

#2 Eksempel 1 - Fra "The Real me"



Temaet er overordnet identitet. Centralt står stereotype forestillinger om køn, som tematiseres og problematiseres i undervisningsforløbet.

Det gælder bl.a. om at

- bevidstgøre sig sin egen viden om køn
- bevidstgøre og reflektere over erfaringer, man selv har gjort sig med stereotype forestillinger om køn
- undersøge baggrunden for og konsekvenserne af disse stereotyper
- undersøge hvordan sprog og indhold kan skabe stereotyper, der kan have indflydelse på vores forståelser af køn

Forbindelsen mellem sprog og kultur skabes ved at undersøge sproget og finde forklaringer i den kulturelle kontekst man selv er en del af eller beskæftiger sig med.

Spørgsmål, som bør stilles til tekster (udvidet begreb) og tasks/opgaver, er bl.a.:

- Hvilke leksikalske og grammatiske strukturer associeres med køn og hvordan?
- Hvad kan ord og vendinger udrette og afsløre om teksters implicitte værdier?
- Hvad afslører vores brug af ord om sociale identiteter, individuelle og fælles erindringer, følelser mm.?

De to eksempler kan overføres til en hvilken som helst undervisningsportal eller printes ud.



Ikonerne betyder følgende:



Arbejde på klassen i form af class talk, class sum up mm. Her er det vigtigt, at læreren samler op, forklarer, linker til tidligere aktiviteter, linker til de næste aktiviteter og til de overordnede mål for forløbet. Læreren har en vigtig rolle i forhold til at forklare, undervise og sørge for at alle er med og forstår, så eleverne kan se mening med det der arbejdes med.



Arbejde i grupper



Arbejde parvis



Arbejde individuelt

Think – Pair – Share



Først individuelt



Så parvis



Til sidst på klassen

I aktiviteten Think - Pair - Share får eleverne mulighed for først individuelt at tænke sig om og prøve at forstå, derefter snakker man med en makker om, hvordan man har forstået det, og til sidst samles der op på klassen. Strukturen er meget velegnet til stilladsering af elevernes udvikling af sproglige progression og faciliterer, at alle får mulighed for at deltage i den fælles opsamling - man øver sig med en makker, før man skal sige noget på klassen.

Eksempel 1: Dating advice from Disney Princesses

Introduktion til læreren: Plakaten 'Dating Advice from Disney Princesses' (cracked.com), er en sjov og ironisk kritik af, hvordan Disney-karakterer ofte fremstilles meget kønsstereotypiske. Teksten (plakaten) er et godt eksempel på, hvordan en bestemt diskurs og bestemte værdier implicit repræsenteres i tekster, film mm. (intertekstualitet). Nedenfor er et link til plakaten, 'Dating advice from Disney Princesses', men der findes adskillige lignende eksempler på nettet.

<https://www.pinterest.dk/pin/516365913502290232/>

Elevhenvendt materiale



Activity 1 - lead in: Fairy Tale characters - what are they like and what do they do?

- Which fairy tales do you know, and what are they called in English? Make a list.
- What do fairy tale characters look like? Make a list of as many adjectives as possible about fairytale characters. Look in the box to the right for ideas.
- What do fairy tale characters typically do? Make a list. Look in the box to the right for ideas.

<i>beautiful</i>	<i>handsome</i>	<i>old</i>	<i>evil</i>
<i>kind</i>	<i>wicked</i>		
<i>sweet</i>	<i>brave</i>	<i>unhappy</i>	<i>honest</i>
<i>clever</i>		<i>pale</i>	

<i>live happily ever after</i>	<i>slays dragons</i>
<i>spins thread</i>	<i>lives in a tower</i>
<i>rides a horse</i>	
<i>sings beautifully</i>	
<i>wears beautiful dresses</i>	
<i>casts spells</i>	



Class sum up

Class brainstorm guided and recorded by your teacher about what fairy tale characters look like and what they do. Use e.g. MindMeister from Skoletube which can be shared with the whole class or added to a learning portal.

Discuss what the words and phrases tell us about possible gender stereotypes in fairy tales.

Activity 2: Choose a dating advice

Look at the poster, 'Dating Advice from Disney Princesses' and choose one dating advice to work with.



Discuss and make notes (e.g. in a group padlet, Skoletube) about:

- Which fairy tale/Disney film has inspired the dating advice?
- What do you think about the advice?
- Look at words, phrases and illustrations and discuss how this makes the advice fun and ironic. What does this tell us about the author's real thoughts and intentions?
- Prepare to share your work with the rest of the class

Class sum up

Each group shares their work with the class.

The rest of the class comment or ask questions.

Class discussion guided and recorded (e.g. in padlet) by the teacher:



- How do Disney films affect our view on gender, gender roles, gender expectations and gender stereotypes?
- How do you think this might influence us and the way we think about gender roles and expectations?

Activity 3: Create your own Dating advice from Disney Princesses or Princes

- Browse through what you've worked with so far, class brainstorm, padlets etc. to get inspired
- Create 3-5 dating advice for Disney princesses or princes which are related to fairy tales or Disney films.
- Create a poster similar to the one from Cracked.com (e.g. in Easelly, Skoletube). Make use of words, phrases as well as relevant illustrations.
- Prepare to present your poster to the class.



Class sum up

- Each group shares their work with the class.
- The rest of the class comment or ask questions.
- Class sum up guided by the teacher and recorded by a student secretary, e.g. in the same class padlet as before.



How do texts, films, adverts etc. and the values they represent about gender and gender stereotypes affect our view on gender and gender roles?

How does this affect the way we understand and act in the world?

