



THE
REPRESENTATION
PROJECT



MISS REPRESENTATION

CURRICULUM OVERVIEW

ELEMENTARY
MIDDLE SCHOOL AND
HIGH SCHOOL/POST-SECONDARY





DEAR EDUCATORS,

We are thrilled to be able to bring the *Miss Representation* curriculum to you. The curriculum is designed to engage your students in three aspects of learning.

What are the three aspects of learning?

- 1) **DEVELOP** a more critical eye toward media and understand how gender representations influence the ways that we see each other and ourselves.
- 2) **CRITIQUE** media images as they begin to recognize the qualities that make for good leadership and uncover ways that they can act as allies for each other to support an end to stereotyping.
- 3) **CREATE** their own media images to respond to the dearth of positive representations of women and girls.

Additionally, we have incorporated a centering activity, which can be used to allow students to decompress after participation in the more difficult lessons.

Why is media literacy important?

Since American youth consume upwards of 11 hours of media per day (Kaiser Family Foundation, 2010), it is important for even early elementary students to begin to think critically about media messages. We are asking you to partner with us to extend the conversation and to help make this curriculum a living document. Please encourage your students to upload their media to Instagram using **#MyMissRepMedia** and to get involved in

our **#NotBuyingIt** campaign. Your students can use **#NotBuyingIt** to identify sexism in the media and in the larger culture and encourage positive change.

How can you help?

We are also asking you to provide us feedback. Please complete the online educator evaluation form so that we can learn from your experiences with *Miss Representation*. Also, please let us know how you are supplementing the materials with your own. Feel free to use **#teachmisrep** to share supplementary lessons with educators from across the United States and the globe. Lastly, we have added supplementary materials to this curriculum. For more information on how to use the curriculum and/or to learn how others are using it, go to our website therepresentationproject.org.

Thanks for your hard work!

Thank you for all of your hard work and dedication to helping young people reach their full potential. We are extremely grateful to you and are excited to work alongside you to help create learning experiences where young people's voices are empowered to create a healthier culture and world.

Wishing you all of the best,

Dr. Aaminah Norris, Ph.D.
 Director of Education

Jennifer Siebel Newsom
 Founder, CEO



LEARNING OBJECTIVES

MODULE

K-2ND GRADE 3RD-5TH GRADE

MIDDLE SCHOOL HIGH SCHOOL POST-SECONDARY

MEDIA LITERACY

LEARN ABOUT DIFFERENT TYPES OF MEDIA.

UNDERSTAND THAT MEDIA COMMUNICATE IDEAS AND TEACHES INDIVIDUALS ABOUT WOMEN AND GIRLS.

LEARN HOW MEDIA SHAPES INDIVIDUAL BELIEFS AND CULTURAL NORMS.

PAY CONSCIOUS ATTENTION TO THE AMOUNT OF MEDIA STUDENTS CONSUME.

UNDERSTAND CONCEPTS SUCH AS REPRESENTATION, SOCIAL CONSTRUCTION, AND OBJECTIFICATION.

WOMEN IN LEADERSHIP

IDENTIFY THE WAYS MEDIA AND ADVERTISEMENTS PORTRAY GENDER.

BEGIN TO RECOGNIZE THAT THE WAY MEDIA PORTRAYS GENDER CAN LIMIT THE OPTIONS AVAILABLE FOR BOTH GIRLS AND BOYS.

LEARN ABOUT THE DIFFERENT ROLES WOMEN PLAY IN SOCIETY.

UNDERSTAND THAT MEDIA COMMUNICATE IDEAS AND TEACHES INDIVIDUALS ABOUT WOMEN AND GIRLS.

IDENTIFY WOMEN LEADERS IN THEIR FAMILIES AND COMMUNITIES.

RECOGNIZE GENDER STEREOTYPES AND THINK ABOUT THEIR EFFECTS ON THE LARGER CULTURE.

