

INTRODUCTION TO
ANTHROPOLOGY,
PSYCHOLOGY AND
SOCIOLOGY

HSP3M GRADE 11

GENDER AND MEDIA UNIT

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INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY - HSP3M

Gender Bias in Reality TV Unit Instructional Organizer

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Lesson Overview

Lesson	Topics Covered	Time (mins)
1	Intro to Gender and Media (Reality TV)	160
2	Stereotypical Gender Roles	80
3	Sex and Gender: What is the Difference?	80
4	Objectification of men and women in society and the media	160
5	Writing a consent form	80
6	Perception of gender bias in reality and Reality TV	160
7	Looking at gender bias through visual effects	240
8	Comparing and contrasting media views on gender bias	80

Expectations

- Students will demonstrate an understanding of the social forces that influence and shape behaviour
- Students will analyze socialization patterns between males and females

Enduring Understandings

- Gender bias exists in the media.
- Gender biases portrayed in the media influence how men and women interact in society.
- Gender biases portrayed in the media influence how we view, feel about, and judge ourselves.

Overarching/ Main Topical Questions

- Does gender bias in Reality TV affect/influence the interactions between males and females? If so, how?
- How does gender bias affect/influence how we see ourselves?

Culminating Task and Unit Evaluation (Formative/ Summative)

- Students will create their own Reality TV video. They will critically analyze by comparing and contrasting gender biases in their Reality video with Reality TV
- Students will conclude if the gender biases on Reality TV affect and or influence the interaction between males and females in "real" life
- Rubrics for video presentation, on task work, team work, journal reflection, and comparison/contrast chart
- Self and group evaluation for presentation
- Checklist for student social interaction
- Check point tracking sheet for culminating task

Image of the Learner

Gabriele High School is a diverse, co-educational public secondary school located in the city of North York. The population of the school is 1400 with a ratio of 60 : 40 for girls to boys. The socio-economic status of the school community is below middle-class. Most of the families of the students live in subsidized housing or rental apartments with at least one parent working two jobs.

The school is well-known for its ongoing community work with charities like Childrens Wish Foundation and the Daily Bread Food Bank. Furthermore, the school is also well-known for its advanced visual arts programmes.

Gabriele High has a rich, multicultural school community comprising of :7% South Asian, 23% South East Asian, 19% Italian, 21% Caribbean, 11% Korean, 4% Portugese, and 15% Canadian-English. The students are English speaking first generation Canadian. However, almost all of the parents (80%) have difficulty communicating in English. This results in the students being bilingual.

Within this grade 11 classroom, there are a total of 23 students; 13 girls and 10 boys. Most of the class are level three students, with the exception of two. The first is an ESL (stage 2) student who speaks only a few words of English and who can write very simple sentences using simple words from a limited, yet expanding, vocabulary. She is orginally from New Delhi, India and only speaks her native language which is Hindi. Fortunately, there is another student who speaks Hindi in the class to assist and act as her unofficial translator. The other student has an IEP and has been identified as having a learning disability and reads and writes at the grade six level. His strengths lie in oral communication.

Overall, Gabriele High is a school with very high academic expectations for its students and prides itself for being committed to student learning and student success in the community. Over 80% of the students graduate and go on to pursue post-secondary education at the college and university levels.

Unit Overview

This Gender and Media Unit is placed after the Personality Unit as the student would have learned more about the self as it relates to society. The students will enjoy learning about media and how it pertains to everyday life.

The information that the students will learn regarding gender and media is important. There is a high incidence of influence from the media that affects our students' understanding about the gender biases that exist in society. Since Reality Television (RTV) is such a large phenomena it has become its' own culture. Therefore, it is imperative that we analyze how it influences the behaviour of the students. Primarily, we will do this by focusing on how gender biases affect themselves as individuals and their interactions with others.

Enduring Understandings and Unit Expectations Chart

Enduring Understandings	Overall Expectations of Unit	Specific Expectations of Unit
<p>Gender bias exists in the media.</p>	<p>SOV.02 -demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;</p> <p>SOV.03 -analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.</p> <p>ISV.01 -use appropriate social science research methods effectively and ethically;</p> <p>ISV.03 -effectively communicate the results of their inquiries.</p>	<p>SO2.01 -identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);</p> <p>SO2.02 -analyse the role of the mass media in influencing individual and group behaviour;</p> <p>SO2.03 -explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).</p> <p>SO3.02 -identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;</p> <p>SO3.04 -evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).</p>
<p>Gender biases portrayed in the media influence how men and women interact in society.</p>	<p>SOV.02 -demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;</p> <p>SOV.03 -analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.</p> <p>ISV.01 -use appropriate social science research methods effectively and ethically;</p> <p>ISV.03 -effectively communicate the results of their inquiries.</p>	<p>SO2.01 -identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);</p> <p>SO2.02 -analyse the role of the mass media in influencing individual and group behaviour;</p> <p>SO3.02 -identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;</p> <p>SO3.04 -evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).</p>

