

gender
media
education

emerge

DECONSTRUCTION OF GENDER STEREOTYPES IN SOCIAL MEDIA AND INFLUENCERS THROUGH MEMES

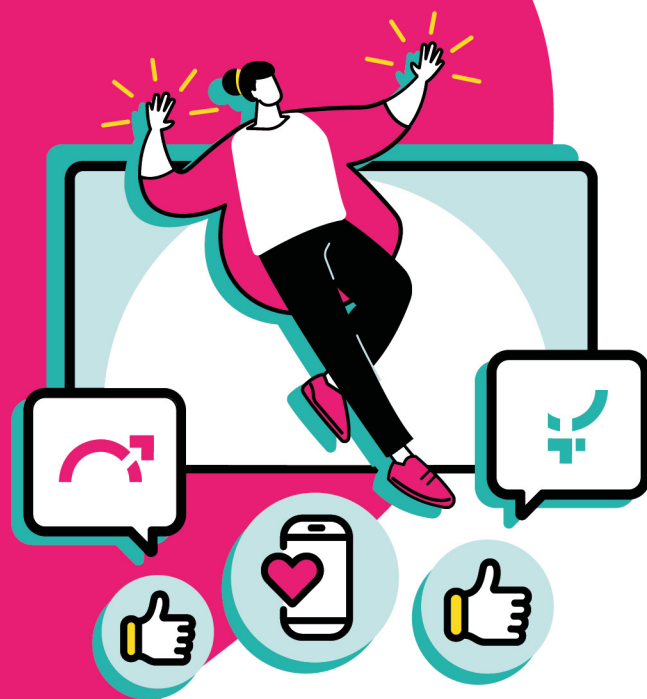
Media Education Toolkit on Gender
Issues in Media and Pop Cultures

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The critical analysis focuses on exploring the concept of identity between real and virtual in different contexts, from the personal sphere of young people to the representations of the influencers, and to identify potential gender stereotyped representations. The creative production and the peer evaluation of memes aim to dismantle those gender issues through irony and to promote self-reflection on the topic.

LEARNING OBJECTIVES

- to understand the concepts of real and virtual identity
- to identify gender stereotypes in a media
- to understand the positive and negative implications of sharing personal content online through your online identity
- to identify gender stereotypes in the media
- to create media products to deconstruct gender stereotypes in the media

DEVELOPED SKILLS AND ABILITIES

- textual analysis skills (especially in the area of media)
- critical thinking
- creativity
- communication
- media and information literacy
- digital skills
- teamwork
- public speaking
- self-evaluation
- peer-review

STUDENT SKILLS & COMPETENCES

- collaborative media analysis
- documenting and informing themselves about products of media culture that reflect stereotypical representations of gender
- creating media products
- motivate their choices
- (self-)reflection
- self-evaluation and peer-evaluation
- peer-reviewing
- self-reflection



Relevant subject(s)

Languages, History and other Social sciences and Humanities subjects, Technology, Civic Education, Media Literacy



Context/educational level or students

Secondary school - 7th to 12th grades



Time 6 hours at school

PEDAGOGICAL METHODS

- brainstorming
- project-based learning
- collaborative learning
- learning by doing
- teamwork
- video presentation
- discussion
- presentation
- reflection
- peer-review
- public speaking

PREREQUISITE KNOWLEDGE AND SKILLS

Knowledge:

- elements of text analysis (e.g. the difference between denotation and connotation)
- various languages in communication

Skills:

- differentiating denotative from connotative meaning
- basic digital skills
- basic multimedia editing skills

RESOURCES

- meme generating tools-apps
- YouTube videos
- eMERGE e-learning platform
- BYOD (notebooks, tablets, smartphones, Digital Board for sharing and assessment of group activities...)
- Internet connection

TECHNICAL SUPPORT

Whiteboard or digital board, notebooks, computers, projector, Internet connection

FOCUSING OF ATTENTION / TRIGGERING EVENT

Questions related to students' personal experience:

does our virtual identity (always) correspond to our real identity?

how much of ourselves do we communicate or want to make known online?

