

INTRO ANTHROPOLOGY, PSYCHOLOGY, & SOCIOLOGY  
HSP3M  
GRADE 11  
SEX, GENDER & STEREOTYPES  
( A MEDIA PERSPECTIVE )

**Authors:**

Stojan Kargov

Carmine Perri

Peter Youssef

Mary Marcon

Margaret MacEachern

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## **Image of the Learner**

### **Evergood #123**

Evergood Secondary School is located in the inner city of an industrial, working class city. It is in a mixed neighborhood in terms of the socio-economic disposition of its inhabitants, composed of working class, lower socioeconomic class, and middle-income earners. The school population is 1052. Approximately one third of the student population is identified and has Individual Education Plans. Fully one half of the student body is considered “at risk.” Students in the school from other parts of the world make up less than 30% of the total student population, and there are 7% ESL students in the school. The main countries represented in this 5% are Afghanistan, Cambodia, India and Serbia. Of 1052 students 603 are female and 449 are male. On average, 14% of graduates are university bound and another 21% are college bound. Approximately 32% of male graduates and 1 % of female graduates go into apprenticeship programs and / or the trades. The school is known for its technological studies.

Evergood Secondary School has a thriving program in music and drama, with students competing and performing both locally and on trips to mainly American cities such as Boston and Chicago. There is a wide variety of athletic teams at the school, so students are able to get involved in the sports in which they are interested, but the school does not tend to produce wins at the city or regional levels. Over the past few years the school has had success in developing an environmental team that works on environmental issues in and around the school community, and participates and does very well in city and regional competitions. The school has recently been recognized for an increase in the pass rate on the Ontario Secondary School Literacy Test, from a 64% pass rate three years ago to a 75% pass rate in 2006. Staff development around literacy issues, implementation of literacy activities across the curriculum and literacy programs for students considered at risk of failure are credited for this. Parent council is very small but the participants are dedicated. Morale at the school is generally good; student / teacher relations are generally positive and students report feeling that they can usually get the support they need from teachers, counselors and school administrators.

## **Unit Overview**

The unit on sex and gender will be included in unit one: Self & Others. This unit will analyze the anthropological, social, and psychological pressures that tend to keep males and females in their gender roles.

By the end of the unit students will be able to distinguish the difference between sex and gender, and will be empowered to make active choices in their lives, i.e. in choosing a career, a mate, a lifestyle. Students will be encouraged to critically view the decisions they need to make in their lives and accept the choices others make even though they may be different from their own.

For the culminating activity, students will apply the skills developed throughout the unit to produce their own commercials that expose and challenge traditional gender roles.

### Enduring Understanding & Unit Expectations Chart

| Enduring Understandings  | Overall Expectations of Unit  | Specific Expectations of Unit  |
|--|---|--|
| 1. Sex is determined by biology and gender is culturally constructed. The sex that one is born with does not necessarily determine one's abilities.  | ➤ describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others; | ➤ identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender); |
| 2. Gender roles are dynamic over time. Your identity changes as you go through life and can be influenced by family, friends, media, education, etc.   | ➤ demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;      | ➤ analyze the role of the mass media in influencing individual and group behaviour;  |
| 3. Although there are cultural pressures to conform to set female, male patterns of living, i.e., finishing school, getting married, having children, etc. Gender does not necessarily prescribe the way one must live one's life. | ➤ analyze socialization patterns from the perspectives of anthropology, psychology, and sociology.  | ➤ evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).  |

### Major Assessment Task/Culminating Activity

## **Steps for Teacher**

1. The Gender Role commercial must be introduced at the end of Lesson 2 in order to set the stage for the overall culminating activity. Students will have to produce a 3- 5 minute television commercial dealing with gender roles in the media and record it on VHS tape.
2. It must be made clear to the students that the culminating activity (television commercial) must be completed in a five step process. The five step process includes:
  1. a draft script for commercial
  2. a draft storyboard for commercial
  3. polished copy of script for commercial
  4. polished copy of storyboard for commercial
  5. record commercial on VHS tape

The students will have two choices in how they want to create and produce their commercial. Students can either produce a commercial **depicting gender role reversal** or a **common gender role stereotype**.

Each student will receive a detailed handout and rubric outlining the assignment expectations.

3. Each of the components will be assigned a due date and ample time will be given for each assigned component. The teacher will go over each component, its expectations, and requirements to ensure everyone is on task.

**\*\*\*\* No student can hand in a completed task unless rough drafts have been approved and assessed by the teacher. Students will receive a mark of incomplete if this occurs.**

4. The following is a list of required components and assessment breakdown of the culminating activity:

**a. Components requiring assessment and teacher approval:**

- **Draft of Script**
- **Draft of Storyboard**

b. Required components for assessment breakdown and grade evaluation:

**Pre-film Evaluation**

- **Polished Copy of Script** **15%**
- **Polished Copy of Storyboard** **15%**

**Film Evaluation**

- **Relevancy to Course** **20%**
- **Originality/Creativity** **15%**
- **Overall Presentation** **15%**
- **Participation (In film)** **10%**
- **Rationale for topic** **10%**

5. A detailed description of the major components of the culminating activity can be found on the following page.

1. A detailed rubric of these components can also be found on the following pages.

7. The teacher may have to make accommodations for ESL and IEP students by offering more time to complete assignment and limit the number of required components.