Enduring Understandings and Unit Expectations Chart Cont'd

Enduring Understandings	Overall Expectations of Unit	Specific Expectations of Unit
<p style="text-align: center;"><i>Gender biases portrayed in the media influence how we view, feel about, and judge ourselves.</i></p>	<p>SOV.02 -demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;</p> <p>SOV.03 -analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.</p> <p>ISV.01 -use appropriate social science research methods effectively and ethically;</p> <p>ISV.03 -effectively communicate the results of their inquiries.</p>	<p>SO2.01 -identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender);</p> <p>SO2.02 -analyse the role of the mass media in influencing individual and group behaviour;</p> <p>SO2.03 -explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).</p> <p>SO3.01 -explain the role of socialization in the development of the individual;</p> <p>SO3.02 -identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;</p> <p>SO3.04 -evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).</p> <p>IS1.03 -demonstrate an understanding of the factors that explain human behaviour from the perspective of psychology (e.g., conditioning, subconscious) and sociology (e.g., socialization, social interaction);</p> <p>IS1.04 -formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.</p> <p>IS2.05 - evaluate the relevance and validity of information gathered through research;</p> <p>IS2.06 -demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.</p> <p>IS3.02 -effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., oral presentations, written reports, essays, video presentations).</p>

UNIT: Gender and Media

Topic: Culminating Task

(Teacher's Guide)

Task

Part 1

In groups, students will create their own "Reality TV Show" (RTV). Using a video camera, students will depict daily life activities at their high school.

Part 2

Using a table format or any other type of graphic organizer students will compare and contrast gender biases in the RTV of their choice and their own created show.

Part 3

In paragraph form students will conclude if and how gender biases on RTV affect and or influence male and female behaviour amongst their peers.

Expectations

- Demonstrate an understanding of major questions related to self and others.
- Identify and assess the major influences that contribute to an individual's personal and social development.
- Analyze the role of mass media in influencing individual and group behaviour.
- Explain why behaviour varies depending on context and on individuals involved.
- Demonstrate an ability to organize, interpret, and analyze information gathered from a variety of sources.

Enduring Understandings

- Gender bias exists in media.
- Gender bias portrayed in media influences how men and women interact in society.
- Gender bias portrayed in media influences how we view, feel, and judge ourselves.

Planning Steps

Materials

- Checklist handout
- Rubrics
- Groups choices from students
- Student handout

Resources

- Ontario Social Studies Curriculum

Assessment Options

- Checklist to see if groups are on task
- Rubrics for self and peer evaluation
- Teacher use rubrics for presentation
- Teacher use rubrics for reflection
- See Appendix A

Previous Knowledge

- Students know how to use and set up video equipment
- Students know how to recognize gender biases
- Acknowledge stereotypical gender roles

Accommodations/Modification

E.S.L. student

- Pair with Hindi student (mentor, tutor)
- Define key words in Hindi for the student by using the Hindi/English dictionary
- She doesn't have to speak in the presentation if she does not want to
- Extra time for the group

I.E.P. student

- Give the student modified handout
- Extra time for the group
- His strengths lie in oral communication

Overview of Key Teaching Strategies

Introduction to Lesson

80 minutes

- Culminating task will be presented at the end of the unit
- Tell the students they are going to start their group projects today
- Choose the groups for the students by having them pick three people that they want to work with
- Collect it
- From this list create the students' groups
- Tell the students in their group of 4 they will create their own RTV show by video taping the daily life of their fellow schoolmates or their own lives
- Explain to the students that everybody has to have a turn with the camera ensuring different perspectives
- Students are to divide the days of the week evenly (ex. One person tapes for one full day, etc.)
- Raw footage should be 4 full days
- Make sure you get all aspects of the students' life (ex. school, home, after school, etc)

- Tell the students they can video tape a friend with proper consent forms, or you can video tape your life through the eyes of the camera

The Process

- Explain to students that they are to include in their video male and female interactions
- Explain that the interactions are not forced and it should be candid
- If you see any gender bias on your footage don't edit it
- Explain that they will need consent forms to video tape the students

The Editing Process

- Inform students that proper use of video techniques, (example fading will be part of the evaluation, etc.)
- Their video presentation should be no longer than a $\frac{1}{2}$ hour
- They can choose any format you like (ex. Blind Date, Survivor, Hell's Kitchen etc.)
- They need to have an introduction, a middle and a final ending to your reality show

Part 2

Analysis

- After the students have completed the video, they will dissect and analyze your product
- The students are to compare and contrast the gender biases of THEIR RTV show and a RTV show of your choice
- Their comparison must be on a graphic organizer for example a Venn diagram, T chart, etc. It must be displayed on flip chart paper or on Bristol board
- The chart is of their own construction
- Proper headings are required (ex. Women's clothing, star's behaviors, etc.)