Viewing videos with reflections of young people on their social experiences and discussion in the classroom

LEARNING SCENARIO STRUCTURE

Introduction: Questions to the students about their personal experience

Viewing videos with testimonies of young people on their social media experiences on the theme of identity and care of their image between real and virtual

Discussion in the classroom on the theme of the difference between real and virtual identity, shared reflection with feedback from students

Activities:

1. Focus on the concept of stereotype and gender stereotypes in the media; brief introduction to the world of influencers; research and selection of images and videos / reels of influencers that represent the gender stereotypes identified (selection by the teacher and / or research required of students as individual preparatory work for the next phase)
2. Presentation of the 6-dimensions model of critical analysis of media education and educational media analysis of the influencers' images (selected by students or possibly proposed by the teacher),
3. Shared summary of the identified gender stereotypes, reflection on how to deconstruct these stereotypes
4. Creative production of memes to deconstruct stereotypes (individual or group work to be done independently)
5. Restitution, (self or peer) evaluation and feedback from the teacher on media productions.

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 about the subject?
- How did I feel about today's discussion?

A rubric of (self) assessment of acquired skills can also be used for reflection. Student's Self-Evaluation templates – See Appendices

EVALUATION

Type and instruments of assessment of students' knowledge and skills

Collaborative work observation grid

Rubric for the preliminary shared evaluation of the productions

Dissemination of students' media productions through:

- school exhibitions or contests
- school's website
- school social media
- labels with QRCode for feedback

Structure of the learning scenario



UNIT 1



DURATION: 45 min

DIGITAL AND REAL IDENTITY

Main activities

- students discuss the concept of real and virtual identity with a focus on young people
- they watch videos about identity management on social media by a group of young people
- They discuss acceptance and popularity on social media (checking for comments and likes, anxiety and pressure, etc).



UNIT 2



DURATION: 45 min

GENDER STEREOTYPES IN MEDIA AND THE ROLE OF INFLUENCERS

Main activities

- Students watch videos about real and digital identity and influencers
- They discuss advantages and disadvantages of taking care of digital identity
- They discuss gender stereotypes on social media
- They explore profiles of famous influencers on Instagram and identify gender stereotypes.



UNIT 3



DURATION: 45 min

ANALYSIS OF INFLUENCERS' POSTS BASED ON THE 6-DIMENSIONS OF MEDIA

Main activities

- Presentation of the 6-dimensions of media education.
- Application of the 6-dimensions model of analysis to the posts/ images of influencers.
- Identification of gender stereotypes in the posts/ images of influencers



UNIT 4



DURATION: 45 min

GENDER STEREOTYPES BY INFLUENCERS AND THEIR DECONSTRUCTION

Main activities

- Discussion on gender stereotypes depicted in influencers' posts and images
- Discussion on how to deconstruct gender stereotypes on social media, especially through memes

Structure of the learning scenario



UNIT 5



DURATION: 45 min

MEDIA PRODUCTION OF MEMES FOR THE DECONSTRUCTION OF GENDER STEREOTYPES

- Students create memes that deconstruct gender stereotypes, then they share them among themselves and comment.



UNIT 6



DURATION: 45 min

PRESENTATION, REFLECTION AND PEER-REVIEW

Main activities

- Students present their media production(s) and receive feedback from teachers and classmates.
- Reflections, conclusions and dissemination of results.

UNIT N° 1 Digital and real identity

DURATION: 45 min

Description:

In this Unit, students explore the differences between real and digital identity.

Specific objectives:

- to recognize the meanings of a message in the media
- to understand the concept of real and digital identity
- to understand the relationship between real and virtual identity and between private and public spheres
- to understand the positive and negative effects of sharing personal content online through online identity

Assesment: Reflection

Technical support: Whiteboard or digital board, Notebooks, Internet connection

INTRODUCTION

Duration: 15 min

Pedagogical methods: Brainstorming, case study

Instructions to students: The teacher asks the students:

What does identity mean? Is there only one identity for each or does it change depending on the context? In your opinion, is your real identity the same as your digital identity? Why? Why not?

Then the teacher collects responses on a Jamboard page/virtual board, on a Padlet or on the class whiteboard.