**Culminating Activity/Authentic Assessment**

**Television Commercial**

The major culminating activity is producing a television commercial dealing with gender roles within the media. The following is a list of components that are required in order to complete the culminating activity. Students will be given a rubric in order to ensure they meet the specific criteria required to complete overall activity. The culminating activity is worth 20% of the students' final grade.

**A/ Draft of Script**

Students are required to produce a draft script of their commercial. The draft will be collected and assessed. The script will be assessed for relevancy, appropriateness, comprehension, and creativity. It must include the name of the commercial, names of all actors/actresses/film crew, and the overall topic of commercial. Students who do not hand in a draft script will receive an incomplete on the culminating activity.

**B/ Draft of Storyboard**

Students are also required to produce a draft storyboard that accompanies their script. The draft will be assessed on relevancy, appropriateness, comprehension, and creativity. Artistic talent is not a criterion in which the storyboard will be assessed by. The script draft and storyboard draft must be handed in as a package. The two will be assessed side by side in order to ensure the commercial topic is relevant to course material. The package will not be assigned a grade; it will be assessed on whether or not it was completed. A final product will not be accepted unless the package has been handed in and approved by the teacher.

**C/ Polished Copy of Script**

**15% of activity mark**

After the draft packages have been assessed, students will be asked to make the necessary corrections and produce a polished copy of their script. This along with the polished copy of their storyboard will be handed in as part of their final mark. Students will be asked to hand in the first drafts along with their polished copies. The polished copy must include the name of the commercial, names of all actors/actresses/film crew, and the overall topic of commercial.

**D/ Polished Copy of Storyboard**

**15% of activity mark**

After the draft packages have been assessed, students will be asked to make the necessary corrections and produce a polished copy of their storyboard. The storyboard must be clear, concise, titled, and colored. The draft storyboard must be handed in with the polished storyboard.

**E/ Gender Role Television Commercial**

- **Relevancy to the Course:** Students will be evaluated on how relevant the commercial topic is to the course and how well it relates to the material discussed in class. It should elaborate, expand, and encompass course readings, theories, and activities conducted in class.

**20% of activity mark**

- **Originality/Creativity:** Students will be evaluated on how original their concept is. Is the commercial truly original or is it something that has been done already but altered in some form? Students will also be evaluated on how well they present their commercial. Is the commercial believable, do students present it in a creative manner (through music, poetry, oral account etc.), and how well students perform together.

**15% of activity mark**

- **Overall Presentation:** Students will be evaluated on how well students work together, the inclusion of props during the course of filming, whether or not students memorized their lines, if it follows activity guidelines, and how well it incorporates classroom content.

### **15% of activity mark**

- **Participation:** Students will be assessed on their participation in the construction and production of the Gender Role Commercial. Each student must participate in some shape or form in the construction or production of the commercial (script writer, storyboard illustrator, camera person, editors, actor/actresses, etc.). Students will also be assessed on film rehearsals (is the time being well spent rehearsing?).

### **10% of activity mark**

- **Rationale for Commercial:** Students will be asked to write a brief summary of why they chose this particular topic. The summary could also include other information about the topic, interesting points they would like to discuss, experiences they felt during the making of the commercial, what they learned about the media and gender, and what they learned about themselves.

### **10% of activity mark**

**Total mark for Television Commercial activity = 100%**

## **Culminating Task**

### **Gender Role Television Commercial**

#### **Student Handout**

#### **Description of Television Commercial**

You have now been introduced and exposed to a number of different gender roles and stereotypes during this unit on Popular Culture and the Media. We talked and examined a number of important issues, factors, course material related to the awareness of gender roles and stereotypes within the media. Using course material, discussions, and any other outside material, you and a group of four people will be asked to produce a Gender Role Commercial. This commercial must either be about **gender role reversal** or **gender role stereotypes**. The commercial topic must be first approved by the teacher, be at least 3 – 5 minutes long, and it must include relevant course material wherever possible.

The following is a list of required components for the culminating activity (television commercial).

**A/ Draft Script for Commercial**

- You are required to produce a draft script of your gender role commercial.
- The script will be assessed for relevancy, appropriateness, comprehension, and creativity.
- It must include the name of the commercial, the names of all the participants, and the overall concept of your commercial.
- You are required to hand in a first draft script before you begin. If a draft script is not handed in you will receive an incomplete as your grade on your culminating activity.

