

gender  
media  
education

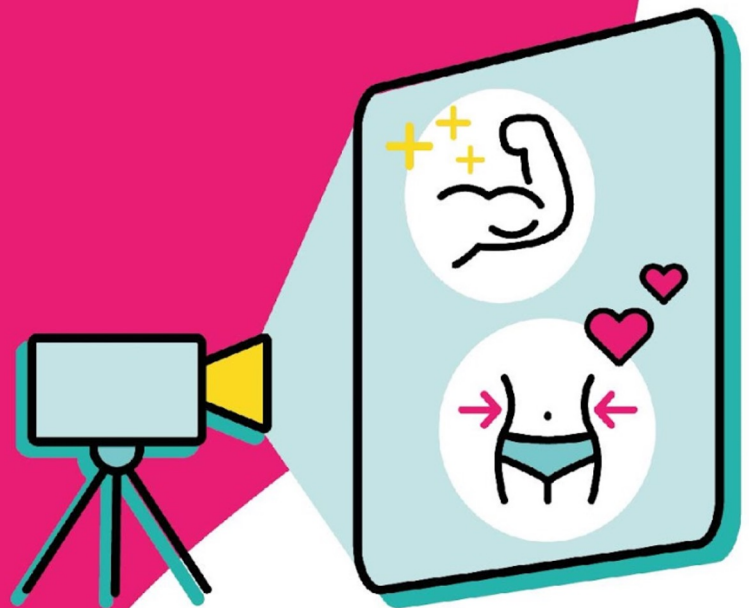
# EMERGE

## ADVERTISING AND GENDER STEREOTYPES ACROSS TIME ANALYZED THROUGH VIDEO AND PADLET

Media Education Toolkit on Gender  
Issues in Media and Pop Cultures

Authors / Contributors:

Gianna Cappello, Daniela Sortino, Paola  
Macaluso, Dario Ferrigno, Marina Sajeve,  
Valentina Bonsangue, Carmen Rotolo,  
Graziella Lazzara



Through a comparison between the 90s and contemporary commercials, this proposal guides the students to understand the permanence and/or changes in gender stereotypes in media communication, and to identify them. Then the students collaborate to create their own media productions to reflect on a different gender representation in the media and to evaluate them.

## LEARNING OBJECTIVES

- to understand and use the concepts of stereotype, bias, gender representation, pop culture
- self-reflection on one's own biases and prejudices
- to identify gender stereotypes in media productions such as commercials in different periods
- to analyze an audiovisual /media product using the 6-dimensions model of media education analysis
- to approach critically media productions
- to create a media production against the gender stereotypes
- to evaluate a media product

## STUDENT SKILLS & COMPETENCIES

### In the introductory and analytical phase, students:

- become familiar with key concepts
- observe and distinguish gender representations in advertisements from different periods
- carry out a guided analysis of a commercial according to the 6-dimensions model
- identify in the proposed commercials what is told and how it is told about gender representations

### In the creative phase, students:

- look for contemporary commercials to analyze
- create a media product to analyze the selected commercials and justify their choices

### As a debriefing and evaluation activity, students:

- present their products to the teacher and classmates
- reflect on key concepts
- self-/peer evaluate themselves (through rubrics and Jamboard/Padlet/Lino.it posts)



### Relevant subject(s)

Language and literature, English language, Civic Education, History, and other Social sciences and Humanities subjects, Media literacy



### Context/educational level or students

Secondary school - 7th to 11th grades



**Time** 8 hours at school or in a blended setting using videoconferencing platform. Depending on students' prior knowledge and the learning context, units can be compressed to a duration of 4 hours.

