

Media Literacy Workshop: Ads & Gender Stereotypes

Lesson Plan & Resources

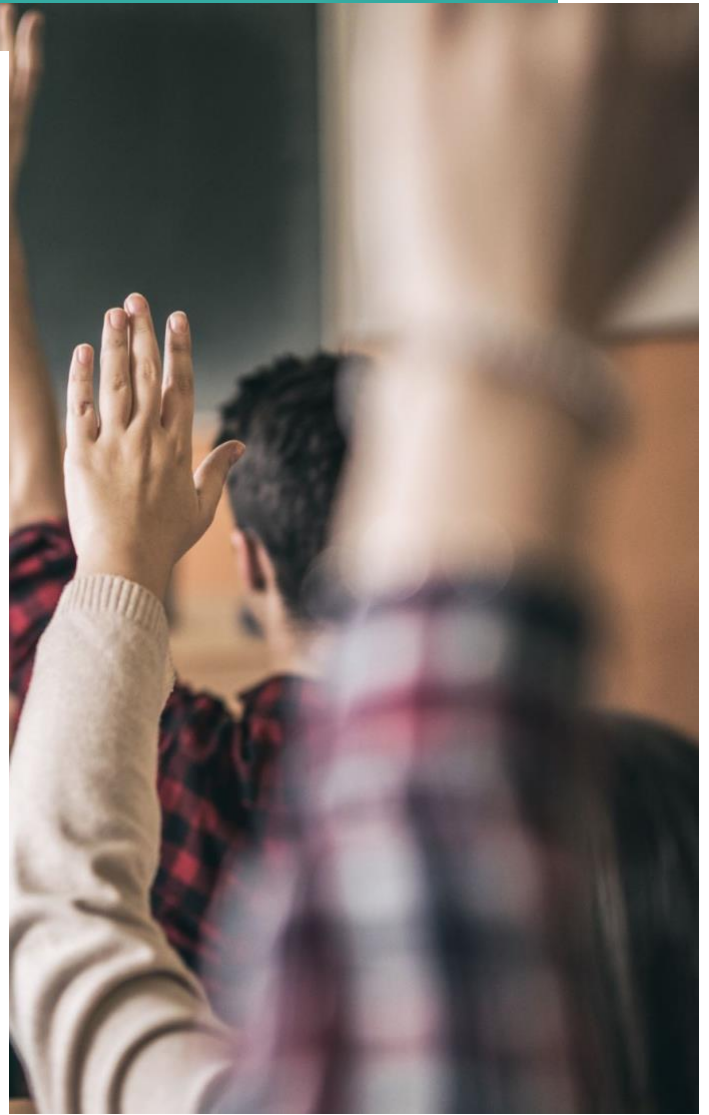


Image Source: Stock Photo

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Created for: INFO 673: Literacy & Instruction

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Introductory Note

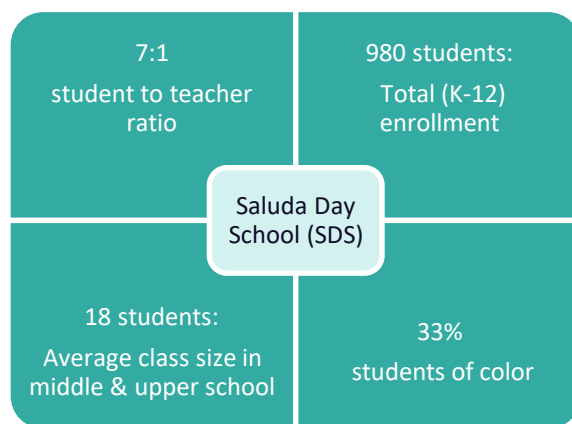
About these materials:

These materials were created for use at an independent K-12 school (Saluda Day School or SDS) in Brooklyn, NY. As part of a proposal for the creation of a year-long weekly multi-literacies program embedded in seventh grade Social Studies classes, SDS library staff selected a few specific workshops from the program, each representing a distinct type of literacy or theme, and created fully-fledged proposals such as the one you see here. The goal was to demonstrate to school administration the importance and efficacy of these workshops.

After these lesson plan proposals were created, sample workshops were performed with actual SDS 7th graders, and feedback from the classroom educators, school administrators, and participating students were solicited and incorporated into the final workshop lesson plan.