**Due Date:** \_\_\_\_\_

**B/ Draft of Storyboard**

- You are also required to produce a draft storyboard to accompany your script.
- The draft storyboard will be assessed on relevancy, appropriateness, comprehension, and creativity.
- Artistic talent is not a criterion in which the storyboard will be assessed by.
- The draft storyboard must be handed in alongside your draft script. The two will be assessed side by side in order to ensure the commercial topic is relevant to course material. A final product will not be accepted unless the package has been handed in and approved by the teacher.

**Due Date:** \_\_\_\_\_

**The following sections C through E will all be collected in one package and due all on the same day.**

**C/ Polished Copy of Script**

**15% of activity mark**

- After your package has been assessed, you are required to make the necessary corrections and produce a polished copy of your script.
- This along with your polished copy of the storyboard will be handed in as part of your culminating activity mark.

- You will be asked to hand in the first drafts along with your polished copies. The polished copy must include the name of the commercial, names of all participants involved in the commercial, and the overall concept of your commercial.

#### **D/ Polished Copy of Storyboard**

**15% of activity mark**

- After your package has been assessed, you are required to make all the necessary corrections and produce a polished copy of your story board.
- The polished storyboard must be clear, concise, titled, and colored.
- The polished storyboard must be handed in with the polished script together as a package.

#### **E/ Gender Role Television Commercial**

You are required to use your script and storyboard and bring it to life by making a video of it. Your video will be marked in and assessed through five components:

- **Relevancy to the Course:** This component will evaluate how relevant the commercial topic is to the course and how well it relates to the material discussed in class. It should elaborate, expand, and encompass course readings, theories, and activities conducted in class.

**20% of activity mark**

- **Originality/Creativity:** This component will evaluate how original your commercial concept is. Is the commercial truly original or is it an altered copy of another commercial? You will also be evaluated on how well you present your commercial (Is the plot unique? Is the setting of commercial mysterious, is the concept creative? etc.).

**15% of activity mark**

- **Overall Presentation:** This component will evaluate how well your group worked together, whether props are incorporated during the filming of commercial, whether students memorized their dialogue, if it follows the activity guidelines, and how well it incorporates classroom content.

**15% of activity mark**

- **Participation:** This component will evaluate how well you participated in the Gender Role commercial. All group members must have a part in the construction or production of the commercial (scriptwriter, editor,

actor/actresses, director, etc.). Also, how well the group rehearses when time is provided during class.

**10% of activity mark**

- **Rational for Commercial:** A final writing piece will include a brief summary on why you chose this particular topic. The summary could also include other information about the topic, interesting points you would like to discuss further, experiences you felt during the making of the commercial, what you learned about the media and gender, and what they learned about yourself.

**10% of activity mark**

**Total mark for Television commercial activity = 100%**

**\*\*\*\*The mark for your commercial makes up 20% of your final mark for this course.**

## Rubric-Culminating Task-Video Commercial

|                                | <b>Below Standard</b>  | <b>Satisfactory</b>  | <b>Accomplished</b>  | <b>Excellent</b>   |
|--------------------------------|--|--|--|--|
|                                | <b>Level 1</b>   | <b>Level 2</b>   | <b>Level 3</b>   | <b>Level 4</b>   |
| <b>Planning, Storyboarding</b> | Limited creativity in script; limited correlation btw storyboard and final production; limited use of colour and clarity.  | Adequate creativity in script; adequate correlation btw storyboard and final production; adequate use of colour and clarity.   | Proficient creativity in script; proficient correlation btw storyboard and final production; proficient use of colour and clarity.                             | Superior creativity in script; superior correlation btw storyboard and final production; superior use of colour and clarity.   |
| <b>Relevancy to the Course</b> | The video has limited relevancy to course material. Limited (less than 2 examples) evidence of relating activities, readings, and theories to production of video. | The video has adequate relevancy to course material. Adequate (3 or more examples) evidence of relating activities, readings, and theories to production of video.   | The video has proficient relevancy to course material. Proficient evidence of relating activities, readings, and theories to production of video.              | The video reflects superior connections between course material and production of video. There is an excellent source of key understandings and connections made within and throughout entire movie production |
| <b>Originality/Creativity</b>  | The video has limited value, limited insight, imagination, and artistic talent.  | The video has adequate value. It includes artistic talent and occasionally displays insight and imagination.   | The video displays a proficient source of insight, imagination, and artistic talent.   | The video displays a superior source of insight, imagination, and artistic talent. Video is truly unique and concept is truly original.  |
| <b>Overall Presentation</b>    | Students needed constant guidance and supervision. Limited use of props. It is clear that there was little effort put forward and limited lack of preparation.     | The group required teacher assistance and supervision. Some use of props during filming. Adequate communication between group members. Adequate effort and preparation put forward in completion of video. | The group was on task and was able to deal with issues on their own accord. Students used props frequently and were well prepared. Group effort was excellent. | The group was on task and worked cooperatively within the group. Group members brainstormed and discussed the task at hand. Superior effort and preparation can be clearly seen.                               |
| <b>Participation</b>           | Video was completed by one student doing most of the work. Limited group effort. Group participation was minimal.  | Video was produced by some of the students in the group. Adequate collaboration between all group members.   | Video was produced as a group. Different roles were assigned to each member. Students worked as a cohesive group.  | Video was produced as a group. Tasks were equally divided. Collaboration between all group members was apparent and clear. Group worked toward common goal.  |

