

Gender Equality in Society

CLASS 4 (Scenario 4)

TOPIC	Representations of gender in advertising
LEARNING CONTENT - DETAILED CHARACTERISTICS	<ul style="list-style-type: none"> - Increasing students' knowledge of the advertisement and the shaping and dissemination of gender models; - introducing a gender perspective to knowledge of advertisements; - explain how advertisements affects the social life of women and men; - familiarizing students with the results of advertisement research; - knowing advertisement as gender socialisation tool. <p>During the debate, the students practise expressing arguments, improve their level of politeness, and hone their collaborative skills.</p>
KEY WORDS	advertisement, gender, sexism
SUGGESTED TOOLS	Power point, Youtube, Menimeter.com, Google Doc.
TIPS / METHODOLOGICAL REMARKS (if applicable)	<p>Peer-to-peer learning Direction discussion Interactive lecture</p> <p>Ideally designed for a maximum of 20 students, the class can be done with a larger number of students. However, the discussions/debates are not as effective as in larger classes and the central activity is on the shoulders of the teacher all the time.</p>
IMPLEMENTATION OF THE CLASSES	<p>STEP 1</p> <p>In the beginning, the teacher presents critical of advertisements and emphasizes that feminist theory takes gender seriously – as a factor that structures identity and experiences – without assuming permanent or static gender differences.</p>
	<p>STEP 2</p> <p>The teacher explains the concepts of sexism, androcentrism, and misogyny with the example of selected advertisements. And teacher divides students into four groups, each of which analyzes the ads on the sexism scale (Work card 1).</p>
	<p>STEP 3</p> <p>Students in the group discuss the characteristics of advertising No. 1, No. 2, No. 3, and No. 4 and propose to evaluate each image on a scale from 1 to 5. After 10 minutes, one person from each group presents the results. If there are differences in assessment between groups, the teacher starts a discussion and encourages the exchange of arguments to agree on one common position.</p>
	<p>STEP 4</p> <p>Another analysis concerns the phenomenon of breaking stereotypes in advertising. (Work card 2) The teacher divides students into two groups. Each group analyzes another ad. and gathers arguments by answering the question: Does advertising break gender stereotypes? If so, how?</p>
	<p>STEP 5</p> <p>After 10 minutes, one group member presents the analysis results to everyone. The teacher opens a group discussion.</p>

ADDITIONAL MATERIALS	1 WORK CARD	Scale of sexism
	2 WORK CARD	Breaking gender stereotypes in advertising

WORK CARD 1	SCALE OF SEXISM
TASK	Based on the scale of sexism, rate the ads:

Level	woman	man
1	quiet decoration, background	
2	home and family roles	professional and public roles
3	a woman is shown at home and in family roles, but with the information on the margin that she is professionally active	a man is shown in professional and public roles, but with the information on the margin that he is husband, father, son...etc
4	woman and man as equal partners	
5	individuality without reference to gender stereotypes	

Number of ads	Sexism scale level
1	
2	
3	
4	

No. 1



<https://www.campaignlive.co.uk/article/six-stereotypes-women-advertising/1426391>

No. 2



<https://www.campaignlive.co.uk/article/six-stereotypes-women-advertising/1426391>

No. 3



<https://martech.org/are-brands-behind-the-times-when-it-comes-to-gender-stereotypes-in-ads/>

No. 4



<https://www.shutterstock.com/pl/image-photo/young-female-forklift-driver-sitting-truck-1961647558>

WORK CARD 2

BREAKING GENDER STEREOTYPES IN ADVERTISING

No. 1



<https://chocolateclass.files.wordpress.com/2015/04/blog-3-ad1.jpg>

No. 2



<https://contently.com/2015/10/09/5-ad-campaigns-that-shatter-gender-stereotypes/>

TASK

These ads are considered to break the gender stereotype. Why?

No. 1

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No. 2

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