What can we do to avoid accepting or creating gender stereotypes?

My Light Bulb Moment



Write or illustrate on a piece of paper what your most important light bulb moment (der gik et lys op for mig øjeblik) was when working with 'Dating advice from Disney princesses'.

Name your paper and hand it in to your teacher to keep for you.



Note til læreren

Tanken er, at læreren på et senere tidspunkt udleverer de små papirlapper igen for at minde eleverne om, hvad deres vigtigste "Light Bulb Moment" var i forbindelse med dating advice opgaven. Herefter kan man bede eleverne producere en ny "Light Bulb Moment", diskutere de forskellige erkendelser i klassen mm.

Eksempel 2: The Mask You Live in

Introduktion til læreren: *The Mask You Live In* er en respons til Jennifer Siebel Newsom's første film *Miss Representation* om hvordan mainstream medier og kultur påvirker kvinders underrepræsentation på topposter i samfundet. Adskillige forældre og lærere takkede hende for filmen, men spurgte "What about our boys? Isn't there a boy crisis going on?" Jennifer Siebel Newsome var på dette tidspunkt gravid med sin første søn og var derfor også interesseret i at undersøge dette perspektiv. Det blev til dokumentaren *The Mask You Live In*, der problematiserer et snævert syn på maskuline værdier i det amerikanske samfund.

Gennem arbejdet med aktiviteterne er det tanken, at eleverne bevidstgøres om, hvordan de ord og vendinger vi bruger kan symbolisere holdninger og måder at tænke på, og hvordan ord og vendinger kan bruges til at positionere os som medlemmer af et kulturelt fællesskab, og som middel til at ekskludere andre, eller andre holdninger.

I dette eksempel arbejdes der med traileren til filmen, *The Mask you Live in*. Se link nedenfor.

<https://www.youtube.com/watch?v=hc45-ptHMxo>



Activity 1: Before watching *The Mask You Live In*

- Read the quotes below and make sure you both understand them.
- Which male values do words and phrases express? Explain how.

Stop crying! Stop with the tears! Don't cry! Pick yourself up!

Stop with the emotions! Don't be a pussy! Mumbling ... , I disrespect you

Be cool! ... and be kind of a dick! Always keep in mind ..
Nobody likes a tattletale!

Bros come before hoes! Don't let your woman run your life! You admit!

What a fag! Get laid! Do something! Be a man!

Be a man! Grow some balls!

- Do we have similar words and phrases in Danish expressing male values? Give 3-5 examples.
- Present your findings to another pair and talk about each others' findings.



Class sum up

Watch the first 23 seconds of the trailer a couple of times and, guided by your teacher, talk about how the first part of the trailer made you feel and why.

What do you think you will expect from the rest of the trailer?

Activity 2 - During watching *The Mask you Live in*



Watch the rest of the trailer (a couple of times) and answer the following questions:

- What are the three most destructive words you can say to a boy or a young man and why?
- Why do young American men, according to the film, have to prove their masculinity all the time?
- What is meant by *the mask you live in*?
- What is it typically behind the mask that boys or men don't let people see?
- What consequences does it have, according to the film, for boys and men that they have to 'wear this mask'?
- Give some examples from the film of desperate behaviour for failing to live up to 'America's narrow definition of masculinity'

Talk about your answers with another pair and write down your answers in e.g. a group padlet.

Activity 3 - Word association game (se også #4, eksempel 5)

1. Watch the trailer again, write down 5-10 words or expressions from the video.
2. Now take turns reading aloud one word or expression at a time. The rest of the group write down as many words as possible within 30 seconds. After the 30 seconds, each group member read their words aloud and tell, in as much detail as possible, what associations he/she had.
3. Together choose the 5 most important words and the associated words. Create a group padlet and write the 5 words and associated words into the padlet.
Class sum up: Share the padlet with your class
4. Choose one word to present to the class and give reasons for choosing exactly that word. The rest of the class may comment or ask questions about the word.



Activity 4 - Alternative gender values

Part 1:

Choose one image from the trailer that somehow touched you or made you think and copy/paste your image into a class padlet (created and shared by the teacher). Write a few key words for why you chose this image. Consider the following points:



- Why did you choose this image?
- What does the image tell about the message of the film?
- Present your image and your keywords to the rest of the class. The rest of the class may comment or ask questions.

Part 2:

Now you've worked with various perspectives on the film

Discuss the following:

What is the main message of the documentary? What is your opinion on the issue?

Can you mention any movies or series you've watched that support this message?

Do the following:

- Decide on another perspective on male or female values in your group. E.g. boys should be allowed/ better at showing feelings, girls should be ...
- Inspired by the quotes from the first 23 seconds of the film and everything you've worked with in connection with the film, create 3-5 catchphrases illustrating your perspective.
- Create your own 10-20 seconds introduction similar to the film we've worked with, but presenting your own quotes and visuals, representing your perspective on gender values. You may use e.g. WeVideo, Skoletube where you can import from FB or record directly. Your videos should be shown to the rest of the class.



Class sum up:

Watch the videos about alternative gender values, comment, ask questions and discuss the different perspectives, guided by your teacher.

Rounding off class discussion, guided by your teacher on the following issues and other relevant thoughts and ideas that have come up during the work with this unit:

- How may a narrow view on male values create gender stereotypes and how does this affect boys, girls and other genders?
- How may this affect the way we act in the world? What does all this mean to you?
- What is your opinion on gender roles and expectations and the way

My moment of protest



Create your own banner illustrating your opinion on gender roles and expectations for display in your classroom - or maybe in the hallway of your school. Be creative.