## • LEARNING METHODOLOGIES

- participatory lesson
- project-based learning
- collaborative learning
- learning by doing
- problem-solving
- case-study
- brainstorming
- presentation
- teamwork
- textual analysis
- comparative analysis
- peer-review
- public speaking

## PREVIOUS KNOWLEDGE AND SKILLS

### Knowledge:

- various languages in communication: verbal and non-verbal languages (visual, sound, face & body language, paratextual elements...)
- elements of text analysis
- Jakobson's model of communication

### Skills:

- recognize the factors of communication
- differentiating denotative from connotative meaning
- differentiating text from discourse/ideology
- contextualization
- multimedia editing
- digital skills

## 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?*

- Students brainstorm gender stereotypes and practice identifying them in advertisements from different historical periods.
- Subsequently, divided into groups, the students choose the commercials to be analyzed by analogy and by contrast and create a creative production which they share in the form of videos or Padlets.

### RESOURCES

Media texts as Web Pages, YouTube Videos, Commercials:

[Women and advertising in the mid 20° century](#)  
[The evolution of gender bias in advertising](#)

Model of media analysis:

[The model of the six dimensions of media education](#)

### TECHNICAL SUPPORT

- Digital Board or whiteboard, notebooks or personal devices as tablets, or smartphones, internet
- Google Workspace: Meet, Form, Drive, Classroom, Jamboard
- PowerPoint and web apps for presentation, assessment, and sharing: Padlet, Canva, Prezi, Linoit, Keynote, Wakelet, Mentimeter

## SUMMARY OF THE LEARNING SCENARIO

As an icebreaker, the teacher asks the students a few questions to engage them on the topic. Then students watch advertising reels and share their insights.

The 6-dimensions analysis model of media products and the key concepts of potential stereotypes in gender representation in the media are introduced. Students are guided to identify examples of gender stereotypes and prejudices in commercials of different periods by following the model of analysis.

A summary of text analysis and concepts of denotation vs connotation (depending on the grade) are introduced. Selected commercials are presented and students work on their textual analysis with guided questions.

Students work in teams to select contemporary commercials and to create their media products from a critical perspective.

As a final step, the students' groups present their works to each other, reflect on key concepts, share their findings to promote correct or better gender representation in the media, and evaluate other teams' productions.

## FOCUSING OF ATTENTION / TRIGGERING EVENT

Online resources on gender issues in advertising

<https://sites.duke.edu/womenandadvertising/exhibits/women-in-advertising/from-housewife-to-superwoman-the-evolution-of-advertising-to-women/>

<https://www.xprize.org/articles/the-evolution-of-gender-bias-in-advertising>

## LEARNING SCENARIO STRUCTURE

### Introduction:

Watching a video on gender issues in advertising, then students are asked to cite examples of significant advertising in their experience.

### Activities:

1. Presentation of the key concepts on gender representation and media, exploration of media products and brainstorming on pre-knowledge of text analysis;
2. Exploration and analysis of examples looking for possible stereotyped and biased representations, individual reflection, and restitution;
3. Creative and collaborative production; sharing of the team works and of methods and tools for digital production;
4. (Self/Peer) Evaluation and critical reflection on creative products.

### Solution / Conclusion:

Self-reflection, gaining awareness of the influence of the media on our perception of the world and of the implications of gender representations in the media and activation of critical skills for the deconstruction of any stereotypes and biases.

## REFLECTION :

### Tools and questions to encourage reflection:

- Google Form, Jamboard, Padlet
- 6-dimensions model of critical analysis of media products
- Five Ws
- Open questions
- Student's Self-Evaluation templates – See Appendices of the Unit 4

## EVALUATION :

Quantitative assessment to evaluate content and concepts acquisition by students (online form, Quizziz, Socrative,...)

Qualitative assessment to detect the degree of awareness and mastery of the processes for product development (Jamboard, Padlet, Linoit, Mentimeter...)

Final self- and peer-assessment of the processes and the media products (rubrics, online form, Jamboard, discussions,...)

## DISSEMINATION :

### 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 N° 1 Advertising and gender: a complicated relationship

DURATION: 2 hours

### Description:

The Unit deals with the key concepts of gender representation in advertising through the 6-dimensions analysis model and the identification and guided analysis of commercials concerning gender issues.