Part 3

Reflection/Opinion

- Write a reflection on your observation findings in paragraph format
 - Make sure your reflection answers the following questions regarding gender biases:
1. Do the gender biases of the RTV affect and/or influence your behaviour and the behaviour of your peers?
 2. How does it or does not affect and/or influence your behaviour and the behaviour of your peers?
 3. Were you surprised with your findings? Explain why or why not.

Assessment for Culminating Task

- As soon as the student get together in their groups they should fill out Assessment D (See Appendix A)
- Check point self assessments will take place every four days by using Assessment E (See Appendix A)
- A 5 point scale will be used for the assessment of the oral presentation (self/teacher evaluation) (see Appendix A: Assessment F)
- A self evaluation will be used for the final project (see Appendix A: Assessment G)
- Rubric for the final paragraph (see Appendix A: Assessment H)
- Rubric for video production (see Appendix A: Video Production)
- Rubric for comparison chart (see Appendix A: Assessment I)

CULMINATING TASK (STUDENT'S GUIDE)

Expectations

- Demonstrate an understanding of major questions related to self and others
- Identify and assess the major influences that contribute to an individual's personal and social development
- Analyze the role of mass media in influencing individual and group behaviour
- Explain why behaviour varies depending on context and on individuals involved
- Demonstrate an ability to organize, interpret, and analyze information gathered from a variety of sources

Enduring Understandings

- Gender bias exists in media
- Gender bias portrayed in media influences how men and women interact in society
- Gender bias portrayed in media influences how we view, feel, and judge ourselves

Evaluation Guide

Video 30%

Comparison Table Analyses 30%

Concluding Paragraph 20%

Group Peer Evaluation 10%

Presentation skills 10%

Task

Part 1 In groups, students will create their own "Reality T.V. Show". Using a video camera, students will depict daily life activities at their high school.

Part 2 Using a table format or any other type of graphic organizer students will compare and contrast gender biases in a "Reality" T.V. Show of their choice and their own created show.

Part 3 In paragraph form students will conclude if and how gender biases on "Reality" T.V. Shows affect and or influence male and female behaviour amongst their peers.

STEPS TOWARD COMPLETION

Part 1

Getting Started

- In a group of 4 you will create your own Reality TV Show by video taping the daily life of your fellow schoolmates
- Make sure everybody has a turn with the camera ensuring different perspectives
- Divide the days of the week evenly (ex. One person tapes for one full day, etc.)
- Raw footage should be 4 full days
- Make sure you get all aspects of the students' life (ex. School, home, after school, etc.)
- You can video tape a friend with proper consent forms, or your can video tape your life through the eyes of the camera

The Process

- You are to include in your video male and female interactions
- Make sure your interactions are not forced and it should be candid
- If you see any gender bias on your footage don't edit it
- Make sure you have proper consent forms for all people shown in your video

The Editing Process

- Proper use of video techniques, (ex. fading will be part of the evaluation, etc.)
- Your video presentation should be $\frac{1}{2}$ hour. You can choose any format you like (ex. Blind Date, Survivor, Hell's Kitchen etc.)
- You need to have an introduction, a middle and a final ending to your reality show

Part 2

Analysis

- After you have completed the video, you will dissect and analyze your product
- Compare and contrast the gender biases of your Reality TV show and a Reality TV show of your choice
- Your comparison must be on a graphic organizer for (ex. Venn diagram, T chart, etc.) It must be displayed on flip chart paper or on Bristol board.
- The chart is of your own construction
- Make sure you have proper headings (ex. Women's clothing, star's behaviors, etc.)

Part 3

Reflection/Opinion

- Write a reflection on your observation findings in paragraph format
- Answer the following questions regarding gender biases:
 1. Do the gender biases of the Reality TV affect and/or influence your behaviour and the behaviour of your peers?
 2. How does it or does not affect and/or influence your behaviour and the behaviour of your peers?

