



Positive representation

For women and girls

In this resource, students will explore the importance of positive media representation for women and girls.

LEARNING OBJECTIVES

- We will be learning to recognise how positive and equal representation of gender without stereotypes is more representative of the world we live in.

LEARNING OUTCOMES

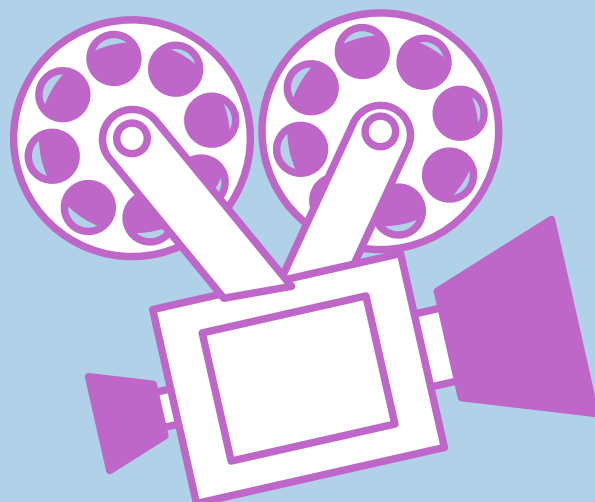
- Understand key terminology in relation to gender equality and equity
- Understand the importance of achieving gender equality and equity through positive representation

RESOURCES REQUIRED

- Pens
- Paper
- Internet access/ video streaming
- Magazines/ newspapers (optional)

KEY WORDS

- Gender gap
- Gender bias
- Gender equality
- Gender equity
- Gender-neutral
- Gender-stereotyping
- Intersectionality
- Patriarchy
- Feminism
- Bechdel Test



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STARTER

Key word match up task, cut out and match the words with definitions on the next two pages. You could follow this up with some discussion using these questions:

Gender gap

Q – Can you think of examples where the gender gap is clearly evident? Have you seen anything about this in the media?

Gender bias

Q – Are there particular instances where gender bias is common? Can you think of ways to help eliminate gender bias in society?

Gender equality

Q – How does this differ globally?

Gender equity

Q – This is a difficult concept to grasp – now that we have discussed it, can you write down a young person friendly definition for gender equity?

Gender-neutral

Q - Can you think of other examples that you hear commonly used that could be rephrased to be gender-neutral?

Gender-stereotyping

Q – Consider the negative impact stereotypes have on people and wider society. Where do you see examples of stereotyping in your day to day life?

Intersectionality

Q – Can you identify other examples of intersectionality and consider the impact this might have on a person?

Patriarchal

Q – Do you consider the society we live in to be patriarchal?

Feminism

Q – Who should be primarily concerned with feminism?

Positive media representation , term matching

GENDER GAP

The gap between men and women in matters such as education, healthcare and earnings.

GENDER BIAS

The favouring or prejudice of one gender over another.

GENDER EQUALITY

Prospects and access to resources are made equally available, irrespective of gender.

GENDER EQUITY

Women and men are treated fairly in accordance with their needs; this may mean different action is needed to allow access to the same opportunities.

GENDER NEUTRAL

Using gender-neutral language in your speech and in your writing means you can avoid demonstrating gender bias, even if it is unintentional. Some examples include: using the terms 'people' or 'humanity' instead of 'mankind'; 'to staff' or 'to operate' instead of 'to man'.

GENDER STEREOTYPING

An assumption that a person will display certain traits based on their gender, usually associated with outdated concepts of masculinity and femininity.

INTERSECTIONALITY

A minority within a minority. Intersectionality acknowledges the overlapping nature of identity and how this can lead to increased discrimination. An example would be a person who belongs to a minority ethnic group and also has a visible disability.

PATRIARCHY

A patriarchy is a society that is entirely, or by majority, male led.

FEMINISM

A social and political term that refers to the advocacy of women's rights in an effort to achieve equality between genders.

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ACTIVITY 1

In groups, split a large piece of A3/ flipchart paper into two columns and write the headings 'male stereotypes' and 'female stereotypes'. Write a list of all the things you can think of for each category.



What makes this a stereotypical image?