### Specific objectives:

- to understand the concepts of gender representation, pop culture, stereotype, prejudice, discrimination
- to identify gender stereotypes in media productions
- to analyze, guided, an audiovisual /media product using the 6-dimensions model

### Assessment:

Formative assessment: students are asked to investigate the permanence and / or changes in gender stereotypes in mass communication by comparing past and present examples through a discussion or a comparative table

### Technical support:

Digital Board, YouTube Videos, online shared workspace or repository, web apps for collaborative work, notebooks or personal devices

## INTRODUCTION

Duration: 30 min

**Pedagogical methods:** video presentation, brainstorming, discussion

### Instructions to students:

- the teacher shows web pages and YouTube videos on women's representation in advertising

<https://sites.duke.edu/womenandadvertising/exhibits/women-in-advertising/from-housewife-to-superwoman-the-evolution-of-advertising-to-women/>

<https://www.xprize.org/articles/the-evolution-of-gender-bias-in-advertising>

- the teacher invites the students to reflect on the categories, languages and representations of advertising  
*Mention an advertisement that impressed you and specify :*
  - *who is it addressed to?*
  - *what message does it convey?*
  - *what language does it use?*
- the teacher collect students' answers on a digital board to discuss them

### Teaching resources:

- digital board
- web pages and YouTube videos

<https://sites.duke.edu/womenandadvertising/exhibits/women-in-advertising/from-housewife-to-superwoman-the-evolution-of-advertising-to-women/>

<https://www.xprize.org/articles/the-evolution-of-gender-bias-in-advertising>

## ACTIVITY 1

Duration: 30 min

**Pedagogical methods:** Project-based learning and brainstorming

### Instructions for students:

- the teacher shows the 6-dimensions model of analysis of media products. Students are asked to apply it to the analysis of media products in the next activities.
- the teacher presents the key concepts: gender representation, pop culture, stereotype, prejudice, discrimination. Students are asked to reflect and contribute to define those concepts in a shared resource.

### Teaching resources:

[the 6-dimensions of media education](#), digital board, Jamboard / Padlet / Linoit, to collect students' answers; references on eMerge online course or (digital) dictionary to check words definitions

## UNIT N° 1

### ACTIVITY 2

#### Exploration and guided analysis

Duration: 40 min

**Pedagogical methods:** Video Presentation, Learning by doing, case study, teamwork

**Instructions to students:** the teacher shows three YouTube videos on advertising. Then students are grouped according to the commercial to analyze and guided to apply the 6-dimensions model, identifying gender representation and eventual stereotypes in it.

#### Teaching resources:

- *YouTube videos:*
  - 10 historical commercials from the 90s <https://youtu.be/q-yUF2zTfkM>)
  - sexist toy advertising <https://youtu.be/WwxEOj3cHRk>
  - Valfrutta advertising, non-sexist <https://youtu.be/f-5F9gMnbaQ>
- *Tools:*
  - Google Drive, Dropbox, Jamboard, Padlet
- *Guiding Questions of the 6-dimensions model of critical analysis of media products*
  1. Category: What is the category of this media? Does it belong to a specific type?
  2. Sender / Producer: Who is communicating and why? Who is the sender and what are his intentions?
  3. Recipients: Who is the target audience?
  4. Technologies: How does the technology work? What does this media allow? How is it used?
  5. Languages: How is the media message formulated? What kind of language is used?
  6. Representations: How does the media present its topics? What kind of representations or stereotypes are there?

### CONCLUSION

#### Sharing, assessment and feedback

Duration: 20 min

**Pedagogical methods:** qualitative assessment, feedback, teamwork

**Instructions to students:** a spokesperson for each group presents the analysis carried out; each group receives feedback from the teacher.

