

## **Media Literacy Roadmap Outline**

### **Gender Stereotypes - Variable from Grades 5 - 12**

**Materials needed:** Projector, speakers and screen, paper and pencils, video cameras (i.e. iPads) and / or still cameras, picture and / or video editing software (eg iMovie)

**The exercises can be chosen based on class interest, tech capabilities and resources.**

The two half-day or one half-day plus two 1/4-day sessions can be divided as follows, although there are many ways to alter it to suit your schedule. Production can be expanded in between the listed sessions to allow more time for that.

**Two examples of structuring the workshop:**

OPTION 1 - print / web advertisement project only

Session 1 - 1/2 day	Session 2 - 1/2 day
Intro & setup	Activity #3, step 5 * - group presentation
Activity # 1 or 2	Conclusion
Activity # 3, step 1-3 * - setup and planning for advertisement	

**\*Activity #3, step 3 can happen in class between sessions, or as homework.**

OPTION 2 - video commercial project with extra time for production

Session 1 - 1/2 day	Session 2 - 1/2 day	Session 3 - 1 period	Session 4 - 1 period
Intro & setup	Activity #4, step 4-6 feedback, gear training and video production *	Activity # 4, Step 7 - feedback on rough edits	Activity # 4, final screening
Activity # 1 or 2			Conclusion
Activity # 4, step 1-3, setup and planning			

**\* Activity #3, step 6 (production and editing) can happen in class between sessions, or as homework.**

## **Introduction & Setup:**

Introduce our main topics, to be explored over two half-day sessions.

- Recognizing how media creates, perpetuates or challenges gender roles
- Learning how to analyze media using shot types & visual / audio / story analysis to understand messages and manipulative techniques
- Learning how to work individually and in groups to analyze and respond to media messages
- Producing media in response to all the above

## **Activity #1: Logos, Pathos, Ethos**

Explain the Greek rhetorical concepts of Logos, Pathos and Ethos.

- LOGOS is the use of evidence such as facts, statistics, and examples to support your point.
- PATHOS is the emotional power of language that appeals to the reader's needs, values and attitudes. A writer often relies on pathos to motivate their reader to take some type of emotion.
- ETHOS is credibility or reliability. You cannot expect people to accept your viewpoint unless they believe that you know what you are talking about.

Screen the following two commercials which will be used for comparison and analysis, using a careful process described below:

- "Man" commercial for Microsoft tablets (<https://www.youtube.com/watch?v=8zpg45f7K-U>)
- "Woman" commercial for Microsoft Tablets <https://www.youtube.com/watch?v=nB7-1Je5Bj4>

Divide class into groups, so that students end up in a group A, B or C. Depending on number of students, there could be multiple group A's etc or just one big group A, one group B, etc.

Students are instructed to watch a video in silence. Each group is given a topic to analyze:

- Group A: Logos
- Group B: Pathos
- Group C: Ethos

After watching the video twice, they have a few minutes of silence to write down their thoughts on the video. This helps them organize their own thoughts before other people's opinions begin to sway them.

After two minutes to write down notes, the groups then discuss how the commercial used ethos, logos or pathos.

After a few minutes of group discussion, then the groups report back to the class as a whole, and instructor encourages debate and / or deeper reflection.

Then this process is repeated for a second video. This works best in this topic when using two commercials for a similar product, one aimed at boys and the other at girls, and preferably a product aimed at the age group doing the workshop.

In the second group discussion, steer the discussion to contrasts between the two videos and why those contrasts were chosen by the marketing and film production teams involved in making the commercial, with attention to such questions as:

- What credibility or role (ethos) was given to the male or female characters?
- What emotions (pathos) were evoked by the man versus the woman?
- What types of facts and arguments (logos) are presented by each gender?

## **Activity #2: Video analysis**

Analyze commercials for gender roles and means of creating these roles within the video. The following two commercials will be used for comparison and analysis, using a careful process described below:

- “Girl” commercial for Nerf guns: Nerf Rebelle (<https://www.youtube.com/watch?v=x-u8wPAiufI>)
- “Boy” commercial for Nerf guns (<https://www.youtube.com/watch?v=eziUgMC9GI4>)

Divide class into groups, so that students end up in a group A, B or C. Depending on number of students, there could be multiple group A’s etc or just one big group A, one group B, etc.