|                                 |   |  |   |  |
|---------------------------------|---|--|---|--|
| <b>Rationale for Commercial</b> | Focus and main idea for commercial is limited. Lacks connection to personal experience. | Focus and main idea for commercial is apparent but unclear. Adequate connection between personal experience and producing the video. | Focus and main idea for commercial is clear and evident. Proficient connection between personal experience and producing the video. | Focus and main idea for commercial is clear and concise. Superior connection between personal experience and producing the video |
|---------------------------------|---|--|---|--|

**Précis of Learning Activities/Strategies**

*Lesson Title 3: The Double Standard and Gender*

Stereotypes

Time: 75 minutes

**Link to Culminating Task:** This lesson introduces students to the idea of and problems around gender stereotypes, thereby enabling them to produce a commercial that exposes the stereotypes.

**Overview:** Using video clips and print ads provided by both students and teacher, students identify some of these stereotypes, i.e. women as sex-pot, bimbo, man-eater; and man as joker, jock, buddy. They will be asked to identify how the ads could have been done differently to avoid stereotypes. Groups will be formulated for the culminating task. Ensure that there is a technically strong person in each group. Students will have 20 minutes within their groups to brainstorm ideas for the culminating task.

**Resources:**

<http://www.media-awareness.ca/english/resources/educational>

Assessment: Are the ads that the students brought in relevant? Based on their comments, do students recognize gender stereotypes?

*Lesson Title 4: Sitcoms / Advertising*

Time: 75 minutes

**Link to Culminating Task:** Focus is to show how gender roles change over time, something the students may want to consider for their commercials

**Overview:** Show video clips of “Leave It To Beaver,” “Who’s the Boss,” and “Roseanne.” Students will write a reflection on each of the three clips regarding what the male / female role is and how they have changed. Papers will be redistributed for peer assessment. Students will have 20 minutes to work on the storyboards for their commercials.

**Resources:** Video clips of “Leave it to Beaver,” “Who’s the Boss,” and “Roseanne.”

**Assessment:** Review and comment on the students’ written reflections and peer assessment.

## Lesson Title 5: Tech Day

Time: 75 minutes

**Link to Culminating Task:** Students must practice and be comfortable with the technology needed to produce commercials.

**Overview:** Demonstration of computer programs and time to practice using computer programs and video cameras.  
**Resources:** Computer lab and video cameras (booked in advance). Computer teacher asked to assist with relevant programs.

**Assessment:** Review students’ level of comfort with and responsible use of the equipment.

## Lesson Title 6: Culture and Gender Stereotypes

Time: 75 minutes

**Link to Culminating Task:** Students become aware of cultural biases that they may bring to their commercials.

**Overview:** Students will answer a questionnaire, “Conversation Questions: Gender Roles.” Students in the class whose families are from various countries will be asked to be the “experts” in a debriefing of the questionnaire, which should illustrate how gender roles may be different across cultures. Types of questions included are: “What type of clothing do men / women wear?” “What habits are deemed as appropriate for men but inappropriate for women?, and vice versa” Students will be given 20 minutes to work on the scripts for their commercials.

**Resources:** Questionnaire is from <http://iteslj.org/questions/gender.html>  
Assessment: The quality of participation, i.e. relevant comments and respectful and active listening.

*Lesson Title 7: Careers / Lifestyles*

Time: 75 minutes

**Link to Culminating Task:** Students think about alternatives to the stereotypes normally presented and may choose to use role reversal in their commercials.

**Overview:** Teacher conducts a survey. Students are asked to write what immediately comes to mind when various careers are mentioned, i.e. doctor, lawyer, nurse, secretary, etc. Students will indicate on their sheets whether they are male or female, then the sheets will be collected and redistributed, then the responses will be collated and numbers discussed. We will also look at child rearing and how toys subtly condition children to stereotypes. Students will be divided into groups and each group will be given a toy. They will be asked to whom this toy might be appropriate for, and to whom they believe it is marketed. They will also be asked how parents can pressure children to act “like a man” or “a good girl.” Responses will be put on chart paper and presented to the class. Students will be given 20 minutes to review and revise their scripts for the commercial.

**Resources:** chart paper, markers, survey of career options (teacher generated)

**Assessment:** Chart responses will be assessed for group participation and students' awareness of how parents and toys shape whom their children are.