**Teaching resources:** Digital board, shared online workspace: Drive, Dropbox, Padlet, Wakelet

#### Classification and feedback

Duration: 20 min

**Pedagogical methods:** assessment, feedback, teamwork

**Instructions to students:** students are asked to select and write down in a two-column table which commercials reinforce gender stereotypes and which do not, then the final feedback from the teacher follows.

#### Teaching resources:

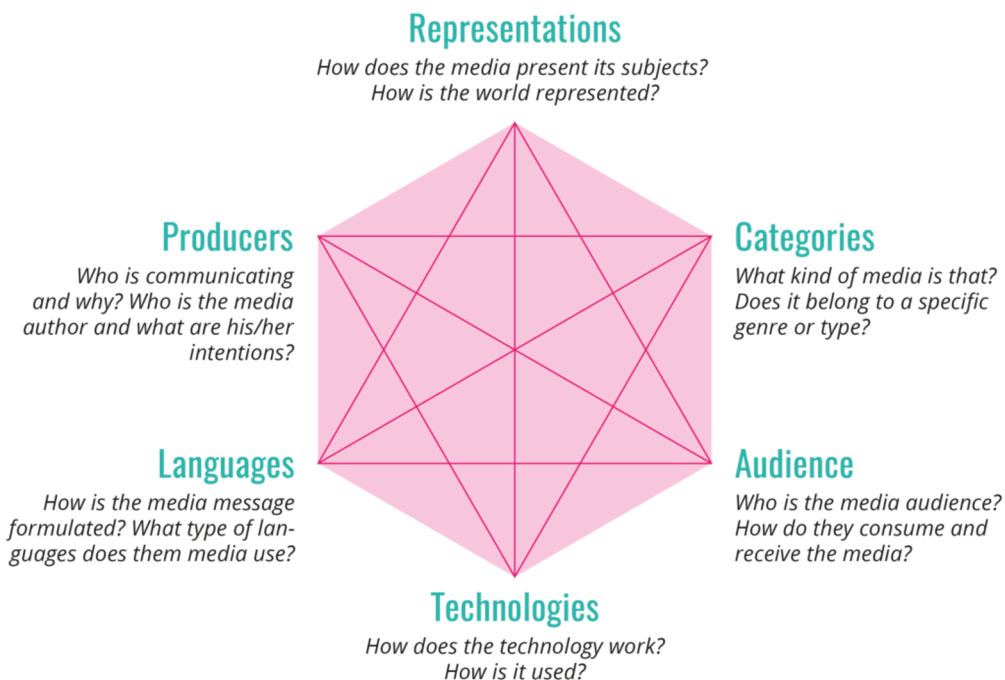
Digital board, shared online workspace, two-column table (Google Doc),

#### YouTube videos:

- 10 historical commercials from the 90s <https://youtu.be/q-yUF2zTfkM>)
- sexist toy advertising <https://youtu.be/WwxEOj3cHRk>
- Valfrutta advertising, non-sexist <https://youtu.be/f-5F9gMnbaQ>

APPENDICES

The 6-dimensions model of critical analysis of media products



APPENDICES

Gender Representation in media examples  
<http://bit.ly/3iFsgtF>



Table of Classification of the commercials

Reinforce gender stereotypes	Dismantle gender stereotypes



## UNIT N° 2 The commercial tells...

DURATION: 2 hours

### Description:

The Unit 2 aims to develop critical analysis skills: the teacher shows video of commercials in which the students have to identify "what each one tells us" and "how it tells us about it", then they practice activities of text analysis.

### Specific objectives:

- to identify gender stereotypes in media productions such as commercials
- to approach critically media productions

### Assessment :

Students are asked to analyze a commercial from a denotative and connotative point of view and to develop a critical evaluation of the positive and / or negative stereotypes in it.