The proposal for this media literacy workshop, which includes research elements such as a needs assessment, is provided here for use by other librarians and/or educators. The lesson plan should work for a stand-alone workshop, with slight adjustments.

School at a Glance:



Statistics based on The Berkeley Carroll School (2016); infographic by Laura Indick

Library Mission Statement:

The Saluda Day School Library seeks to meet the information, instructional, and recreational needs of all SDS students, helping them to develop a lifelong passion for inquiry, reading, and learning. The library maintains and develops a collection of books, periodicals, and non-print materials in a variety of formats that supports learning and fosters a love of reading. SDS Library programming, undertaken in partnership with the school faculty, promotes literacies, skills, ethical decision-making, and fun, to shape a generation of civic-minded, engaged citizens.¹

¹ Adapted from Johnson (2018), pp. 15-16, and AASL (2009).

Executive Summary

Program Summary: This media literacy workshop leads a group of 12-13-year-olds in examining advertising content and discussing the gender roles and stereotypes found within it. They apply what they have learned and express themselves creatively through a fun activity.

Outcomes: After the workshop, students will demonstrate the ability to:

- Understand and be able to explain what a gender stereotype is
- Consider whether the media's depiction of gender reflects their own lived experiences
- Understand how their own ideas about gender may be affected by the media
- Work toward becoming more critical consumers of media in their daily lives

Audience: A class of approximately 18 seventh graders

Workshop Breakdown: (75 minutes total):

- (10 minutes): Introductory discussion
- (15 minutes): Watch ads and discuss the gender stereotypes found in them
- (20 minutes): Students do creative activity in groups of 2-3.
- (20 minutes): Students present their creative work to the class
- (10 minutes, continued at home): Silent reflection, writing in journals in response to prompt

Evaluation:

- Short term: teacher evaluates journal entries after workshop
- Long term: teacher and/or librarian notes changing student discussion, work, & interests throughout year; students are invited to focus group at the end of the year to give feedback on year-long program

Resources Required

Staffing: One school librarian or librarian assistant to run the program. The workshop could be done with or without assistance from the Social Studies teacher or another library staff member. With some prior guidance, it could also be led by the teacher alone.

Location: Social Studies classroom

Room needs: Smartboard, projector, or television with HDMI cable

Supplies/Resources Required:

- For scavenger hunt activity: posterboard/large paper; old magazines, newspapers, and/or catalogs; glue sticks; scissors. For parody ad activity (optional): a few props and/or accessories (from the theater department or similar)
- For journaling: journals (or pens & paper if students don't already have them)

Notes on resources: The SDS Library recycles back issues of magazines after 6 months, so, with a small amount of prior planning, there are many magazines available to use for activities. However, if the workshop leader did not have access to magazines, they could bring them from home, purchase them at a thrift store, or print specific ads off the internet.

In the context of a year-long program, students would have received journals (composition books) at the beginning of the year. For a sample or stand-alone workshop, students will simply use pen and paper.

Budget: Approx. \$30 maximum. For a typical SDS classroom: \$10.

- Excluding staff and technological elements already in the room
- Breakdown: \$6 for posterboard, \$20 for markers, \$5 for glue sticks
- Most classrooms at SDS have on hand all but the posterboard already, so the budget would be closer to \$10

Needs Assessment/Rationale

Advertising and pre-teens and teens:

By the time a young person reaches 13, they have seen approximately 15,000 hours of television, and, when you include internet usage, “teens [are] actively watching media as almost a full-time job – over 6 hours a day on average” (HowStuffWorks, 2011).

Teens have long been called “the hottest consumer demographic in America” (PBS, 2001), and members of the current generation of pre-teens and teens, Gen Z, are poised to become the largest generation of consumers, responsible for up to \$143 billion of direct spending (FONA International, 2019). “Everyone wants a piece of the teen market,” which is reflected in advertising (Lapowsky, 2014).

Research has found that, although teens are more media literate than younger children, they are not any less affected by advertising (Livingston & Helsper, 2006). In fact, teens in general are “especially vulnerable” to advertisements (David, 2020), and Gen Z is even “more receptive to advertising” than previous generations, with Gen Zers being 39% more likely than the base population to watch an ad and 29% more likely to actually pay attention to it (Weprin, 2018).