## Lesson Title 8: Impact of Stereotypes

Time: 75 minutes

**Link to Culminating Task:** Show the dangers of stereotypes and how destructive they can be when they force people to conform to "ideal" standards. Raise awareness that these standards are unrealistic and harmful, something students may want to consider for their commercials.

**Overview:** Show clips from National Film Board films "Killing Us Softly," "Still Killing Us Softly," and "Toughguise." Discuss the violence we do to ourselves through eating disorders and steroid use. Questions to students include, Why do the people in ads have to be "perfect?" Who decides what "perfect" is? Whom are we trying to impress?

**Resources:** *National Film Board film "Killing Us Softly," "Still Killing Us Softly," and "Toughguise."*

**Assessment:** Quality of discussion of the film clips and responses to questions raised by the film clips.

## Lesson Title 9: Commercial Production

Time: 75 minutes

**Link to Culminating Task:** Students are producing their commercials for the culminating activity.

**Overview:** Students will have the entire period to produce their commercials.

**Resources:** Computer lab and video cameras (booked in

advance). Computer teacher (booked in advance) is available for technical support.

**Assessment:** Circulate to ensure that students are completing their tasks and are using the technology competently and responsibly.

## Lesson Title 10: Showcase of Commercials

Time: 75 minutes

**Link to Culminating Task:** This is the culminating task for the unit.

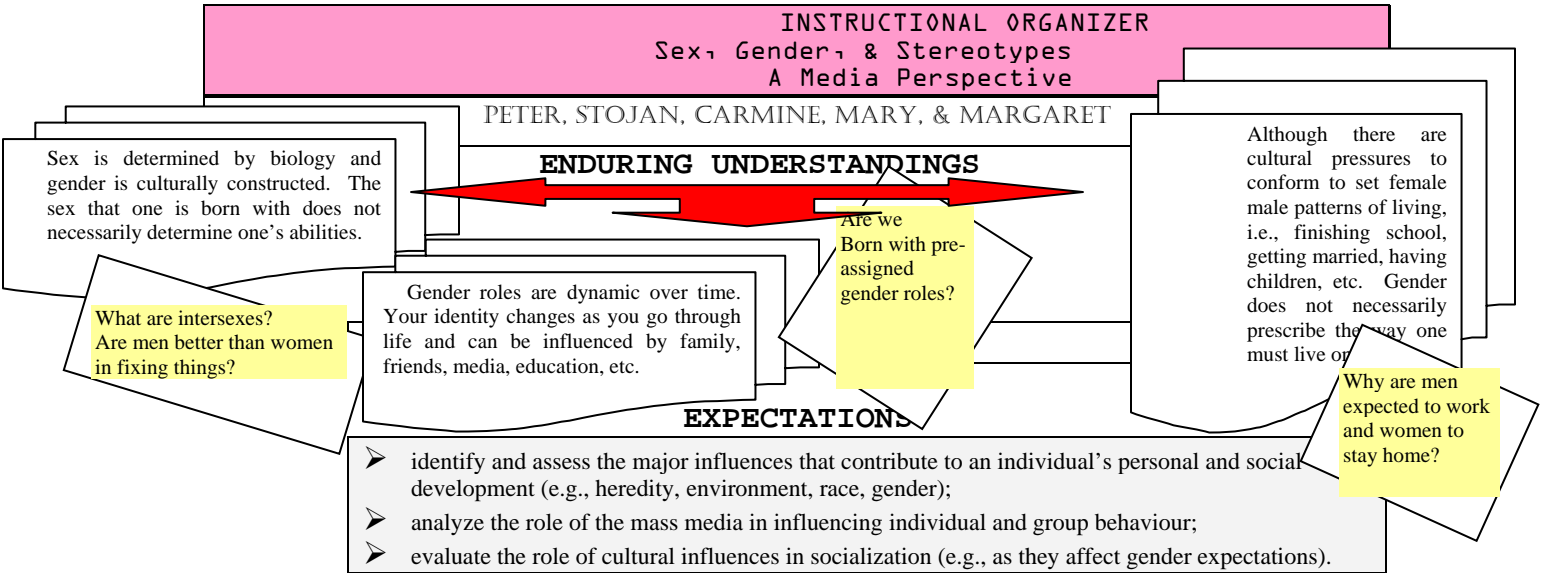
**Overview:** Each group presents their commercials. There will be discussion of their rationale for the commercial and feedback from class members. Students will be asked to complete peer assessments, self-assessments and a reflection on the group process.

**Resources:** Copies of peer and self-assessments.  
**Assessment:** Rubric for culminating activity which includes all aspects of commercial production.

### **Statement of the Design Process**

Our experience of the design process for this unit has been a very positive one. We have worked collaboratively and inclusively to produce a unit that we truly believe will be meaningful to our students while addressing key components of the curriculum. We worked as a group on some aspects of the unit; for others, we worked individually then brought our products to the group for comment, and when necessary, revision. We feel that all members of the group contributed fairly using his/her talents to enhance the final product. We are pleased with having developed a unit that is authentic, workable and, most importantly, enlightening our students.