LESSON PLAN-INTRODUCTION TO UNIT

UNIT: Gender and Media

Teacher Handout

TOPIC: Gender Bias and Reality Television

Unit Focus (Enduring Understanding)

1. Gender bias exists in the media
2. Gender biases portrayed in the media influence how men and women interact in society
3. Gender biases portrayed in the media influence how we view ourselves, feel about ourselves and judge ourselves

Lesson 1: An Introduction to Reality Television Part 1

Grade: 11

Two 80 minute periods

Aim

- To show the class examples of Reality Television
- To capture the student's view of Reality Television before they are able to critically analyze it with the help of the unit focus
- To define Reality Television

Materials

Television, VCR machine, VCR tape with clips from the Apprentice, Survivor, Blind Date and the Bachelor, student handout "Clips of Reality Television Programs," partial web definition of Reality Television with key information erased, envelopes 4x9 and spare pens

Expectations

Self and Others

Specific Expectations

- Analyze the role of the mass media in influencing individual and group behaviour
- Evaluate the role of cultural influences in socialization

Link to culminating task

- Students need to identify what is reality television
- Students need to know when they watch reality television their critical thinking devices may be turned off

Link to Senior AQ Course

Image of the Learner

- By analyzing media we can spark the interest of the learner and teach to their interests

Inclusive Curriculum

- By analyzing the bias in Reality Television we can tackle the problem of gender inequity in the media

Exploring Teen/Teacher Voice

- The entire culminating task is about the teen voice
- We will get a glimpse of their world through the reality television unit

Multiple Intelligences, Brain Theory and Learning Styles

- Verbal linguistic
- Visual/spatial through television clips

Key Resources

- The Ontario Curriculum Document
- Web definition from Google search (en.wikipedia.org/wiki/Reality_television)

Assessment Options

- Rubric (see Appendix A: Assessment A)

Modification Background Information

- There are two students in the class that require modification. One student is an E.S.L. student that needs assistance. This student has been in Canada for two years. The O.S.R. documents states that she is a level 4 performing student in her homeland of India. Her language and communication skills are improving well. There is another student in the class that speaks Hindi and English fluently. Since, they are friends she assists her regularly. They work well together and she is able to translate many difficult concepts for the student.

- A list of definitions in the Hindi/English dictionary should be given to her by the teacher for assistance.
- There is an I.E.P. student that is Learning Disabled. He communicates very well orally but has difficulty with reading and writing. His reading and writing skills are similar to a grade six student. A simplified handout is needed for this student. Since his oral communication skills are strong he works well in groups.

Modifications for Lesson 1 part 1

E.S.L. student

- Pair with another student (mentor, tutor)
- Define key words in Hindi for the student by using the Hindi/English dictionary
- Give her a handout that has less questions but she will still be able to get the concept of the lesson
- Provide student with extra time if needed
- Simplify assignments by assigning parts

I.E.P. student

- Give the student the modified handout
- Provide student with extra time if needed
- Simplify assignments by assigning parts
- His strength lies in oral communication

Background Preparation for the teacher

- Clips of reality television programs will be pre-recorded by the teacher before the class
- The clips should not exceed 50 minutes
- Each clip must contain social interactions between men and women
- Photocopy the student handout, "Clips of Reality Television Programs" and envelopes
- Part of the definition of reality television will be erased and then shown to the students for part 2 of Lesson 1

Lesson 1: An Introduction to Reality Television Part 1

Overview of the Key Teaching Strategies

- Tell the students that they are going to watch Reality Television today to introduce the unit
- They will be watching one clip from the following programs: The Apprentice, Survivor, Blind Date and The Bachelor
- Tell the students that they should not be taking notes
- Just watch the program strictly for entertainment purposes (this will hopefully simulate how they would watch television normally in their homes)
- When they have finished watching the Reality Television clips handout the student sheet, "Clips of Reality Television Programs" and empty envelopes
- Tell the students that they should individually write down the answers in full sentences on the handout without discussing it with one another
- Tell them that the teacher will not be marking or looking at the handout so please answer the questions as honestly as possible
- Tell them they will use these answers again at the end of the unit for an assignment so please answer them in detail
- When they have finished writing their answer they should fold up the handout, put it in the envelope and then address the front of the envelope themselves
- When everybody has finished sealing their envelopes the teacher will collect them all
- Tell the students that they will get their envelopes at the end of the unit and they use it for another lesson
- As a conclusion to the lesson the class and the teacher will brain storm what a definition of a reality television program is
- Students should identify many different Reality Television shows
- A genre of Reality Shows that they may not recognize is game shows since it has been around before the increased popularity of Reality Shows have been introduced in the late 90's.
- Then give them the web site definition of Reality Television

- **Reality Television:** is a genre of television programming which generally is unscripted, documenting actual events over fiction, and featuring "ordinary" people over professional actors.

Date:

Student:

**Clips of Reality Television Programs: The Apprentice,
Survivor, The Bachelor and Blind Date**

Please answer the following in point form. Use the back of the sheet if you run out of room.

1. Which clip did you find most interesting? Please explain why? (ex. Which clip would you watch for entertainment purposes)?