A few examples of ads aimed at teens:



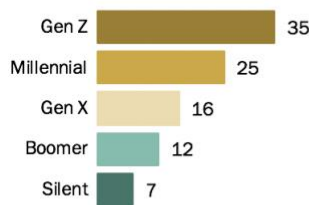
Image sources (clockwise from top left): Murray (2013), Immanuel (2017), Belluz (2019), Komar (2016)

Gender diversity and teens:

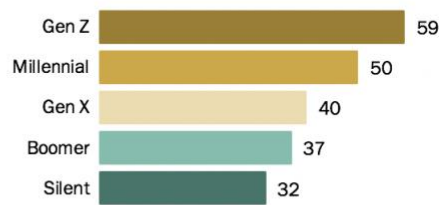
Members of Gen Z are more likely to know someone who uses gender neutral pronouns than members of any other generation (Parker and Igielnik, 2020).

Gen Zers are more likely to know someone using gender-neutral pronouns and more likely to say forms should offer gender options other than 'man' and 'woman'

% saying they personally know someone who prefers that others refer to them using gender-neutral Pronouns



% saying that when a form or online profile asks about a person's gender it should include options other than "man" and "woman"



Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018, and U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Generation Z So Far"

PEW RESEARCH CENTER

Image source: Parker & Igielnik (2020)

In a 2018 survey of Minnesota teenagers, nearly 3% answered "yes" to the question, "Do you consider yourself transgender, genderqueer, gender-fluid or unsure of your gender identification?" (Rider, et. al, 2018). The APA notes that gender-diverse youth (those who don't necessarily transition but who don't conform to normative standards) are more prevalent than transgender youth, and estimates that they make up about 5 to 12% of students assigned female at birth, and 2 to 6% of birth-assigned males (Egan, 2016). These numbers are likely even higher for a pre-teen/teen population in 2020 and in Brooklyn. Given these statistics, it is highly possible that one or more students in a SDS middle school class already do or will in the future identify as transgender, genderqueer, gender-fluid, or gender diverse.

The Dignity for All Students act became law in New York in 2010, which prohibits discrimination in schools on the basis of actual or perceived gender, gender identity, and gender expression (Make the Road, 2016). However, according to a 2015 NYCLU Report, 74% of transgender students reported harassment in school based on their gender expression.

These statistics affirm the crucial importance of affirming non-conforming gender expression and challenging traditional gender roles and gender stereotypes in the middle school classroom.

Gender stereotypes and teens:

"Gender stereotypes are destroying girls, and they're killing boys"

– Alia Dastagir, USA Today, 2017

Gender bias begins early: Bian et al. (2017) found that by the age of 6, girls are less than boys likely to rate members of their own gender as very smart, and more likely to rate them as nice, which the authors argue is the foundation of gender gaps in many prestigious occupations.

A 2017 global study found that gender norms and expectations become entrenched in adolescence (by age 10) and have negative impacts that carry into adulthood:

When girls conform to gender stereotypes

- Depression
- Leaving school early
- Exposure to violence
- Marrying at a younger age (in some places, child marriage)

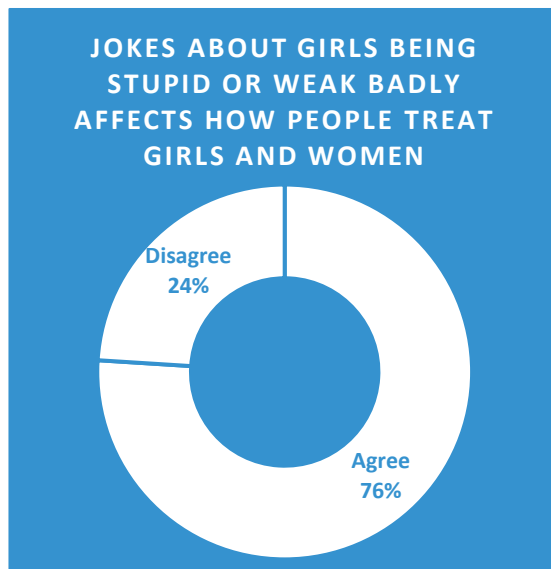
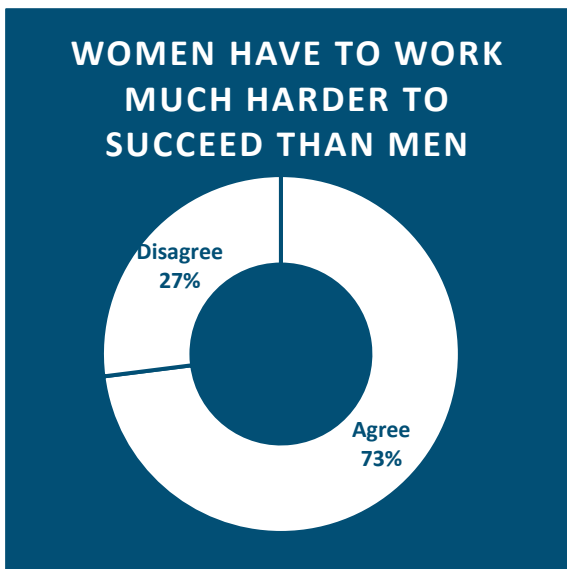
When boys conform to gender stereotypes