**Introduction to Anthropology, Psychology and Sociology – HSP3M**



**Lesson Overview**

|                 | Topics Covered               | Time (mins) |                  | Topics Covered               | Time (mins) |
|-----------------|------------------------------|-------------|------------------|------------------------------|-------------|
| <i>Lesson 1</i> | Introduction to Sex          | 75          | <i>Lesson 6</i>  | Culture & Gender Stereotypes | 75          |
| <i>Lesson 2</i> | Learning Gender              | 75          | <i>Lesson 7</i>  | Careers/Lifestyles           | 75          |
| <i>Lesson 3</i> | The Double Standard & Gender | 75          | <i>Lesson 8</i>  | Impact of Stereotypes        | 75          |
| <i>Lesson 4</i> | Sitcoms/Advertising          | 75          | <i>Lesson 9</i>  | Commercial Production        | 75          |
| <i>Lesson 5</i> | Tech Day                     | 75          | <i>Lesson 10</i> | Showcase of Commercials      | 75          |

### **UNIT EVALUATION**

The culminating activity for this unit is a collection of student work that will be assessed in two stages.

- 1. Formative & diagnostic assessment** will monitor student progress in forming rough drafts of a storyboard and a script for an ad campaign reflecting enduring understanding and critical thinking processes of gender, sex role stereotyping, and gender role reversal from a media perspective.
- 2. Summative assessment** will be the final evaluation for the unit and will comprise 20% of the final mark. The final task will involve the making of an ad by each assigned group using video technology and will reflect originality of concept, a well thought out script, proper use of props, group participation, and relevancy of the ad to the unit theme. The subject of the ad will be based on either gender role reversal, or sex stereotyping.

## **Introduction to Sex and Gender**

One 75-minute period

### **Expectations:**

By the end of this lesson students will:

- Demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., what are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., what is the relationship between the individual and society?);
- Identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);
- Analyse the role of the mass media in influencing individual and group behaviour;
- Explain the role of socialization in the development of the individual;
- Identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
- Demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
- Evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).
- Critically think and respond in writing
- Participate with responses in an open class discussion.

- List ways that they are and are not gender stereotypical

**Materials:**

- Sign-up sheets

**Procedures:**

- **Housekeeping:** Attendance, tracking sheets and homework check (5 minutes)
- **Anticipatory Set:** As students enter the class they will be told that they are starting a new unit and as part of the unit they will be doing 3 small projects. For the purposes of assigning students topics, they will be asked to divide themselves into two camps. The first two project options available to them will be: **Hip Hop and R&B**. Students will be asked to physically move to polar opposites of the class where they can sign up for a project, (thereby creating a group of students based on a topic in the process). The teacher will appear to procrastinate or busy his or herself with papers while students are allowed time to observe and make comments about their fellow group members and those outside of their group. (The two groups will most likely be split along gender lines, with those not falling into their gender roles experiencing some form of exclusion, pressure or ridicule.) The process will be repeated for the following two project topics: **yoga and video games**, and **monster trucks and ballet**. With each succeeding topic become more gender polarizing. The anticipatory set will get students thinking subconsciously about how ingrained their gender roles are and how much they influence their daily decisions, namely, choosing a topic for class. The students will not be told the true lesson's topic or the anticipatory set's purpose until after the lesson's first procedure. (10 minutes)
- The teacher will motion to begin the lesson but will instead pause and ask: "Did anyone watch the news yesterday? There was a real tragic story about a local kid who was shot." The teacher will then cite the "**doctor riddle**" and allow students time to comprehend it and write down an answer individually.
  - o **Doctor Riddle:** A 17-year-old boy and his father were shot last night. They were driving home from baseball practice when a car drove by and burst out gunfire in their direction. Police have yet to find a motive but believe the attack may have been gang-related. The father died on scene, while the boy was rushed to the hospital in critical condition. Upon arrival to the hospital the boy was refused treatment and died, the old doctor on duty replied, "I cannot operate on him, that's my son."
  - o Students will be asked: "How could the doctor be alive if the father had already died?" Students will be given a minute to write a quick response. After students have written responses they will be called upon to volunteer. The teacher will then reveal the riddle to students if they have not already figured it out for themselves. **The doctor is actually the mother**. Students will be asked:

- Are there other professions, which you view as exclusively male or female?
  - Are these jobs traditionally male or female dominated because of some biological advantage associated to the sex?
  - Could our perceptions of these jobs make it difficult for the excluded sex to pursue them? For example, a man pursuing a job as a secretary or nurse. **(5 minutes)**
  
