



4.1 CONNECT: GENDER & THE MEDIA



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| Time required | 20 minutes |
| Adapted from | <i>Life Planning Education: A Youth Development Program, Advocates for Youth</i> |
| Grade level | 6 - 7 - 8 |
| Resources required | <ul style="list-style-type: none"> ■ Always #Like A Girl video (3:18 minutes) https://youtu.be/XjJQBjWYDTs ■ A3 paper |
| Aims | <ul style="list-style-type: none"> ■ To explore the origins and implications of gender stereotypes. ■ To reflect on deeper causes of issues and the culture behind things. |
| Procedure | <p>Explain that gender stereotyping is an example of one form of stereotyping.</p> <p>Student pair task. In pairs, brainstorm all the things you can think of about being a boy/male (half the class) OR girl/female (other half of the class) – likes, feelings, work, status, strengths, weaknesses, opportunities, roles, relationships. Record these thoughts in a mind map or concept map using A3 paper.</p> <p>The list of gender stereotypes on the next page may be useful to prompt students. It is important that there should be an equal number of pairs focusing on boys and girls.</p> <p>Student pairs share. Team up with another group that has focussed on a different gender and compare lists.</p> <ul style="list-style-type: none"> ■ How different is the other group's list to the gender brainstorm you created? ■ How do you fit your gender stereotype and how you are different? ■ How much are you restricted by the gender stereotype and feel the need to fit in or to behave in certain ways? ■ Which stereotypes are due to the physiology of being a boy or girl, and which are socially constructed (e.g., culture, movies, fairy tales, media, economics, politics, power, school)? |

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| | <p>Always #LikeAGirl video. Show the video that looks at the expression “run like a girl” and asks girls and boys what that looks like. It makes the point that only at a certain age does “run like a girl” become something derogatory.</p> <p>Class discussion. Ask students for impressions about the video in light of what the class has been considering.</p> <p>Think about examples from the media where people are stereotyped.</p> <ul style="list-style-type: none"> ■ How much truth is there in the stereotype? ■ Why has the media used this stereotype? What do they get out of it? ■ How much do you think you are influenced by the media? ■ What are the consequences to people who don’t conform to these gender roles? ■ What do campaigns such as #MeToo tell us about the role of the media in gender? <p>Optional/extension: Watch the following videos:</p> <ul style="list-style-type: none"> ■ Stop putting us in boxes (1:23 minutes) https://youtu.be/KBqEL3IkVcg by The Line. ■ Gendered Marketing (7:24 minutes) https://youtu.be/3JDmb_f3E2c by The Checkout. ■ What do Aussie girls think about gender equality? (1:17 minutes) https://youtu.be/PRdEcR2IDeY by Behind the News. |
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EXAMPLES OF GENDER STEREOTYPES

Males may believe that to be masculine they should:

- be in control and appear unemotional
- stir their mates
- be the dominant partner in a relationship and exert pressure or force
- resolve conflicts with violence
- work in careers that are mechanical or analytical
- avoid traditionally female work in the arts or human services

Students may believe that males:

- don’t cry
- are tough
- are stronger than females
- enjoy working on cars
- are doctors not nurses
- don’t cook, clean, look after children
- are in charge; they’re always at the top
- are messy
- don’t sew
- enjoy outdoor activities such as camping, fishing and hiking

- assume responsibility as the “breadwinner”
- achieve status by earning lots of money
- take risks to prove their manhood
- become sexually active early and have many partners

Females may believe that to be feminine they should:

- be emotionally sensitive and vulnerable
- choose careers in the “helping” professions
- have children, regardless of personal wishes
- meet the needs of others before their own
- assume responsibility for sexual assault or rape
- be physically attractive, by someone else's standards
- submit to the wishes and demands of a sexual partner
- tolerate sexually harassing behaviour without complaint
- avoid non-traditional careers in math or the sciences

Students may believe that females:

- are emotional
- bitch, talk behind backs and are mean
- are flirts
- are responsible for raising children
- need someone strong to look after them
- have “clean jobs” such as secretaries, teachers and librarians
- are meant to be the damsel in distress, not courageous/heroes
- are not good at driving or fixing cars or any machinery
- like to cook and do housework and are extremely neat
- are submissive and quieter than men
- aren’t good politicians
- are supposed to earn less money than men
- love clothes, make-up and hair styling