- Engaging in physical violence
- Dying more frequently from unintentional injuries
- Being prone to substance abuse and suicide
- Having a shorter life expectancy

Information from Dastagir (2017). Infographic by Laura Indick

Similarly, U.K. based studies found that children whose friend groups emphasize traditional gender stereotypes have lower overall wellbeing, and that holding rigid gender stereotyped beliefs makes young men and boys more likely to perpetrate partner violence (Culhane & Bazeley, 2019).

Pre-teens and teens are conscious of these negative effects:



Survey results from Girlguiding (2018). Left: girls and young women aged 11-21. Right: aged 7-10. Infographics by Laura Indick

Young people also want their schools to teach about and attempt to rectify these issues:

“Girls’ lives would be better if there were more male role models in primary school, an equal number of female head teachers, and a curriculum that’s gender neutral and teaches about the importance of gender equality.” – Young woman, 11-16, quoted in Girlguiding report (2018)

Teens on gender stereotypes & the media:

Preteens and teens are aware and willing to talk about gender stereotypes in the media. A 2008 survey of 1,000 8-11-year-olds found that they dislike the gendered portrayal of characters on television (Bulla & Herche, 2008):

“I don’t like that they are skinny and boring. They don’t play, they don’t dress like me, they are all the same and put on makeup.” – 10-year-old girl

“Girls are girly and never play sports or be the hero” – another 10-year-old girl

This affects how girls feel about themselves: more than half of the 11-21 year-olds in the U.K. said they sometimes feel ashamed of how they look because they’re not like girls and women in the media (Girlguiding, 2018). Another study discussed representation of teen boys and girls on tv, and how it intersects with nationality and race, as described by the teens surveyed --- see the map for their observations (McMillin, 2008).



Teenagers from African countries, the US, the Middle East and Europe wrote on a world map what they disliked about the depiction of boys and girls on TV. Comments were compiled by IZI researchers from the delegates' entries on the world maps provided.

Image source: McMillin (2008)

Effects of media literacy education:

Media literacy education does make a difference: quantitative and qualitative findings showed that a critical media literacy unit of only four workshops was successful at increasing seventh-graders' understanding of issues related to gender, including that the media constructs stereotypical messages about men and women and that the media influences people's thinking. Teens who completed the workshop were significantly more likely than teens who hadn't to agree that the media has hidden messages about gender (Puchner, Markowitz, & Hedley, 2015).

This workshop is based on research that demonstrates that media education is most effective when it includes both media analysis and production, and when it includes teacher-created combinations of activities rather than off-the-shelf curricula (PBS Teachers, 2007).

Workshop Objectives & Outcomes

Overall objective:

To get students thinking about how the media perpetuates gender stereotypes.

Learning Outcomes (Short horizon):

After participating in this workshop, students will demonstrate the ability to²:

- Understand and be able to articulate what a gender stereotype is
- Consider whether the media's depiction of gender reflects their own lived experiences
- Understand how their own ideas about gender may be affected by the media
- Work toward becoming more critical consumers of media in their daily lives

Medium horizon:

As they complete middle school and move on to high school, students will apply their media literacy competences to media wherever they engage with it. Students will call out stereotypes they see and hear in the media they consume. Students will enter high school with thoughtful, empathetic approaches to their peers' gender presentations and expressions, regardless of whether they conform to gender stereotypes.

Long horizon:

As teens and adults, those who have participated in this program will be thoughtful and conscious media consumers and responsible digital citizens, who are able to engage in high-level critiques of the information objects they come across in their personal, scholarly, and professional lives.