UNDERSTAND THAT WHEN STEREOTYPES ARE REPEATED OVER TIME THEY CAN BECOME ACCEPTED AS REALITY OR NORMALIZED.

THINK ABOUT THE WAYS STEREOTYPES OF FEMININITY (THE QUALITY AND NATURE OF THE FEMALE SEX) OR MASCULINITY (THE QUALITY AND NATURE OF THE MALE SEX) LIMIT GIRLS AND BOYS.

IDENTIFY POSITIVE AND EMPOWERING REPRESENTATIONS OF WOMEN IN THE MEDIA.

BEHIND THE SCENES

LEARN ABOUT THE IMPORTANCE OF DIVERSITY IN REPRESENTATION.

UNDERSTAND THE NEED FOR DIVERSE GROUPS OF INDIVIDUALS WORKING IN TEAMS.

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ADDITIONAL FEATURES

LESSONS ARE MULTIMODAL AND INCLUDE MEDIA SUCH AS POEMS, PIE CHARTS, AND STOP MOTION ANIMATION.

INCLUDES A CONNECTION TO STUDENTS "MAKING" THEIR OWN STOP MOTION ANIMATION.

LESSONS LINK TO COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS K-5.

LESSONS ARE MULTIMODAL AND INCLUDE MEDIA SUCH AS ARTICLES, OP-EDS, JOURNALS, AND FILM.

INCLUDES A CONNECTION TO STUDENTS "MAKING" THEIR OWN FILM. STUDENTS CAN USE #MYMISSREPMEDIA TO SHARE THE MEDIA THAT THEY CREATED ON INSTAGRAM.

LESSONS LINK TO COMMON CORE STANDARDS FOR LITERACY 6-12.

INCLUDES ADDITIONAL SERVICE LEARNING ACTIVITIES.

INCLUDES DISCUSSION QUESTIONS AND READING LISTS FOR UNDERGRADUATES.