- The teacher will also reveal to the students that they will not be doing projects, as proposed in the anticipatory set, but that the whole project “exercise” was to get students thinking about just how stratified we are in our gender roles. Students will be asked:
  - What were your motivations in signing up for a particular topic?
  - Were you genuinely interested in your topic or did you feel you “just had to” sign up for a topic because you were a girl or a boy?
  - Did you feel constrained by the choices? Did the topics really appeal to you or did you feel pressure to conform to one or the other simply based on gender? **(5 minutes)**
  
- **Introductory statement:** Failing to accept ourselves for who we are can cause enormous problems. Wanting to be muscle-bound like Joey or slim like Susie could get us into trouble if our body type doesn't conform to these images. But stereotypes are more subtle than muscles and body weight. Masculine and feminine images that are portrayed in media also project their own psychological mystiques. As we grow up, our culture influences us through these images - usually without us realizing it. Today we're going to examine what acting like a man and being ladylike means in our society. What are the gender stereotypes, and how do these stereotypes affect our relationships with others?
  - But what is gender and how is gender different from sex?
    - **Mini-Lesson:** Sex is biological and Gender is socially constructed (students will be asked to take notes)
      - **Questions:** What are the sexes? How many are there? What are the genders? How many are there? What does biological mean? What does socially constructed mean?
      - What do you like or hate about your gender? Which aspects of your gender are socially constructed and which are biological? The teacher or students will write responses on the board.
      - Are most of our gender roles natural or unnatural? **(10 minutes)**
  
- **Class Discussion:** Gender Stereotypes
  - Students will be asked to define “stereotype” and give some typical examples.
  - Students will be asked to define “gender stereotype.” For example, “the box that society places men and women in.”

- Students will be asked to give examples of gender stereotypes. They will write their responses in two boxes on the board labelled: “Act like a man” and “Be lady-like.” Students will also be asked where they learn these gender stereotypes from, and the labels that someone attracts when they do not conform to their gender stereotype. For example:



**(15 minutes)**

- **Activity:** *The Gender Checklist* – How gendered are you?
  - With a line, divide a sheet of paper down the middle and list as many ways that you are both gender and not gender stereotypical.
    - Students will be given time in class to complete their gender checklist. Upon completion they will share their results to the class, and be asked the following questions:
      - Were we truthful in listing the ways we are and are not gender stereotypical or did we feel pressure to conform to our gender roles even with this assignment?
      - When we are not gender stereotypical do we feel ashamed and try to hide that fact?
      - Do we make a conscious effort to conform to or break with our gender roles or do we simply do what we consider personally interesting? **(20 minutes)**
- **Closure:** Students are told that their gender checklist is homework if not already completed. Students are asked to pack up and get ready for next class. Tracking lists are completed and returned to students.
  - **Closing Statement:** These beliefs are so ingrained in our consciousness that many of us think that gender roles are natural, so we don't question them. Even if we don't consciously subscribe to them as part of our own belief system, our culture bombards us with messages about what it means to be men and women today. In these next classes, we will begin to take a good look at these influences, to step back and see how they affect our

sense of self-worth and in many cases, our behaviour and our choices. The most important thing to keep in mind as we reflect on this, is: WE DO NOT HAVE TO ACCEPT THE LIMITS OF STEREOTYPES. WE HAVE THE POWER TO DECIDE WHAT MAKES SENSE FOR US. **(5 minutes)**

**Assessment:**

Formative:

- Students' engagement and participation will be monitored.
- Students' alertness and enthusiasm will be observed.
- Students will receive a homework check for the completion of their Gender Checklist.

**\*\* This lesson ties into the culminating activity by providing prerequisite foundation knowledge in gender and sex construction. \*\***

**Reflective Statement:**

***Learning Gender***

One 75-minute period

**Expectations:**

By the end of this lesson students will:

- Demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., What is the relationship between the individual and society?);
- Identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender);
- Analyse the role of the mass media in influencing individual and group behaviour;
- Explain the role of socialization in the development of the individual;
- Identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
- Demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
- Evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).
- Participate responses in an open class discussion.
- Identify gender stereotypes and roles in media cut-outs

**Materials:**

- Magazines
- Overhead and transparency

**Procedures:**

- **Housekeeping:** Attendance, tracking sheets and homework check. **(5 minutes)**
  
- **Anticipatory Set:** As students enter the class they will be shown the following overhead with the question “What’s wrong with this picture?” written on the board. Students will be given time to think and respond. Students are expected to recognize the gender roles communicated in the Pepsi ad. Students will be asked:
  - How do we learn what is proper and normal behaviour for our gender?
    - Our friends? Parents? TV? Advertisements?
  - Do ads have a role in forming what we perceive as proper and normal behaviour for our genders?
  - Do we learn behaviour from ads at a conscious or subconscious level? Or not at all?
    - What do we mean by conscious and subconscious level?  
**(10 minutes)**

DIET PEPSI, LIGHT CRISP REFRESHING and the Pepsi Globe design are trademarks of PepsiCo, Inc.