Workshop Lesson Plan

Planning prior to the program:

Most of the long-term planning, such as defining how this fits into the overall curriculum, will take place before the school year begins, in conversation with the 7th grade Social Studies teacher.

Month of the program:

The workshop leader should review the pedagogical concepts (see [Appendix A](#)). These concepts are intended to assist the workshop leader in facilitating the discussions in the workshop; they can incorporate as many (or as few) as they like.

Week of the program:

-
1. Prepare posterboard, construction paper, or butcher paper for the drawing activity
 2. Prepare old magazines (or similar periodical) for the Stereotypes Scavenger Hunt activity
 3. Select the ads to be shown during the class. Examples are linked in this lesson plan, but they can be switched out depending on the class or personal preference of the workshop leader
 4. Print out enough copies of the two handouts for the entire class

During the program: (75-minute workshop)

(10 minutes) **Introductory discussion:**

Prior to beginning the discussion about gender stereotypes, reaffirm that the classroom is a safe space, and note that it can be hard to talk about gender and gender stereotypes, reminding the students to treat their classmates kindly and with respect and follow the rules of an Accountable Talk³.

Ask the class: “What are stereotypes? What are gender stereotypes? Can you think of any examples?”

Define stereotypes: A stereotype is defined as a widely held but [...] oversimplified image or idea of a particular type of person or thing (Oxford English Dictionary). A gender stereotype is an oversimplified or offensive idea of someone based on their gender.

Write some of their answers and examples on the board or a piece of paper during this activity. If they are trouble coming up with examples, you can provide some (e.g. “girls are bad at math,” “all boys like sports,” “all girls have long hair and wear dresses,” “men are strong and never cry,” etc.). Be sure to clarify that these things can be true of individuals, and that they’re not bad characteristics to have, but that the problem comes when they are applied to an entire group of people, such as all women or all men.

If you get permission from the classroom instructor, you can use their notes from this section for an Anchor Chart -- a piece of paper containing concepts from a lesson that you want to save, that you pin to the wall of the classroom. This assures the students

² Learning Outcomes are inspired/adapted from five lesson plans from Media Smarts (“Advertising All Around Us,” “Girls and Boys on Television,” “Media Kids,” “Gender Messages in Alcohol Advertising,” and “Marketing to Teens: Gender Roles in Advertising”), a lesson plan from the Teen Aware Project (“Gender Stereotypes in Advertising”), and a lesson plan from Teaching Tolerance (“Analyzing Gender Stereotypes in Media”) (all in Sources list).

³ The concept of “accountable talk” (from Richardson, 2010) would be a key aspect of the year-long multi-literacy program. On the first day of embedded instruction, the librarian would lead the class in brainstorming about what effective group discussions look like. The librarian would write up the suggestions that the class came up with (e.g. “eyes on speaker,” “listen actively,” “stay on topic,” “piggyback off of what the person before you says”) on a piece of construction paper. They would bring the list to each weekly workshop and remind students to follow their own guidelines in discussion when necessary.

that you take their ideas seriously and will keep them visible for future reference (Richardson, 2010). Even if it won't be permanently displayed, you can at least keep the results of this discussion up for the rest of the workshop period.

(15 minutes) **Watch example ads & discuss:**

Show two example ads that depict gender in an exaggerated or stereotypical way. Then show a video that begins to examine and call out gender stereotypes.

Note: you can choose other ads for this portion. The idea is to select ones that are adult enough not to feel like "little kid" ads, but are also not overtly sexual or overly inappropriate. This can be a difficult balance! You can also choose a compilation of ads cut together (such as [this one](#)) for this section.

- Example 1: [Old Spice ad](#) (30 seconds; discuss for 5 minutes).
 - Questions: What is your reaction to this ad? How does it make you feel? What sorts of ideas does it use to convince you to buy the product? How is masculinity and men depicted here? What does the ad suggest about femininity/women?
 - Discuss: Men are shown as shirtless, muscular, on a horse, on a boat, defined by what they're *not* or shouldn't be ("lady-scented," less muscular/strong). Women are shown to like diamonds, care about physical appearance, and want to be pampered by a man.
 - It can help to start the discussion by talking about physical characteristics, but also encourage the students to move beyond appearance to other aspects of gender depicted here as well.
- Example 2: [Game of War ad](#) (1 minute; discuss for 5 minutes).
 - Question: What stereotypes is this ad playing off of?
 - The woman is beautiful, manipulating men into fighting over her; the men are aggressive, violent. There is also the extra level of the creators assuming that the audience for a video game is only men, and selecting a supermodel for the ad to appeal to them.
- Optional/Example 3: [Meghan Markle defying a sexist ad](#) (first 1 minute of the video; no discussion necessary unless students jump in with comments; this is really a lead-in to inspire them for the next section)