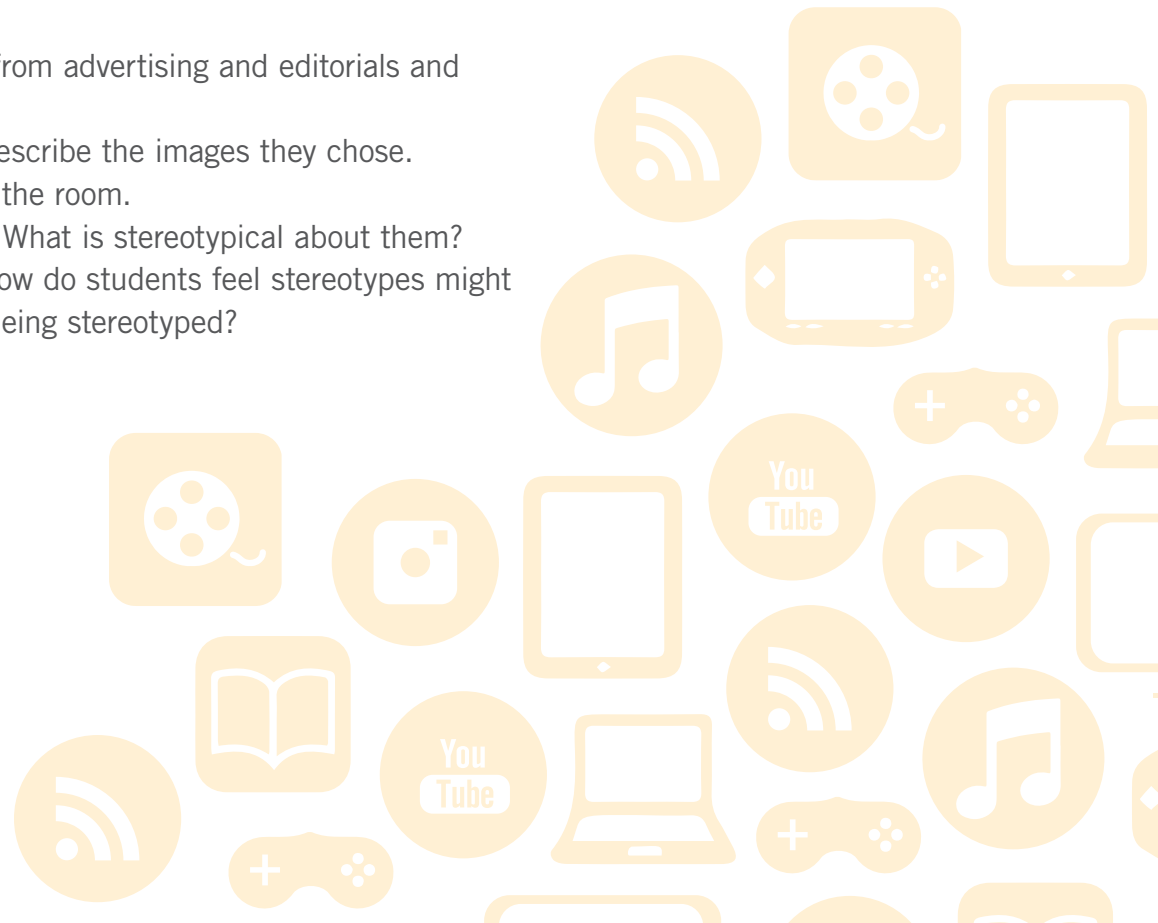


MEDIA LITERACY MODULE:

MIDDLE/HIGH SCHOOL

SMALL GROUP ACTIVITY: *Boxed In (30 min)*

1. Organize students into small groups of three to five depending on the class size (if you are teaching a co-ed class, make sure there are males and females in each group).
2. Give each group a piece of large paper, a few magazines, scissors, glue, and markers.
3. Ask students to divide their paper into two sections or boxes: one for female stereotypes and one for male stereotypes.
4. Ask students to cut out images of women and men from advertising and editorials and paste them into the corresponding sections.
5. Have students write words around the images that describe the images they chose.
6. When they are complete, display the posters around the room.
7. Why did the students select the images they chose? What is stereotypical about them? Did students identify similar kinds of stereotypes? How do students feel stereotypes might be harmful? How can students avoid stereotyping? Being stereotyped?





MEDIA LITERACY MODULE:

LARGE GROUP ACTIVITY: (45 min)

1. Ask students to draw a picture of their favorite character from a book, television show, movie, or game.
2. Ask students to come up with three words or sentences to describe their favorite character. Help students write their descriptions on the back of their drawing.
3. Ask students to describe how the character spends his or her time? Does he or she have a family? Children? Parents?
4. How does he or she have fun?
5. Remind students that media teaches us things.
6. Ask students what the media has taught them about the characters they like.
7. Remind students of the definition of biological sex.
8. Are the characters that the students described biologically male or female?
9. What do these characters teach them about being a woman or a man, boy or girl?
10. Remind students of the definition of gender identity.
11. Ask them to think about what they learn about being a girl or boy from watching examples of girls or boys on television and in the movies.
12. What are girls supposed to do? What about boys?
13. Are there things that girls are supposed to like that boys dislike? Are there things that boys are supposed to like that girls dislike?
14. Ask students to take a look at the drawing of their character that they drew earlier and share the drawings so the class can see each picture.
15. What terms did students use to describe their favorite characters?
16. What do their character descriptions teach them about what it means to be a boy or a girl?
17. Ask the students who described male characters if girls could be described in the same way? Ask the students who described female characters if boys could be described in the same ways? If yes, why? If not, why not?
18. If students respond no, and are unable to explain why not, ask students to think about ways that boys and girls can both be the same. For example can boys and girls both be strong and powerful? Brave and courageous? Nice and friendly?
19. Ask students to think of examples of when they have had to be strong, friendly, or brave.
20. Ask students to think of how female characters might show that they can be powerful, brave, and/or friendly?