| Facts  |   |
|--|---|
| Calories:  | 0 |
| Carbs:   | 0 |
| Sugar:   | 0 |
| <b>Chance she's giving him her real number: 100%</b> |   |

**LIGHT. CRISP. REFRESHING.**

Anticipatory Set Overhead #1

- **Mini-Lecture: *Learning Gender from the Media***
  - From infancy, our culture teaches what it means to be a boy or a girl. From the colour of clothes to the toys we play with, the messages begin at a very early age. Young people are influenced by a barrage of messages to conform to a variety of expectations, to buy this widget, and to preserve a rigid set of values that stress the differences between genders.
  - The world of make believe as it is presented on TV and in the movies - from thriller films to soap operas on television - has a big effect on the viewer. Even though the plot and characters are fictitious, the underlying attitudes and messages are not. They communicate cultural values, which shape the way we think and the way we interact. Understanding this, it is important to begin to unmask a double standard that is pervasive in our culture. The dichotomy is that we buy into the stereotypes that reinforce abuse, while trying to "root out" violence in our community.
  - In order to combat this destructive hypocrisy, we must begin to ask questions, rather than passively accept whatever we see and hear. Recognizing media myths for what they are is a good first step. The objective here is to draw a thick line between the stereotypical behaviour of TV, film, and video heroes, on the one hand, and our own lives, on the other.
    - **Questions:**
      - What is the media?
      - Does anyone feel that the media has no effect on him or her? If so, where do you think we learn our gender roles from? **(5 minutes)**
  
- **Video Presentation:** Students will watch clips from two TV shows:
  - *Leave it to Beaver*
  - *Everybody Loves Raymond*
    - For each show students will be asked to make a chart listing the ways the clip conforms to or breaks with gender stereotypical roles.
  - After viewing the clips students will volunteer responses and discuss. The following questions will also be posed:
    - Have gender stereotypes lessened or have they just changed?
    - What might cause gender stereotypes to decrease or change?
    - What might you think could influence the construction of gender roles in the media?
    - Do we get our culture from the media and is the media our culture?
    - Knowing that gender stereotypical roles are not static but prone to change, does it make it easier for us to break with our gender roles? **(25 minutes)**
  
- **Mini-Lecture: *Learning Gender from the Media Continued***
  - Advertisers have developed a multi-billion dollar industry to convince consumers (like us) that we need to buy their products. The Pepsi/Coke

wars are a recent example of how marketers rally for the buying public's attention and loyalty. Statistics tell us that we see 350,000 ads by the time we graduate from high school. How this influences our attitudes is rich material for social scientists. One thing is for sure: ads do influence our choices when we go to buy something. But the influence of advertisements is tricky to deal with because they affect us subliminally. Think about the subliminal messages projected at you as you work on your assignment today. **(1 Minute)**

- **Assignment:** *The Media and Gender*. Cut out 10 relevant ads and list as many ways as possible how the ad conforms to gender stereotypes or breaks them. **(25 minutes)**
  
- **Closure:** Students are told that their *The Media and Gender* assignment is homework if they have not already completed it. Students are asked to pack up and get ready for next class. Tracking lists are completed and returned to students.
  - o **Closing Statement:** We're all real people and we can experience the full range of emotions, including happiness and sadness, love and anger. The bottom line is that stereotypes are destructive because they limit our potential! Yet how many guys do we know who try hard to act like the stereotype, without even a second thought? What damage do we do to ourselves and others? Boys are not born to be violent, or have unhealthy attitudes towards girls. We learn these attitudes and behaviours through the stereotypes of what society and the media thinks it means to "Act Like a Man," and we can free ourselves from the restrictions of these boxes once we see them as unattainable socially constructed ideals. Then we can start the process of change.
  - o This is not to say that it's wrong for guys to like sports or fix cars or for girls to enjoy cooking. The problem is that we are told that we must perform these roles in order to fit in. It is important for all of us to make our own decisions about what we do.
  - o A stereotype rigidly confirms the belief that if you are a woman or a man, you must perform these specific roles, and do them well. This belief takes away our personal choices in determining our own interests and skills. It also discourages men from participating in "women's work" (such as flower arranging) and restricts women from choosing roles that are traditionally "male" (such as engineering and football).
  - o Free yourself from the box of stereotypes that the media bombards you with! The media is a business with making profits as their prime motive; they do not have the best interests of people in mind! As you complete your homework think about why the media must project such unhealthy stereotypes to profit. **(5 minutes)**

**Assessment:**

Formative:

- Students' engagement and participation will be monitored.
- Students' alertness and enthusiasm will be observed.
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Summative:

- Students will be marked for their *Media and Gender* homework assignment.

**\*\* This lesson ties into the culminating activity by providing prerequisite foundation knowledge in how gender is learned. \*\***

**Reflective Statement:**

Adapted from the Media Awareness Network  
<http://www.media-awareness.ca/english/index.cfm>