(20 minutes) **Creative Activity (Two options)**

Have the class break into groups of 2-3 for a creative activity (it's ideal to assign the groups and aim for a gender balance within them, but it's up to the workshop leader).

Remind students that they will not be graded on their work in this activity, and encourage them to enjoy the process of production. The idea is to cultivate psychological freedom as described by Rogers (1961): "when a teacher or facilitator

gives the student complete freedom of expression without fear of retribution, judgment, or insensitive comments, true creativity is fostered within the individual. It allows for the freedom to play, experiment, and grow.”

There are two options for the activity, and the workshop coordinator may choose one option, or give students the option to choose for themselves. The parody ad activity has the opportunity to be very engaging, but it requires clear behavioral guidelines. If you do this activity, make sure to explain that the students should be parodying gender stereotypes, not specific people who fall into those gender stereotypes. Make sure to keep an eye on them to make sure that they are not focusing on specific characteristics of a student in the class.

- **Option 1: Parody Ad**

- Optional: start off by showing the students [SNL's Totino's pizza roll](#) ad, as an example of how to create a great parody ad that satirizes gender roles in advertising, before they get started
- In this activity, students create a parody ad that engages with gender stereotypes, exaggerating them further for comedic effect. They can satirize a specific ad that they have seen that they think is particularly stereotypical, or think up something that combines aspects of many ads. They can write a script or simply talk through and practice the ad, with each group member playing roles in the performance. The final performance should be about 2 minutes long.

- **Option 2: Stereotype Scavenger Hunt**

- Give students a few old magazines or other periodicals, ideally 2-3 per group.
- In this activity, students will go through the magazines looking for ads that incorporate gender stereotypes, which they will cut out and paste onto their posterboard. They can also select images from the magazine proper (photoshoots, spreads, etc.) that also employ gender stereotypes. They can focus on a specific gender or representation (e.g. titling the posterboard “The ‘perfect’ mom” or “Boys in advertising”), or just look for various types of stereotypes.

(20 minutes) **Share creations with the class and discuss**

Students who have created parody ads act them out for the class.

Students who created scavenger hunt posterboards show them to the class.

After each share, lead a discussion, ideally incorporating the concepts and pedagogical models from [Appendix A](#). Ask the other students what stereotypes they see in the shared parody ad/posterboard. Be clear that they are not providing feedback on the quality of the work done by their fellow students; the creation work that they did should

instead serve as a springboard for discussion and reflection. For the parody ads, ask what it felt like to watch the ad, and how it compared to the experience of watching real ads. They may say that it could have easily passed for an actual ad on tv; if so, ask how that makes them feel about advertising and the media. You can close by asking the class if they think they will look at advertising differently moving forward.

Some tips for discussion:

- Be open, empathetic, and affirming. The goal here is to engage in a genuine dialogic discussion (see [Appendix A](#)), not to get students to say the “right” answers. You may personally disagree with some of their opinions, and while you can follow up by asking how other members in the group feel about or would respond to a certain statement, it’s not necessary to “correct” the student, unless they say something actively harmful or offensive (see more on this in the following bullet points).
- Be intentional in how you talk about gender, using gender inclusive and expansive terms whenever possible (Gender Spectrum, 2019). Remember that there may be gender-diverse students in the classroom, even if you (or they) don’t know it yet.
- Students can easily get off track debating sexism (Sacks, 2017). For this workshop, try to stick to terms like gender bias and gender stereotypes.
- Focus on identity—not body parts (Egan, 2016). Steer students away from discussing anatomy or sex characteristics, if it comes up. Remind them that anatomy does not need to be brought up when discussing gender (USC Rossier, 2020), and that gender expression and identity are what we’re focusing on here.
- You don’t need to explain all concepts around gender; point to the definitions handout ([Appendix B](#)) if students have any confusion about terms.
- Individual students should *never* be used as teachable moments (USC Rossier, 2020). Don’t point to a specific student to demonstrate a point about gender identity or expression (even if it seems innocent, such as “for example, Lily is wearing a dress”), and be clear that students should not do this either. That said, if you are comfortable, you can use yourself as an example.
- Don’t pressure students into sharing aspects of their own experience with gender stereotypes or elements of their own gender identity -- students may wish to keep their gender identity private, or they may still be figuring out how they want to identify (USC Rossier, 2020).

