLUSION

Duration: 10 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 Advertising

DURATION: 90 min

Description:

In this unit, students explore the world of advertising, especially on the ways it is formed and analysed based on the 6 dimensions of media literacy.

Specific objectives:

- Understand what advertising is.
- Understand the building blocks of advertising.
- Be able to analyze an advertisement based on the 6 dimensions of media education.

Assesment: Reflection

Technical support: Whiteboard, Notebooks, Computer, Internet connection

INTRODUCTION

Duration: 10 min

Pedagogical methods: Brainstorming

Instructions: The teacher writes the word advertisement on the board and the students brainstorm and say as many words, concepts and phrases that come to mind when they hear this word. The same activity can be done on the computer using a word cloud.

ACTIVITY 1

Duration: 15 minutes

Pedagogical methods: Research, Video watching

Instructions: If there is a computer/ technology classroom, it can be used and the activity can be done in groups, otherwise the activity is done on the class computer or, if there is none, it will be done at home.

Students in groups or individually search the internet for 1-2 advertisements that interest them.

For each advertisement, they note those characteristics that they like (sound, image, actors, script, etc.).

ACTIVITY 2

Duration: 20 minutes

Pedagogical methods: Presentation, Discussion

Instructions: Each student or group presents to the plenary the advertisements they have chosen and explain what they liked. They receive feedback from their classmates and discuss the content of the ads.

The teacher facilitates the discussion to explore the main characteristics of advertising (intention, audience, language, representations, etc.)

ACTIVITY 3

Duration: 10 minutes

Pedagogical methods: Brainstorming

Instructions: The teacher asks the students what they consider to be the main characteristics of an advertisement and writes down students' answers on the board.

ACTIVITY 4

Duration: 30 minutes

Pedagogical methods: Presentation, Discussion

Instructions: The teacher presents the 6 dimensions of media education and invites students to apply it in their own advertisements. If they do not have time to complete the activity, it could be assigned to them to complete it at home in the notebook where they had written the reflection of the previous section, on a worksheet that the teacher will give them or on a padlet.

CONCLUSION

UNIT N° 2

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° 3 Advertising and gender

DURATION: 90 min

Description:

In this unit, students explore gender representations in advertisements and compare these representations in advertisements for the same product.

Specific objectives:

- Understand what gender stereotypes are.
- Understand gender representations in advertisements.
- Be able to identify gender stereotypes in advertisements.

Assessment: Reflection

Technical support: Whiteboard, Notebooks, Computer, internet connection

INTRODUCTION

Duration: 5 min

Pedagogical methods: Discussion

Instructions: The teacher invites students to think and report on what they know about gender stereotypes and reminds students of the discussion on stereotypes during Unit 1.

ACTIVITY 1

Duration: 15 minutes

Pedagogical methods: Discussion, Analysis

Instructions: The teacher distributes to the groups a sentence that reflects a gender stereotype, potentially some of the remarks and comments made by students during Unit 1.

E.g. "Boys don't cry."

"Girls don't play football."

"Moms should cook while dads shouldn't."

"Men can't clean the house."

"Boys are better at Math than girls."

"Only girls wear pink clothes."

The teachers asks students to reflect on the stereotype and to specify whether they agree or disagree with it. After a brief discussion, the teacher asks students to share in the plenary a sentence that deconstructs the gender stereotype they have received.

ACTIVITY 2

Duration: 15 minutes

Pedagogical methods: presentation, discussion, analysis

Instructions: The teacher shows the advertisement "Gender Marking in Moonsand"

(https://www.youtube.com/watch?v=Zqdi5FXOOp8&ab_channel=CliffMeece) and asks students to identify ways in which the two advertisements for the same product are different (for example, colors, music, tone of voice, suggested activities and accessories). The teacher asks: "who is the advertisement targeted at? how do you know?"