2. Which clip spoke to you on a personal level? Please explain why? (ex. Which show can you personal relate to?)

3. Have you ever watched any of these shows at home? If yes, which one?

4. If no, explain why you have not watched them?

5. You know anybody that watches Reality Television Programs? If yes, who are they and what shows do they watch?

6. If you answered yes to the above, why do you think they watch Reality Television Programs?

Lesson 1: An Introduction to Reality Television Part 2

Aim

- To springboard today's class into next day's lesson of Stereotypical Gender Roles
- To highlight the gender biases in Reality Television Programming
- To give them the full definition of Reality Television Program

Materials

- Student handout, "A Closer Look at Reality Television" and spare pens if students forget their writing tools

Expectations

- See Lesson 1 Part 1

Link to culminating task

- See Lesson 1 Part 1

Link to Senior AQ Course

- See Lesson 1 Part 1

Key Resources

The Ontario Curriculum Document

- Web definition from Google search
- www.teach-nology.com
- en.wikipedia.org/wiki/Reality_television

Assessment Options

- Rubric to observe students are on task in their groups (Appendix A: Assessment B)
- Checklist for students (peer evaluation) (Appendix A: Assessment C)

Modifications/Accommodations for Lesson 1 part 2

I.E.P. student

- Since it the majority of the discussion is in groups he will be able to keep up
- On his handout specify that he only needs to have his answers written in point form
- Photocopy peer's handout for the student if not filled out
- Have the student be a presenter instead of writing out his answers since his strength lies in oral communication
- The writing tasks are simplified and broken down for him while receiving additional support from the teacher
- Extra time will be given to complete homework and in-class assignments

E.S.L. student

- Give her a handout of key definitions
- Give her a modified handout
- Pair with another student (mentor, tutor)
- Photocopy peer's handout for the student if not filled out
- Will receive translation of task from Hindi friend
- Teacher will work with the student while group tasks are taking place
- Written tasks will be simplified and broken down
- Additional time will be given to complete work
- Written work will be exchanged with a combination of oral explanations, with the assistance from her fellow student, and simple, short answer sentences that are written with the help of both teacher and student translator

Background Preparation for the teacher

- Be prepared to divide the class into four groups
- It would be beneficial if at least one student has watched an entire episode of the specific show discussed however, it is not necessary

Background knowledge of the student

- Students can acknowledge stereotypes (the beginning stages)

Lesson 1: An Introduction to Reality Television Part 2

Overview of the Key Teaching Strategies

- Divide up the class into four expert groups
- Each group will represent the video clips shown the previous day
- There will be The Apprentice group, a Survivor group, The Bachelor Group and the Blind Date group
- You will ask them who has watched a full episode of The Apprentice and then write down these students' names on a piece of paper
- Ask the students who have watched a full episode of Survivor and then write down their names on a piece of paper
- Ask the students who have watched a full episode of The Bachelor and then write down these students on a piece of paper
- Ask the students who have watched a full episode of Blind Date and then write down these students on a piece paper
- Quickly separate the class into four equal groups labeled, The Apprentice, Survivor, The Bachelor and Blind Date
- Tell the students that you are going to hand out a worksheet, "A Closer Look at Reality Television"
- Brainstorm the answers together
- Everybody in the group is supposed to record their group answers on their own piece of paper
- Designate one person from each group to share their findings with the rest of the class
- When the groups have finished sharing their answers bring the class together for a teacher-directed class
- On the board analyze the student's findings by asking various questions:
 1. What is the ratio of men to women?
 2. What was the major ethnic group represented in the show?
 3. What is the educational background of men and women?
 4. What was the role of the female in the show? (ex. The person they dated, making food for the group, acquiring a man etc.)
 5. Do you think these roles were stereotypical gender roles?

- Tell the students that today's class is a springboard for tomorrow's lesson on stereotypical gender roles
- Tell the students that by studying stereotypical gender roles we can view Reality Television through a new lens
- End off the lesson by giving the full definition of Reality Television
- Reality Television: is a genre of television programming which generally is unscripted, documenting actual events over fiction and featuring "ordinary" people over professional actors. Although the genre has been featured since early years of television, the current explosion of popularity began approximately in 2000. Critics of the genre have claimed that the term is a misnomer, as many reality TV shows put the participants in exotic locations and/or abnormal situations (en.wikipedia.org/wiki/Reality_television)
- Misnomer: name or term used wrongly
- Tell students that I introduced the latter half of the definition so that they can analyze it throughout the unit
- For homework the students will think about the full definition
- I also want the students to do a peer and self evaluation of their group work today

Date:

Student:

A Closer Look a Reality Television Programs

Please brainstorm the answers in your groups. Then answer in point form. Designate one student to be the presenter.

1. What is the main premise of the show?
2. Is the star of the show male or female?
3. List some of the star's personality trait? (ex. confident, shy, etc.)
4. What does the star look like? (ex. young, attractive, etc.)
5. What is the ratio of men and women on the show?
6. What is the relationship between the star and other cast members? (ex. boss, friend, etc.)
7. What is the ethnicity of the host?
8. What is the ethnicity of the other cast members?