(Homework and/or last 10 minutes of class, if time) **Silent journaling about the experience.** Give students the journaling prompt handout. They can get started at the end of class and continue it at home.

After the event:

Give out the attached handouts. Make it clear the students can come to you with any further questions.

A note on the definitions handout: SDS students begin gender-affirming health classes in 5th grade, which discuss concepts such as sex assigned at birth, and intersex and transgender people, so, while the handout is fairly basic, it does assume a certain level of exposure to such terms. For another school environment, these definitions might be selected differently or might need to include other terms.

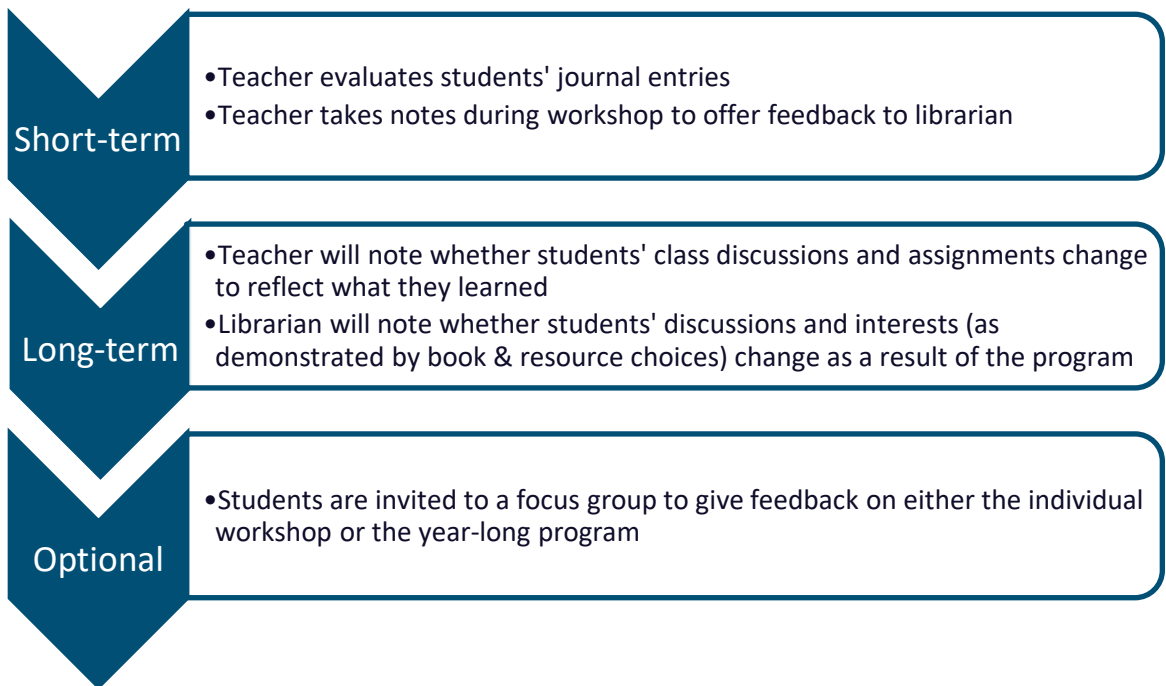
Assign the students take-home journal writing, if there wasn't time to do it at the end of class.

Clean up the arts materials. You or the teacher may keep the ad drawings to display in the classroom.

Community Partner: There is no community partner for this activity. However, a version of this could be designed to involve an organization like PFLAG, GLSEN, Girls Inc., HRC, or something similar.

Evaluation

Evaluation of the success of this program, and the year-long multi-literacy initiative it is a part of, will take place in the medium- and long-term:



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Appendix A: Pedagogy

The librarian/educator can prepare for the workshop by familiarizing (or re-familiarizing) themselves with the following concepts, in preparation for applying them to the workshop as a whole, but especially the three sections of discussion (introductory, about the example ads, and closing).