Teaching resources: guiding questions, web app to collect and share contents and opinions: Jamboard, Padlet

ACTIVITY

Duration: 25 min

Pedagogical methods: Video presentation, Discussion

Instructions to the students: Students watch the video *Teen Voices: Who Are You on Social Media?* (in English with English subtitles) and discuss the following:

- What considerations made by the young people interviewed struck you the most?
- Which statements do you agree with and which do you not?
- Do you feel or have you ever felt dependent on the reviews you receive in the comments on your social profile?
- Have you ever been in conditions of stress or psychological pressure, constant control of notifications and likes?
- The teacher collects the answers on a Jamboard page / virtual board, on a Padlet or the class whiteboard.

Teaching resources: video [Teen Voices: Who Are You on Social Media?](#) (5'), (CC BY [CommonSense](#)-NC-ND), guiding questions, web apps to collect and share contents and opinions: Jamboard, Padlet

CONCLUSION

Duration: 5 min

Pedagogical methods: Reflection

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

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

Teaching resources: guiding questions, web apps to collect and share content and opinions: Jamboard, Padlet

UNIT N° 2 Gender stereotypes in media and the role of influencers

Description:

DURATION: 45 min

Students explore gender stereotypes in the media and the role of influencers.

Specific objectives:

- to understand the concept of gender stereotypes
- to identify gender stereotypes in the media
- to understand the role of influencers in the spread of gender stereotypes

Evaluation: Reflection

Technical support : Digital Board or whiteboard and projector, notebooks, internet connection.

INTRODUCTION

Duration: 20 min

Pedagogical methods: Video presentation, Discussion

Instructions to the students: The teacher presents the video *Are You Living an Insta Lie? Social Media Vs. Reality* (3') and discuss with students.

Questions that can be discussed:

- What aspects of the video impressed you the most?
- Do you use your online profile to explore or experiment with different lifestyles?
- Do you think that taking care of your image on social networks can bring advantages or disadvantages?
- How much do you think you are influenced by what you see online?
- Is it possible to highlight gender stereotypes in the situations presented in the video?

The teacher collects the answers on a Jamboard page / virtual board, on a Padlet or class whiteboard.

Teaching resources: video [Are You Living an Insta Lie? Social Media Vs. Reality](#) (3') (CC BY [Ditch the Label](#)), guiding questions, web apps to collect and share contents and opinions: Jamboard, Padlet

ACTIVITY

Duration: 20 min

Pedagogical methods: Presentation and discussion

Instructions to the students: The teacher through brief discussion and presentation makes sure that students understand what an influencer is and what gender stereotypes mean. Then, the teacher shows the students the Instagram profiles of famous influencers and asks them to explore whether they reproduce gender stereotypes and which ones.

Teaching resources: images or links to Instagram profiles of influencers

CONCLUSION

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

Teaching resources: guiding questions, web apps to collect and share content and opinions: Jamboard, Padlet

UNIT N° 2

APPENDICES

Video for an introductory activity:

Are You Living an Insta Lie? Social Media Vs. Reality:
https://www.youtube.com/watch?v=0FFHbruKEmw&ab_channel=DitchtheLabel

Profiles on Instagram of famous influencers:

Kim Kardashian: <https://www.instagram.com/kimkardashian/>

Chiara Ferragni: <https://www.instagram.com/chiaraFerragni/>

Cristiano Ronaldo: <https://www.instagram.com/cristiano/>

UNIT N° 3 Analysis of influencers' posts based on the 6-dimensions of media

DURATION: 45 min

Description:

In this Unit, the 6-dimensions model of critical analysis is presented and applied to posts of the influencers mentioned in the previous Unit.

Specific objectives:

- to understand the relationship between real and digital identity and between private and public spheres
- to analyze the digital content of influencers based on the analysis model of the 6-dimensions
- to identify gender stereotypes in a media message

Assessment: Reflection

Technical support: Digital board or whiteboard and projector, notebooks, internet connection

INTRODUCTION

Duration: 10 min

Pedagogical methods: Brainstorming, case study, comparative analysis

Instructions to students: The teacher shows some Instagram posts of influencers presented in the previous Unit and asks the students to think about which audience they are addressing, what they want to achieve, how they use the language

Teaching resources: images or links to Instagram profiles of influencers

ACTIVITY

Duration: 30 min

Pedagogical methods: Presentation, Discussion

Instructions to students: The teacher presents the 6-dimensions model of analysis of media education and invites students to apply it to influencers' posts.