### Technical support

Digital Board, YouTube Videos, online shared workspace or repository, web apps for collaborative work, notebooks or personal devices

## INTRODUCTION

Duration: 30 min

**Pedagogical methods:** brainstorming on pre knowledge of text analysis and the meaning of denotation and connotation

**Instructions for students:** students are asked to brainstorm on those concepts

**Teaching resources:** Digital board, Mentimeter, Denotation and Connotation examples collection (see Appendices)

## ACTIVITY

Duration: 30 min

**Pedagogical methods:** Video presentation, Discussion, Reflection, Learning by doing.

**Instructions for students:** the teachers invite the students to watch the *Chanel n.5 commercial* two times. The second time students are asked to identify the story in the commercial

**Teaching resources:**

- *Chanel n.5 commercial* <https://youtu.be/f5r5PXBiwR0>

Duration: 40 min

**Pedagogical methods:** Video presentation, Discussion, analysis, Teamwork, Reflection, Collaborative Learning, Learning by doing.

**Instructions to students:**

- students are asked to choose one of the selected commercials and analyze it according to guided questions

**Teaching resources:**

Spot options:

- Chanel n.5: <https://youtu.be/f5r5PXBiwR0>
- Armani man: <https://youtu.be/7hHE0mj0ozQ> [https://youtu.be/i-rGppEsC\\_k](https://youtu.be/i-rGppEsC_k)
- Armani woman: [https://youtu.be/Rn5Zadn\\_RmM](https://youtu.be/Rn5Zadn_RmM)

## ACTIVITY (2/2)

### Guiding questions for analysis of commercial

1. **Denotation:** Identify everything you see in the commercial (the settings, the body language, the use of black and white and / or color and lights, the types of framing, the composition, the rhythm of the editing, etc.) and what hear (music, sound effects, dialogue, use of pauses and / or silences, etc.)
2. **Connotation:** Identify the connotations of the textual elements identified at the denotative level. For example, reflect on how the colors, the lights, and the assembly of the materials create a particular atmosphere or affect the viewer emotionally. What kind of meanings are evoked by the way the characters are dressed, by the music and sound effects, or by the settings?

## CONCLUSION

Duration: 20 min

**Pedagogical methods:** Assessment, Reflection

**Instructions to students:** students are asked to identify the values and stereotypes in the same commercial.

**Teaching resources:** qualitative assessment through

### Guiding questions

*Values and stereotypes:* Identify the values and ideologies represented in the text and express your judgment. What kind of associations with positive or negative qualities or stereotypes can you make after looking at the text on a denotative and connotative level?

## APPENDICES

Literary Analysis templates and mind maps

<http://bit.ly/3OZC3Hc>



Denotation and Connotation definitions and examples

<http://bit.ly/3EZmwCN>



## UNIT N° 3 Dismantling gender stereotypes in advertising

DURATION: 2,5 hours

### Description:

In this Unit student are involved in team's works for media production of videos on from a critical perspective

### Specific objectives:

- to identify gender stereotypes in media productions
- to approach critically media productions
- to create a media production and motivate choices with concern to the gender representation and the stereotypes deconstruction

### Assessment :

Rubrics for qualitative assessment of:

- team's work and process
- media products according to the criteria of design, content, completeness, consistency, presentation

### Technical support

- Software for presentation: PowerPoint or Canva, Emaze, Prezi, Genial.ly,...

## INTRODUCTION

Duration: 20 min (in class or at home)

**Pedagogical methods:** teamwork, project-based learning, collaborative learning, learning by doing

**Instructions to students:** students' teams are asked to search online for recent advertising, identify gender stereotypes and make a reasoned selection (2 to 5) of commercials to analyze gender issues

**Teaching resources:** online search engines, literary Analysis templates and maps (see Appendices, optional), Gender Representation in advertising examples (see Appendices, optional)

## ACTIVITY

Duration: about 120 min (in class or at home)

**Pedagogical methods:** Teamwork, Collaborative Learning, Learning by doing, textual analysis, comparative analysis

**Instructions to students:** groups are asked to create a media product (presentation, video, digital storytelling...), analyzing the gender representations and the stereotypes found and motivating their choices.

