

Art Educator	<i>Patrizia Battaglia</i>
School	<i>Royal Vale School</i>
Level	<i>Grade 6</i>
Course	<i>ERC / Language Arts / Visual Arts</i>
Time Frame	<i>3 days</i>

1. **Educational & Instructional Aims**

- a. **Rationale:** The students will explore the difference between sex and gender and discuss how gender roles are perpetuated through stereotypes in media.
- b. **Specific Objectives:** Students will understand the difference between sex and gender. Students will be able to identify gender stereotypes in media, and recognize that gender stereotypes do not necessarily reflect how people choose to identify.
- c. **Guiding Question/ Stimulus for Creation:** What is the difference between sex and gender? How can we break gender stereotypes perpetuated in the media?

2. **Links to the Curriculum**

- a. **Broad Areas of Learning:** sex, gender, stereotypes
- b. **Educational Aim: Individuals as members of society**
 Gives examples of prejudices, generalizations or stereotypes that are present in society (Prejudice: he is certainly the one who did it because he is the leader of his group; Generalization: my neighbour likes hunting, therefore all men like this activity; Stereotype: children who come from this neighbourhood are more intelligent than children from other neighbourhoods)
 Names the possible effects of prejudices, generalizations and stereotypes (e.g. there could be discrimination, rejection, injustice, categorization)
- c. **Focuses of Development:** *Choose the area that fits most*

Cross Curricular Competency(ies):

- Organizes his/her work
- Communicates effectively

3. **Subject Specific Competency(ies) :**

- **Appreciates works of art** (*Reflection, Reaction, Connection*)
Key Features: ensure their collage is a true representation of gender stereotypes; ensure their advertisement is a true reflection of breaking a gender stereotype.

4. **Interdisciplinary**

Math : make a graph using the roles we identify with;

5. **Vocabulary and Concepts: Essential Knowledge**

Sex - the biological and physiological characteristics that define a man and a woman

Gender - socially constructed roles that society has assigned as masculine or feminine

Stereotype - to believe unfairly that all people or things of a particular characteristic are the same

6. Adaptations for Diverse Learners and Enrichment Activities

Students who require adaptations can be given more time. They can be given shorter tasks to make a smaller collage or identify stereotypes for one gender instead of both.

7. Materials and Equipment

Computer

Smart Board

Chart Paper

Sharpie markers

Dictionary

Construction paper

magazines

scissors

glue

markers/pencil crayons

poster paper (colour of their choice)

8. Assessment

Students will demonstrate their understanding of gender stereotypes by identifying them and being able to separate masculine and feminine stereotypes. Students will also be able to illustrate and ad with a slogan and picture that breaks common gender stereotypes.

9. Cultural References and Bibliography

Quebec Charter of Human Rights and Freedoms

www.mediasmarts.ca

Google images

10. Preparation

Stimulus for Creation: *Students will be shown online advertisements that break gender stereotypes. Attention will be drawn to slogans and their efficacy. Slogans will be identified and attention will be drawn to the length of the slogan and the use of key words.*

Learning Activities: Visual Arts Language and Transforming

Gestures: *Teacher will show a white poster paper (11 x 17). Teacher will discuss use of space and placement of slogan and drawing so that it draws the reader's attention. Instructions are given to include colour so that the image is visually appealing.*

11. Performance:

Complex Task:

Step 1: Distribute stereotype true/false quiz

Step 2: Discuss the students' answers

Step 3: Define "sex"

Step 4: Define "gender"

Step 5: Define "stereotype" and list common stereotypes on chart paper (for boys and girls)

Step 6: Introduce magazines and explore existing gender stereotypes

Step 7: Instruct students to make a collage depicting gender stereotypes using magazine images/wording

Step 8: Discuss where stereotypes come from?

Step 9: Introduce Quebec Charter of Human Rights (review #1-6)

Step 10: Prompt how there is no mention of stereotypes in the law

Step 11: Review ads that break existing gender stereotypes in the media

Step 12: Instruct students to create their own ad with an image and a slogan showing an existing gender stereotype being broken (ex: a boy dancing ballet in a pink tutu)

Work Time:

Collage: at least 1 hour, up to 90min.

Advertisement breaking gender stereotypes: about 2 hours

Clean-up: *about 10 min. for clean up. Students are responsible for cleaning their personal workspace*

Final Outcome: *Images will show gender stereotypes being broken*

12. Closure and Integration:

Students can share posters with each other and check if messages were clear to their peers (or if explanation was required)