Reflective questions to consider after activity:

Why do these stereotypes exist? Where do they come from? Where do we see these stereotypes presented to us in day-to-day life? Are they useful? What problems do they cause? What tools do we each have to challenge these stereotypes?

It would be useful at this stage if students haven't highlighted any examples, to acknowledge that stereotypes are not just harmful to women. You may wish to discuss the image around men and mental health and male roles and rights in other capacities such as parenting.

Learning points:

- To be able to recognise stereotypes
- To understand that stereotypes are harmful

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ACTIVITY 2

What do you notice about these images?



Learning points:

- Able to identify gender representation and gaps in visibility
- It is worth discussing how positive and equal gender representation is an issue in many types of media, including children's television shows.

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ACTIVITY 2

Watch this video:

<https://www.youtube.com/watch?edufilter=NULL&v=Meq3CyuKOjM>



In groups complete your own version of the Bechdel Test based on your knowledge of the recent films below*. Discuss which you think would pass the test and why. Place a tick next to the ones that you think pass the test, and a cross next to the ones you think fail the test. Remember they need to:

- 1) have at least two women in them
- 2) who talk to each other, about
- 3) something other than men.

How to Train Your Dragon: The Hidden World

Joker

Jumanji: The Next Level

The Lion King

Spider-Man: Far From Home

Star Wars: Episode IX – The Rise of Skywalker

Fast and Furious Presents: Hobbs and Shaw

Godzilla: King of the Monsters

Bohemian Rhapsody

Crazy Rich Asians

Deadpool 2

Mary Poppins Returns

Discuss how students made their decisions regarding each of the listed films.

***ANSWERS OVERLEAF**

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ACTIVITY 2

Answers:

How to Train Your Dragon: The Hidden World (Fail)
Joker (Pass)
Jumanji: The Next Level (Fail)
The Lion King (Pass)
Spider-Man: Far From Home (Fail)
Star Wars: Episode IX – The Rise of Skywalker (Pass)
Fast and Furious Presents: Hobbs and Shaw (Fail)
Godzilla: King of the Monsters (Pass)
Bohemian Rhapsody (Fail)
Crazy Rich Asians (Pass)
Deadpool 2 (Fail)
Mary Poppins Returns (Pass)

Additional/ alternative activity:

Complete a gender representation audit of magazines/ newspapers. This can be achieved in a number of ways. If you have school access to the Internet readily available you may provide a list of magazine/ newspaper websites that students can explore. Alternatively, you could provide the magazines or newspapers to look at during the session. It is important to check that these are age appropriate before distributing to students or recommending particular websites. Depending on your school, you may also ask students to audit their school and learning environments to consider the types of representation they see. Particularly in subjects that are often stereotyped in the media, such as sports, food/ DT and Science.

Learning points:

- According to user-edited databases and the media industry press, about half of films pass the Bechdel test. Interestingly, studies indicated the films that pass the test perform better financially than those that do not.

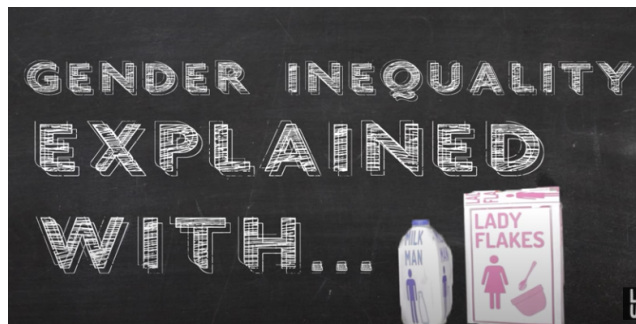
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WANT TO EXPLORE MORE?

Watch this video:

<https://www.youtube.com/watch?edufilter=NULL&v=IG5LyMYsvTs>



Dissect the news

Dissect the news, magazines and visual media you come across.

What do you notice about the ways in which women are represented?

Think about their physical appearance and why they are styled in that way – who is the audience?

Look at the language used in news stories about women. How are the women portrayed?

Do you notice any trends?

Don't assume that because a product is aimed at women that it has consistent positive female representation – how many are guilty of utilising stereotypes?