Teaching resources: the 6-dimensions model of analysis of media education, images or links to Instagram profiles of influencers, shared repository for students' works: Padlet, Jamboard, Wakelet

CONCLUSION

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:

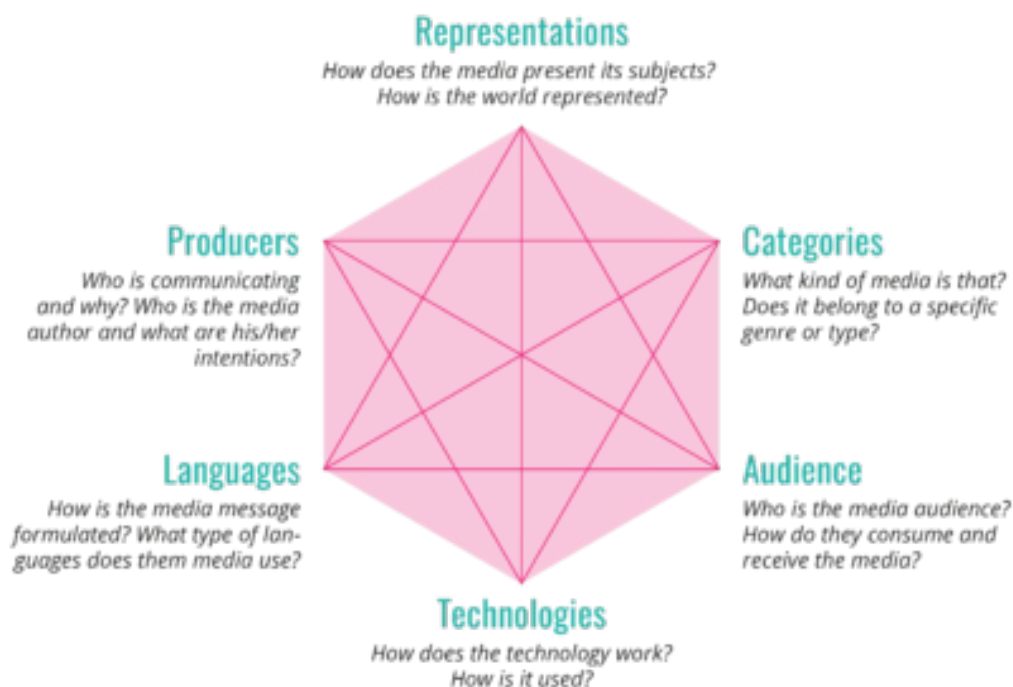
- What did I learn today?
- What would I like to know more about the subject?
- How did I feel about today's discussion?

Teaching resources: a shared repository for students' reflections: Padlet, Jamboard, Wakelet

UNIT N° 3

APPENDICES

The 6-dimensions model of critical analysis of media products



Instagram posts by famous influencers:

Kim Kardashian: https://www.instagram.com/p/Ci2u_N7McRK/

Chiara Ferragni: https://www.instagram.com/p/CdN-2_OoQL5/

Christiano Ronaldo: <https://www.instagram.com/p/CRds8jCLTz9/>

UNIT N° 4 Gender stereotypes by influencers and their deconstruction

DURATION: 45 min

Description:

Media analysis of the images/posts of influencers takes place, followed by the identification of gender stereotypes, and a reflection on how to deconstruct these stereotypes.

Specific objectives:

- to understand the self-representations of others, especially influencers
- to identify gender stereotypes in a media message, especially on social media
- to reflect on ways to deconstruct gender stereotypes on social media

Assessment : reflection

Technical support : Digital board or whiteboard and projector, notebooks, internet connection

INTRODUCTION

Duration: 10 minutes

Pedagogical methods: Discussion

Instructions to students: the teacher shows some Instagram posts of influencers presented in the previous Unit and asks the students to discuss potential common patterns in their posts and/or images.