9. How is the host dressed? (ex. Expensive clothes, sexy, etc.)

10. How are the cast members dressed? (ex. Expensive clothes, sexy, etc.)

11. What are the men on the show wearing? (ex. Suits, shirts, etc.)

12. What are the females on the show wearing? (ex. Dresses, bathing suits, etc.)

13. What is the educational background of the men?

14. What is the educational background of the women?

8. What is the ethnicity of the other cast members?

9. How is the host dressed? (ex. Expensive clothes, sexy, etc.)

10. How are the cast members dressed? (ex. Expensive clothes, sexy, etc.)

11. What are the men on the show wearing? (ex. Suits, shirts, etc.)

12. What are the females on the show wearing? (ex. Dresses, bathing suits, etc.)

13. What is the educational background of the men?

14. What is the educational background of the women?

Precis of Learning Activities/Strategies

Lesson 2 Stereotypical Gender Roles

80 minutes

Link to Culminating Task

By being able to recognize stereotypical gender roles in their own lives, students will then have the skills to look for them when analysing their school community in their culminating task.

Learning Activities-Strategies

- Students will fill out a chores reflection sheet which asks them to think about questions like : Who does the following chores in your home? (ex. making breakfast, mowing the lawn, washing the dishes, doing the laundry, paying the bills, cleaning the house, changing light bulbs, making the bed, etc.)
- In groups of 3-4 students will share their answers
- In their groups students will compare their individual findings with other members and discuss the different patterns they may have noticed in all the households (ex. mother and sister do all the cleaning)
- Students will write a journal entry reflecting on what they noticed in the patterns of behaviour of their own family. Students should ask themselves if they were surprised by the results of the survey and for what reason(s)

List of Possible Resources

The Human Way- Introducing Anthropology, Psychology and Sociology. Colin M. Bain, Jill S. Colyer.

Our Social World. Sproute et al.

Assessment Options

- Anecdotal notes
- Class discussion
- Small group discussion

LESSON 3 Sex and Gender: What is the Difference?

80 Minutes

Link to Culminating Task

By knowing the difference between sex and gender students will be more aware of differences between the two in society, and that there is gender bias in society.

Learning Activities/Strategies

- In pairs students will brainstorm what they think the word sex refers to
- In pairs students will brainstorm what they think the word gender refers to
- Whole group discussion on their findings
- Teacher writes out responses on the T- chart form on the board
- Explain the difference between sex (biological) and gender (sociological)
- Discussion about gender differences in society
- In small groups discuss some life experiences of being included and excluded from something because of their gender
- Whole group discussion of exclusion and inclusion
- Homework: watch your favourite RTV show and pay attention to the roles that women and men have and what their interaction is with each other

Possible Resources

The Human Way- Introducing Anthropology, Psychology and Sociology. Colin M. Bain, Jill S. Colyer.

Our Social World. Sproute et al.

Assessment Options

- Teacher Observation (see Appendix A: Assessment A omit Re: to media observation)

LESSON 4 Objectification of Women and Men in Society and in the Media

Two 80 Minute Periods

Link to Culminating Task

Women and men are seen in specific roles in society, these roles are mirrored in media. Gender biases exist in RTV and in real life.

Learning Activities/Strategies

- In small groups students will discuss their favourite RTV show and what their findings about what the interaction between men and women were (ex. what the roles of women and men were, what were the women and men wearing, what were their professions? etc.)
- Whole group discussion about findings. Teacher writes the findings on the board
- Discuss what gender bias is
- In groups students answer the following questions regarding gender bias: how does gender bias affect the way men and women relate to each other? How do you see yourself with respect to your gender? Looking at your favourite RTV show, do you see yourself as the characters in the show?
- Value line- have the students form a line, at one end students who agree with reality shows representing a fantasy of our real world and our selves, on the other end the students who disagree. Students place themselves on the line according to how strongly they agree or disagree. Now fold the line, one end moves to meet the other end, each student should be facing each other, students discuss their points of view. Once each person has had a chance to speak have a group discussion about what they thought about the given topic.

Assessment Options

Reflection journal entry

Lesson 5 Sex and Gender: How to Write a Consent Form 80 Minutes

Link to Culminating Task

Students need to know how to write a consent form in order to film fellow students and family members.