Because advertising is a multimedia format, the following draws from theory in visual arts, performing/musical arts, and reading/literacy education:

- Rogers (1961)'s aspects of a safe space, particularly those of psychological safety
 - The following must be established so students feel safe in the classroom environment:
 - Acceptance of the individual as of unconditional worth
 - Providing a climate in which external evaluation is absent
 - Understanding empathetically
- Gender-inclusive terminology
 - As Hayes (2015) notes, “to be an empathetic educator and an accepting role model, a clear understanding of the current terminology for gender and sexual orientation is absolutely necessary.”
 - The workshop leader should ensure that they are familiar with the terms on the Definitions handout ([Appendix B](#)), and should practice using and explaining them if necessary.
- Close looking and other concepts from visual arts education:
 - The discussions about the sample ads will involve guiding students through the process of looking closely and asking questions, which builds their skills for observation and for intelligently discussing media that raises challenging issues (Huard, 2017).
 - Can incorporate either/both of these models:
 - Feldman Model of Art Criticism:
 - Move through stages of description [of the artwork], formal analysis, interpretation, and finally judgement (Perkins, 1994).
 - In this case, judgement would be about the stereotypes embedded in the work, not about the artistic merit of the ad.
 - Visual Thinking Strategies model, focusing on asking three questions:
 - “What is going on in this [ad]? What do you see that makes you say that? What more can you find?”
 - This had been shown to be useful to non-art educators to explore storytelling in artwork, which is effectively how it will be used in this workshop. (Landorf, 2006).

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- Keep in mind Huard's notes on leading class discussion: "Conversations that challenge the status quo [...] take courage" and "discussion can be uncomfortable. We might ask questions that flop. Students might say things that we really wish they had not or ask questions that we do not know how [to] address. For these reasons, we must build with our students a foundation for knowledge and trust." (Huard, 2017).
 - Dialogic instruction
 - Angelis (2003) explains techniques for fostering a genuine dialogic discussion (a real exchange of ideas between teacher and students or among students), which has been shown to be more beneficial for student development:
 - Ask authentic questions: questions that get at the implications and applications of issues and for which the teacher does not have a preconceived "right" answer
 - Use student comments or questions to invite other students to contribute their ideas or to help students think more broadly or deeply
 - Introduce many perspectives as a way to enrich interpretation, rather than seeking a consensus.
 - Note that each student's life experiences (including gender, socioeconomic background, race, ethnicity, religion, culture) will affect how one interprets the text (in this workshop, the text of the advertisements).
 - Perhaps most importantly, demonstrate respect for what students say, often displaying their thoughts in some way (overhead projector, chalkboard, computer), for the class to refer to and talk about

Appendix B: Handouts

Definitions Handout: Gender & Gender Stereotypes

Gender identity:

- 1) A person's internal sense of being male, female, some combination of male and female, or neither male nor female (Merriam-Webster Dictionary, 2020).
- 2) How you identify and see yourself (GLSEN, 2019).

Gender expression: Someone's outward expression of their gender. This includes the way they talk, mannerisms, clothing, accessories, hairstyles, and more. These things may or may not conform to behaviors and characteristics usually associated with being a man or woman.
(GLSEN, 2019; Human Rights Campaign, n.d.)

Gender non-conforming: A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.
(Human Rights Campaign, n.d.)

Stereotype: A widely accepted judgment about a person or group — even though it's overly simplified and not always accurate.
(Planned Parenthood, 2020)

Gender Roles/Stereotypes: How we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex.

For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold.

Stereotypes about gender can cause unequal and unfair treatment because of a person's gender.
(Planned Parenthood, 2020)

Journaling Prompt ***(1-2 page entry)***

In your journal this week, think about our class activities. Did they make you see ads (and gender stereotypes) differently? How did you feel during the workshop, and how do you feel thinking about it now?

Take note of the ads you see over the course of the next week. These can be video/tv ads, magazine ads, images on the internet, or billboards or pictures around public transportation or on the sides of buildings.

Think & write about: Do any (or all) of the ads you saw this week use gender stereotypes? Do any of them overturn stereotypes or use your expectations about gender to surprise or trick you?

What do you think about the ads you noticed this week? Were they funny? Annoying? Did they make you mad? What do you think the negative effects of these ads might be on how people think about themselves and others? How might you change these ads if you were in charge?