Teaching resources: images or links to Instagram profiles of influencers, a shared repository for students' works: Padlet, Jamboard, Wakelet

ACTIVITY 1

Duration: 10 minutes

Pedagogical methods: Discussion, Comparative analysis, Case study

Instructions: The teacher asks students to work in pairs to identify gender representations and stereotypes (physical, cultural, social) in the proposed images or videos.

Teaching resources: Influencer's profiles on social media

ACTIVITY 2

Duration: 20 minutes

Pedagogical methods: Discussion, Comparative analysis, Case study

Instructions to students: The teacher prepares a two-column table on the digital board or blackboard: in the first column, the teacher lists the observations collected by the students in the work in pairs. Then, the teacher reviews the list of stereotypes collected and asks students to share ideas on how to challenge these stereotypes to be exemplified through attitudes, behaviors or communication methods. The teacher collects the suggestions in the second column of the table and at the end they all decide on the ways to challenge these stereotypes, introducing the idea of memes.

Teaching resources: web apps to share content and ideas

UNIT N° 4

CONCLUSION

Duration: 5 minutes

Pedagogical methods: Self-Reflection

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

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

Teaching resources: a shared repository for students' works: Padlet, Jamboard, Wakelet, meme generator app

APPENDICES

web app or software for meme generation, to be used in the following Units:

- a. [Canva](#) meme (search for)
- b. <https://imgflip.com/memegenerator>
- c. <https://www.iloveimg.com/meme-generator>
- d. meme app (search on Playstore for smartphone)

UNIT N° 5 Media production of memes for the deconstruction of gender stereotypes

DURATION: 45 min

Description:

Students create Memes through which they deconstruct gender stereotypes.

Specific objectives:

- ability to create digital content
- ability to deconstruct gender stereotypes through the creation of media production

Assessment : Reflection

Technical support : Digital Board or whiteboard and projector, notebooks, internet connection

INTRODUCTION

Duration: 10 minutes

Pedagogical methods: Presentation

Instructions to students: The teacher introduces the app they will use to create a *Meme* and explains its use

Teaching resources: meme generator apps

ACTIVITY

Duration: 40 min

Pedagogical methods: Media production, Teamwork, project-based learning, collaborative learning, learning by doing

Instructions to students: Students in groups assume that they are themselves influencers and create memes (with the help of an app) that deconstruct gender stereotypes. These memes also have a caption as they would have if posted on Instagram. The teacher moves between the groups and helps where needed.

Teaching resources: meme generator apps

CONCLUSION

Duration: 15 min

Pedagogical methods: Self-Reflection

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

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

Teaching resources: web apps to share content and ideas

APPENDICES

Applications – tools for creating *Memes*:

Canva

<https://imgflip.com/memegenerator>

<https://www.iloveimg.com/meme-generator>

UNIT N° 6 Presentation, reflection and peer-review

DURATION: 45 min

Description:

Students present the memes they have created and receive feedback from their classmates and teacher and also from classmates and teachers of other classes.

Specific objectives:

- Be able to present the media production they created
- Be able to give feedback to their classmates

Assessment: Peer-review

Technical support: Digital Board or whiteboard and projector, notebooks, internet connection

INTRODUCTION

Duration: 5 minutes

Pedagogical methods: public speaking, presentation

Instructions: The teacher asks the students to prepare to present their memes in plenary.

ACTIVITY 1

Duration: 40 min

Pedagogical methods: Presentation, Peer-review

Instructions: Students present their memes in plenary. The teacher and classmates make comments on each presentation

Teaching resources: web apps to share content and ideas

ACTIVITY 2

Duration: 10 minutes

Pedagogical methods: Presentation, Peer-review

Instructions: Students with the help of the teacher post their memes with their captions on Padlet, Blog or the school's website, so that teachers and students from other classes and / or other schools can see them and post their comments there

Teaching resources: web apps to share content and ideas

CONCLUSION

Duration: this is a follow-up activity to collect comments and responses from other school members.

Pedagogical methods: Peer review, Dissemination

Instructions: Teachers and students of other classes and/or other schools see the posted memes and post their comments

Teaching resources: web apps to share content and ideas

APPENDICES

Repository of media products:

<http://bit.ly/3uraNlj> (Italian outputs)