Learning Activities/Strategies

- In pairs students will brainstorm what they think a consent form consists of
- Whole group discussion on their findings
- Teacher hands out an exemplar of a consent form (see Appendix B "Consent to Participate")
- Explain to the students that they will need consent forms in order for them to film individuals
- Discuss why we have to have consent forms

Assessment Options

- Teacher observation

Possible Resources

<http://education.concordia.ca/~sacrliner/hpt/sample-ethics-form--consent-form.pdf>

Lesson 6 Perceptions of Gender Bias in Reality & Reality TV

Two 80 minute periods

Link to Culminating Task

- Students will learn to identify and assess how gender biases permeate life and social interaction
- Students will examine the roles, parallels, and connections reality TV has, or shares, with the gender biases portrayed daily in the various aspects of our lives
- Students will examine how the biases portrayed in both "realities" (ex. in society and Reality TV) contribute to, or affects, our sense of self, and our inferred role/ place in various social situations

Key Learning Activities/ Strategies

- Students will answer the following question regarding the poem about what little boys/girls are made of (see Appendix B "Poem")
- Does this childhood poem create gender differences in our society or merely reflect them?
- In groups students will pick a pro or con position relating to the question. After some discussion, the groups switch sides and discuss the opposing view with the other pair
- Teacher can debrief by bringing the class together and asking (and maybe write on the board) some of the key points of both sides of the discussion
- Students will answer these questions: How are gender differences distinct from gender roles? How are they manifested in media in general and in Reality TV? What assumptions/ ideals do they make/ highlight? Why is important to challenge our beliefs regarding appropriate roles?
- Give students (see Appendix B Handout 4-10A) to think about and fill out individually and later share with their group.
- Students will write out the definitions on pages 100 to 104 and 107 to 109 of The Human Way, (see Appendix B Handout 4-10B) which will be used in discussing the topic.
- Have students take out two pieces of paper each and write "female" on one and "male" on the other. As the teacher reads out

a series of statements (ex. better at math, architect, independent/ strong, cares for children, head of the family, supports the family, beautiful, strong, etc.) students are to hold up the paper(s) that best go with the statements. Prevailing attitudes can be quickly seen by directing students to look around the class during each statement.

- Ask students how gender biases/stereotypes are reflected in our society and through the media, specifically Reality TV, and who is responsible for setting the precedence in these views (i.e. society-culture, religion, tradition, etc. or media- advertising, commercials, picture ads, sitcoms, TV dramas, etc.). Is Reality TV a mirror of our gender biases or are the gender biases in reality simply reflected in Reality TV?
- Discuss gender bias by using various Reality TV show excerpts, clips from various Disney classics (Beauty and the Beast, Snow White, Sleeping Beauty, Cinderella, etc.), TV show clips (different genres), Wisecracks (1993) accompanied by (see Appendix B Handout 4-11A and B).
- Students will write a journal entry on how gender biases in both "realities" have impacted, or has had an effect on, the way he/ she sees herself/ himself and how this has/ has not affected their place/ socialization with peers. How might one go about to minimize/ eliminate the affect of gender biases in media/ Reality TV in our lives?
- In groups, students will Role Play a short skit depicting gender bias in Reality TV program or from real life (something that they experienced, observed, or know about; whatever the case they do not need to state from which to eliminate personal discomfort/ embarrassment). After each skit, students in the group will pick 1-2 members to be in the Hotseat (Jeffery Wilhelm) and have others ask, while the student in the "hotseat" stays in role, questions about his/ actions, thoughts, influences, etc.)
- Homework: Read the article (see Appendix "Designing Women") by Anne Gregor and briefly summarize the main idea of the article as it pertains to the treatment/ representation of women in TV programs. How does this view compare to how women are portrayed today in Reality TV shows or in other TV genres (i.e. soap opera, situation comedy, talk show, etc.)?

List of Resources

Bain, Colin M., Coyler, Jill S. (2001). *The Human Way: Introducing Anthropology, Psychology, and Sociology*. Toronto: Oxford University Press. (ISBN: 0-19-541557-4)

Duncan, Barry, et al. (2004). *Mass Media and Popular Culture: Version 2*. Toronto: Harcourt Canada Ltd. (ISBN: 0-7747-0170-6).

Duncan, Barry, et al. (2004). *Mass Media and Popular Culture: Version 2 Resource Binder*. Toronto: Harcourt Canada Ltd. (ISBN: 0-7747-0170-4).

Lawlis, Mary. *The Nuts and Bolts of Staring a Drama/ Dance Program*.