Students are instructed to watch a video in silence. Each group is given a topic to analyze:

- Group A: Music / Style / Colours
- Group B: Relationships
- Group C: Values

After watching the video twice (a short commercial, attached), they have a few minutes to write down their thoughts on the video. This helps them organize their own thoughts before other people’s opinions begin to sway them.

After two minutes to write down notes, the groups then discuss what kind of Values, Relationships etc the video was promoting, or what Style was being created, and how that was being done.

After a few minutes of group discussion, then the groups report back to the class as a whole, and instructor encourages debate and / or deeper reflection.

Then this process is repeated for a second video. This works best in this topic when using two commercials for a similar product, one aimed at boys and the other at girls, and preferably a product aimed at the age group doing the workshop.

In the second group discussion, of course, instructor steers the discussion to contrasts between the two videos and why, with attention to such questions as:

- How does the male role differ from the female role?
- Why would a product need different marketing to different genders?
- How do the values in the different commercials reflect your own feelings about male or female values?
- How do the styles in the different commercials reflect your own feelings about your own style?
- Do you fit the idea of male or female as it’s presented here?

## **Activity #3: Magazine advertisement**

Students divide into small groups (3 or 4 students) and create a magazine / web advertisement for a product, making a masculine, feminine and neutral version of each ad. The ad should be a single page, with no animation or interaction, and should include an original photo created by the group. There should be people in some way visible in the ad.

Products can be chosen together as a whole class, so that there are a few ideas to choose from. Samples of objects that work for this purpose (because they are inherently ungendered) are bicycles, water bottles, cellphones, energy drinks, school supplies, etc.

This project can be broken into steps:

- Step 1 - Choosing a number of products to advertise
- Step 2 - Dividing into groups, divvying up products and assignments
- Step 3 - Planning and production time within groups
- Step 4 - (can happen in class, or as homework)

- Step 5 - Group showing and discussion of advertisements, with attention to the topics and themes addressed in the opening discussions.

### **Activity #4: Television Advertisement**

*Since video production is more complicated, this activity is divided into more parts and the options are more limited. It is otherwise similar to the magazine / web advertisement exercise and teachers will probably choose one or the other unless there is strong interest in production / design.*

Students divide into small groups (4 or 5 students) and create a magazine / web advertisement for a product.

Products can be chosen together as a whole class, so that there are a few ideas to choose from. Samples of objects that work for this purpose (because they are inherently un-gendered) are bicycles, water bottles, cellular phones, energy drinks, school supplies, etc.

The best way to assign objects is to have a number of groups divisible by three, so that each object will be the subject of a masculine, feminine, and neutral ad made by one group each. So if there are three objects, there should be three commercials produced for each for a total of nine commercials.

This project can be broken into steps:

- Step 1 - Choosing a few products to advertise
- Step 2 - Dividing into groups, divvying up products and assignments
- Step 3 - Planning and production time within groups
- Step 4 - Feedback on the production plans by teacher. Meeting with groups one-on-one to see storyboards, script, discuss sets, costumes and props.
- Step 5 - Production gear workshop if necessary.
- Step 6 - Production - shooting and rough editing of videos.
- Step 7 - Group feedback session on rough videos. Class watches the videos and suggests improvements for quality, themes, focus and delivery. Best to keep technical discussion to a minimum, as this can bog down and lose the theme focus.
- Step 8 - editing and re-takes if necessary
- Step 9 - Group showing and discussion of advertisements, with attention to the topics and themes addressed in the opening discussions.

### **Session Conclusion:**

Classes should watch videos that challenge gender roles as they appear in commercials, for example:

- Equal Payday: (<http://speakup.equalpayday.be/video>)
- Extreme Housekeeping (<https://www.youtube.com/watch?v=SmuM7aGdeEk>)

Students should share their key learning on the topic by writing short comments about each video / advertisement.