**Teaching resources:** software for online presentations

## CONCLUSION

Duration: 10 min (in class or at home)

**Pedagogical methods:** Teamwork, Collaborative Learning, Learning by doing, textual analysis, comparative analysis

**Instructions to students:** students' groups are asked to create a Google Doc such as "information card" of the media product with a title, "summary in a Tweet", authors, class, school, date, five keywords as tags to associate, credits, biblio and sitography (optional).

**Teaching resources:** Google Doc

## APPENDICES

Literary Analysis templates and mind maps

<http://bit.ly/3OZC3Hc>

Gender Representation in advertising examples

<http://bit.ly/3VVAQDb>



## UNIT N° 4 Sharing, reflecting and evaluating

DURATION: 1,5 hours

### Description:

In the final unit, students are guided to reflect on the path followed and to evaluate the activities carried out

### Specific objectives:

- to evaluate gender stereotypes in popular culture
- Peer evaluation of the final products

### Assessment :

- Peer evaluation of media production

### Technical support

- Online shared repository, Digital Board, personal devices

## INTRODUCTION

Duration: 10 minutes *(in class or at home)*

Learning method: Teamwork, Project-based learning

Instructions for students: students' groups are asked to upload their media product and the credits file on an online shared repository

Teaching resources: Drive, Dropbox, Padlet, Wakelet, Classroom

## ACTIVITY

Duration: 80 minutes *(or more, depending on the number of students' works)*

Learning method: Public speaking, Presentation, Peer-review, Reflection

Instructions for students: Presentation of the media product to teacher and classmates, reflection on key concepts

Teaching resources: digital board, cloud repository, rubrics

## CONCLUSION

Duration: 30 minutes

Learning method: Self-Evaluation, Peer-Evaluation, Reflection, Public speaking

Instructions for students: students are asked to evaluate other teams' product and self-evaluate theirs

Teaching resources: online shared repository, rubrics

- Rubistar: free tool to help teachers create quality rubrics <http://rubistar.4teachers.org/index.php>

## APPENDICES

### Tool to create rubrics

<http://rubistar.4teachers.org/index.php>

### Student's Self-Evaluation templates examples

[http://www.communication4all.co.uk/AFL/Think About.pdf](http://www.communication4all.co.uk/AFL/Think%20About.pdf)

<https://edtech4beginners.com/files.wordpress.com/2018/04/lesson-reflection-questions.pdf>

### Media production examples

<https://drive.google.com/file/d/11qGptwiGsluZVUKavH5r6Uy3a2SWH4lp/view?usp=sharing>

[https://drive.google.com/file/d/1977W3tHVcgkKg-gUvwlc28m4FPyWFL0/view?usp=share\\_link](https://drive.google.com/file/d/1977W3tHVcgkKg-gUvwlc28m4FPyWFL0/view?usp=share_link)

<https://drive.google.com/file/d/1t90Ge-P4XkJBRICt-i-6zGczUXE-l6yh/view?usp=sharing>

[https://drive.google.com/file/d/1qVsjEwO6ZfOsRpOOtoAP8IFSOjZHGZ5E/view?usp=share\\_link](https://drive.google.com/file/d/1qVsjEwO6ZfOsRpOOtoAP8IFSOjZHGZ5E/view?usp=share_link)

[https://drive.google.com/file/d/1qVsjEwO6ZfOsRpOOtoAP8IFSOjZHGZ5E/view?usp=share\\_link](https://drive.google.com/file/d/1qVsjEwO6ZfOsRpOOtoAP8IFSOjZHGZ5E/view?usp=share_link)

[https://drive.google.com/file/d/1zBLT9LT6odkW4fkWFzgjZ7BJ8pf8OA07/view?usp=share\\_link](https://drive.google.com/file/d/1zBLT9LT6odkW4fkWFzgjZ7BJ8pf8OA07/view?usp=share_link)

<https://padlet.com/martoranamarcello/64ttljjzb18aduu>