UNIT N° 3

ACTIVITY 3

Duration: 10 minutes

Pedagogical methods: presentation, discussion,

Instructions: The teacher distributes objects or photos of objects to the students individually or in groups (razor, shampoo, toast cheese, etc.). The teacher asks to look for advertisements (on the media: television, social media, the web, etc) that advertise the item-product they received.

ACTIVITY 4

Duration: 15 minutes

Pedagogical methods: Research, Analysis, Collaboration

Instructions: After finding advertisements for the product assigned to them, students investigate the content of the advertisements and identify gender representations in them. They note the stereotypes about men, for women, for LGBTQIA+ that they observe in advertisements for the same product e.g. in advertisements for razors how men are represented, how women, how LGBTQIA + people. If necessary, they refer to more than one advertisement for the same product to identify enough information.

ACTIVITY 5

Duration: 30 minutes

Pedagogical methods: presentation, discussion,

Instructions: Students present their advertisements and stereotypes to the plenary session. They discuss similarities and differences between group ads.

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 Production of digital content

DURATION: 90 min

Description:

In this unit, students create their own digital content (advertisements/ commercials) that does not include gender stereotypes but has neutral characters.

Specific objectives:

- To be able to create their own digital content.
- To critically think about gender stereotypes and how to deconstruct them
- To apply their creativity and their digital skills in the production of an advertisement which does not convey any gender stereotypes
- To cooperate in group(s) for the production of an advertisement.

Assessment: Reflection

Technical support: Whiteboard, Notebooks, Video camera or mobile, Computer, Internet connection

INTRODUCTION

Duration: 5 minutes

Pedagogical methods: Presentation

Instructions: The teacher makes an introduction to the creation of digital content that will take place in this Unit. The teacher explains that students are asked to design and produce an advertisement that does not include gender stereotypes. Students are asked to consider what type of advertisement they would create, what type of techniques they would use, etc. They are asked to create an outline and storyboard for a television advertisement, to illustrate their ideas in quick sketches and to be able to explain them verbally to the whole class.

ACTIVITY 1

Duration: 20 minutes

Pedagogical methods: Teamwork

Instructions: Students, in two or three groups, if possible, write down a script in order to create advertisements for the product assigned to them that do not include gender stereotypes. The characters, the description, the content of the advertisement must be neutral; they must not include any gender stereotypical behavior. The teacher moves between the groups to help where needed.

ACTIVITY 2

Duration: 20 minutes

Pedagogical methods: Teamwork, Presentation

Instructions: One student from each group explains the work of the group to the whole class. Students comment on the initial idea, suggest other ideas for improvement and discuss whether the advertisement achieves the requested goal.

ACTIVITY 3

Duration: 35 minutes

Pedagogical methods: Teamwork, Production of media content

Instructions: Students in their groups create their advertisements with a video camera or mobile phone. They can use various areas of the school.

CONCLUSION

Duration: 10min

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: 90 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.
- Self- assessment of own creations

Assessment : Feedback from teachers and classmates

Technical support : Computer, Internet connection

INTRODUCTION

Duration: 5 min

Pedagogical methods:

Instructions: The teacher asks the students to prepare the presentation their advertisements to the plenary.

ACTIVITY 1

Duration: 35 minutes

Pedagogical methods: Presentation

Instructions: Students present their advertisements in plenary

ACTIVITY 2

Duration: 35 minutes

Pedagogical methods:

Instructions: The teacher and classmates make comments on each presentation.

Students will answer questions from their peers

Students will vote on Padlet for the advertisements created by the other teams

The teacher will use the "Peer Review" worksheet for recommendations to facilitate this type of assessment.

ACTIVITY 3

Duration: 15 minutes

Instructions: Students with the help of the teacher post their advertisements with a short description on a padlet, blog or on the school's website, so that teachers and students from other departments and / or other schools can follow them and post their comments there.

CONCLUSION

Duration: 30 minutes

Pedagogical methods: Evaluation

Instructions: Teachers and students of other departments and/or other schools see the posted advertisements and post their own comments.

After this, students will complete an exit note: "Something new I've learned, something I didn't know at all, something I've already known"