Quinlan, Don, Snyder, Marie. *The Human Way: Introducing Anthropology, Psychology, and Sociology Teacher's Resource*. Toronto: Oxford University Press. (ISBN: 0-19-541657-0)

Assessment Options

- Observation
- Anecdotal notes
- Journal entries
- Group work
- Group/ individual presentations or performances
- Pencil/ paper activity
- Checklist/ Rubric
- See Appendix B

Lesson 7 Looking at Bias in Visual Effects

Three 80 minute periods

Link to Culminating Task

- Students will be exposed to elements that contribute, to gender bias in the media, specifically RTV, and allow them to experience first hand, through hands-on activities, critical analysis, peer teaching, and group discussion, how these elements, focusing specifically on the visual/technical factors, contribute to the promulgation of such biases through the audience and in society
- Students will highlight and critique how gender bias permeates school life through the production and analysis of a video

Overview of Key Learning Activities/Strategies

- Teacher will introduce the topic for the class by showing the class two to three short clips from RTV and ask them to consider the different forms/levels of bias being demonstrated in the clips. After the viewing, students will be given a few minutes to Think/Pair/Share and later discuss their findings as a class
- Teacher will distribute and class will discuss the handouts on Detecting Bias in the Media and focus on A Guide to Deconstructing a Visual, Techniques and Technical Terms for Film and Television, and A Guide to Filming and Videotaping
- After discussing the various technical aspects and elements that contribute to the transference of various ideas, teacher can a) show the same clips again, and have students try to interpret them through this new lens using the terminology or b) show them different ones and do the same
- In three stations, with seven to eight students in each, students will ask questions, discuss ideas, and form preliminary plans for their culminating task project
- Each station will require a different task. Station 1 students will learn how the video camera functions. Station 2 students will be able to work on work sheets to help start their project. Station 3 students will critique RTV clips

List of Resources

- Bain, Colin M., Coyler, Jill S. (2001). *The Human Way: Introducing Anthropology, Psychology, and Sociology*. Toronto: Oxford University Press. (ISBN: 0-19-541557-4)
- Duncan, Barry, et al. (2004). *Mass Media and Popular Culture: Version 2*. Toronto: Harcourt Canada Ltd. (ISBN: 0-7747-0170-6).
- Duncan, Barry, et al. (2004). *Mass Media and Popular Culture: Version 2 Resource Binder*. Toronto: Harcourt Canada Ltd. (ISBN: 0-7747-0170-4).
- Lawlis, Mary. *The Nuts and Bolts of Staring a Drama/ Dance Program*.
- Quinlan, Don, Snyder, Marie. *The Human Way: Introducing Anthropology, Psychology, and Sociology Teacher's Resource*. Toronto: Oxford University Press. (ISBN: 0-19-541657-0).

Video camera(s), Video camera instruction booklet, Video camera stand, Computer(s) with video editing/ presenting software (e.g. Microsoft Windows Movie Maker), previously recorded television excerpts, TV with a VCR, DVD player, or cable.

Assessment Options

- Observation
- Anecdotal notes
- Journal entries/ written work
- Group work
- Group presentations or performances
- Checklist/ Rubric
- See Appendix B

Lesson 8 Compare and Contrast Views on Media and 80 minutes

Link to Culminating Task

Students will see how much their views on media have changed when they read their first handout given in lesson 1. This will provide them with the insight of how media can/will affect their minds unconsciously. The students will be able to take this insight and put it in their reflection paragraph in their culminating task. This is the final lesson before their culminating task.

Learning Activities/Strategies

- Hand out the envelope the students handed in during their first lesson
- Tell the students that they should reflect on their thoughts such as (gender roles, stereotypes, how they view themselves, etc.) right away after they have read their contents of their envelopes
- Tell the students that if they record detailed thoughts of their reflection, the reflection for the culminating task will be easier

Assessment Options

- Reflection journal entry

Statement of Design Process

We had a difficult time starting our project. We could not grasp the idea behind "enduring understandings." Initially, we thought that they were expectations from the unit that needed to be covered. However, when we realized that "enduring understandings" are ideas that students needed to take with them ten to fifteen years from now; we were able to come up with the ideas needed to start our project.

Once we came up with our "enduring understandings" our unit and lessons began to formulate well. It was the "Image of the Learner" that assisted us on our journey through our design process. We always kept the students in mind and made sure that they obtained the knowledge needed to perform the culminating task. We were able to brainstorm, as a group, what we should cover in our unit and what was deemed unnecessary. It was easy to come up with the lessons since we followed the "Backward Design." Overall, the entire group worked together and made all the decisions together in unison.

In conclusion, our topic on media made it easy to tackle the issue of Equity and Bias in our lesson plans. However, we always had to remind each other that we needed to make accommodations for the students that required the extra help quite often in the beginning. We realize that this usually happens the beginning of the year; the teacher tries to familiarize themselves with the needs of the students. But soon enough, just like the classroom teacher, we were on top of all our students needs throughout our unit.

Throughout our process we had a few bumps in our path. A few members in our group had family obligations to attend to. However, the group as a whole had such different personality traits and different strengths. We all picked each other up and assisted one another quite easily. All group members supported each other throughout all stages of the unit. In the end, it was the combination of our different learning styles, (you may call it "Multiple Intelligences") and our "Backwards Design" that helped facilitate a unit that would be beneficial for the learners of tomorrow.